



KS1 Curriculum (Year 1 and 2)

[Cycle 2](#)

Park Mead Primary School



KS1 Curriculum (Year 1 and 2)

Cycle 2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
INTENT (Texts that MUST be covered are underlined, others are offered as options for teacher/class selection)	<p>Heads, Shoulders, Knees and Toes (<i>All About Me</i>) Event: Dentist/Doctor visitor</p> <p>Key Texts: <u>Funny Bones</u>, <u>The Growing Story</u>, <u>Non-Fiction</u> History: Timeline of my life, my family history Science: Animals including humans (Human Body focus) Computing: 2.1 Coding. Art/DT: Illustrations RE: What is God like? Music: <u>Songs about me</u> PSHE: Being me in the world PE: Hockey</p>	<p>What happens where I live? Event: Abbotts Wood visit. Walk to local park</p> <p>Key Texts: <u>Non-Fiction focus</u>, Local Authors: <u>A.A. Milne (Winnie the Pooh)</u> Armitage (The Lighthouse Keeper) Geography: How has my local area changed? Atlas work, Christmas around the world Science: Living things and their habitats Computing: 1:1 Online Safety 1.2 Grouping and Sorting Art/DT: Artist focus from different countries RE: Understanding Christianity - INCARNATION Music: <u>Local music and musicians/ Nativity songs</u> PSHE: Celebrating Difference PE: Ball Games, Dance</p>	<p>Dinosaurs Event: <u>Jewish Visitor</u></p> <p>Key Texts: <u>Harry and his Bucketful of Dinosaurs</u>, <u>Brave Dinosaur</u>, <u>Tyrannosaurus Drip</u> History: Prehistoric England Timelines, 'BC' Science: Scientific enquiry linked to materials Computing: 1.5 Maze Explorers Art/DT: <u>Landscapes Making fossils?</u> RE: Other Faiths – Islam Music: <u>Music inspired by dinosaurs/ Exploring percussion</u> PSHE: Dreams and Goals PE: Gymnastics</p>	<p>Dinosaurs Event: Paradise Park Trip</p> <p>Key Texts: <u>Harry and his Bucketful of Dinosaurs</u>, <u>There's a T-rex in Town</u>, <u>Diplodocus in the Den</u> Geography: Changes in landscape over time, volcanoes, climate change Science: Use of everyday materials Computing: 2.4 Questioning Art/DT: clay models RE: Understanding Christianity - SALVATION Music: <u>Compose own music about dinosaurs/ using notation</u> PSHE: Healthy Me PE: Dance</p>	<p>Explorers Event: Forest School</p> <p>Key Texts: <u>Man Fish</u>, <u>Lost and Found</u>, History: Who discovered where? Explorers around the world Geography: Nocturnal animals, map work Science: Plants Computing: 1.9 Technology 2.3 Spreadsheets Art/DT: sewing RE: Understanding Christianity - CREATION Music: <u>Exploring different periods of music</u> PSHE: Relationships PE: Cricket</p>	<p>Castles and Coasts Event: Lewes Castle</p> <p>Key Texts: <u>Castle non-fiction</u>, <u>The Kiss that Missed</u>, <u>Fairytales</u> (classics), <u>twisted fairy tales</u>, <u>Beaver Towers</u> History: Battle of Hastings Geography: castles and coasts nearby Science: Animals including humans Computing: 2.5 Effective Searching 2.8 Presenting ideas Art/DT: portraits RE: What is important for Jewish children? Music: <u>Songs linked to the topic</u> PSHE: Changing Me PE: Athletics</p>

<p style="text-align: center;">IMPLEMENTATION: Science Skills</p>	<p>Animals including humans (human body focus)</p> <ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults Find out about the basic needs animals, including humans, for survival (water, food and air) Describe the importance of hygiene Describe the importance for humans of exercise and eating the right amounts of different types of food Gather and record data to help in answering questions Observe closely, using simple equipment 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead and things that have never been alive Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other Identify and name a variety of plants and animals in their habitats, including micro-habitats Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. 	<p>Scientific Enquiry</p> <ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Identifying and classifying Using observations and ideas to suggest answers to questions <p>Gathering and recording data to help in answering questions</p>	<p>Use of everyday materials</p> <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials Compare the uses of everyday materials Observe closely, identifying and classifying the uses of different materials Find out how the shapes of solid objects made from some materials can be changed Ask simple questions and recognise that they can be answered in different ways Gather and record data to help in answering questions 	<p>Plants</p> <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy Observe changes over time and begin to notice patterns 	<p>Animals including humans (animal focus, comparing to humans)</p> <ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
<p style="text-align: center;">IMPACT – KNOWLEDGE GAINED</p>	<p>To know that animals have offspring that grow into adults. To know what animals and humans need to survive. To know why exercise and diet are important.</p>	<p>To know that living things live in habitats suited to their needs. To know the names of different plants. To know how animals get their food and how this fits into a food chain.</p>	<p>To know how to plan an investigation. To know that I need to gather information to be able to answer questions.</p>	<p>To know that objects are made of different materials. To know that different materials are suitable for different purposes. To know that shapes of materials can be changed.</p>	<p>To know that seeds and bulbs grow into plants. To know the names of different trees and plants. To know that plants need water, light and the correct temperature to grow.</p>	<p>To know the difference between different types of animals. To know the difference between herbivores, carnivores and omnivores. To know the names of different parts of the human body To know the 5 senses and what they all do.</p>

IMPLEMENTATION: Computing Skills

	<p>Y1</p> <ul style="list-style-type: none"> Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies Predict the behaviour of simple programs Understand what algorithms are and how they are implemented on digital devices <p>Y2</p> <ul style="list-style-type: none"> Use technology safely and keep personal information private Use logical reasoning to predict the behaviour of simple programs Create simple programs Create and debug simple programs Debug simple programs by using logical reasoning to predict the actions instructed by the code Understand that programs execute by following precise and unambiguous instructions 	<p>Y1</p> <ul style="list-style-type: none"> Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies Use technology purposefully to create digital content Predict the behaviour of simple programs <p>Y2</p> <ul style="list-style-type: none"> Use technology safely and keep personal information private Use technology purposefully to create digital content comparing the benefits of different programs Use logical reasoning to predict the behaviour of simple programs 	<p>Y1</p> <ul style="list-style-type: none"> Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies Use technology purposefully to create digital content <p>Y2</p> <ul style="list-style-type: none"> Use technology safely and keep personal information private Use technology purposefully to create digital content comparing the benefits of different programs Use logical reasoning to predict the behaviour of simple programs 	<p>Y1</p> <ul style="list-style-type: none"> Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies Use technology purposefully to create digital content Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies <p>Y2</p> <ul style="list-style-type: none"> Use technology safely and keep personal information private Use technology purposefully to create digital content comparing the benefits of different programs Use technology safely and keep personal information private 	<p>Y1</p> <ul style="list-style-type: none"> Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies Recognise common uses of information technology in the home and school environment Use technology purposefully to create digital content Understand what algorithms are and how they are implemented on digital devices <p>Y2</p> <ul style="list-style-type: none"> Use technology safely and keep personal information private Recognise common uses of information technology beyond school Use technology purposefully to create, organise, store, manipulate and retrieve digital content Understand that programs execute by following precise and unambiguous instructions 	<p>Y1</p> <ul style="list-style-type: none"> Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies Use technology purposefully to create digital content <p>Y2</p> <ul style="list-style-type: none"> Use technology safely and keep personal information private Use technology purposefully to create digital content comparing the benefits of different programs
<p>IMPACT – KNOWLEDGE GAINED</p>	<p>To know who to talk to when I am worried about something that has happened online. To know what algorithms are. To know that I need to give simple instructions to the program to allow it to work. To know which buttons to click in order to make links on the program</p>	<p>To know who to talk to when I am worried about something that has happened online. To know how to use technology for different purposes. To know how to predict the behaviour of programs. To know how to use different programmes to group and sort information.</p>	<p>To know who to talk to when I am worried about something that has happened online. To know how to keep information private online.</p>	<p>To know who to talk to when I am worried about something that has happened online. To know the things I need to do to keep safe when I am working on computers. To know what to do when I find something I don't like on computers.</p>	<p>To know who to talk to when I am worried about something that has happened online. To know what a spreadsheet is. To know how, when and why a spreadsheet will be used. To know that a spreadsheet can organise and store information.</p>	<p>To know who to talk to when I am worried about something that has happened online. To know what I need to do in order to safely search for information online. To know that I can use different programs to present information in different ways.</p>

IMPLEMENTATION: History Skills

	<p>Y1</p> <ul style="list-style-type: none"> ● Use common words and phrases relating to the passing of time ● Relate his/her own account of an event and understand that others may give a different version ● Talk, draw or write about aspects of the past <p>Y2</p> <ul style="list-style-type: none"> ● Describe significant events, people and places in his/her own locality ● Describe changes within living memory and aspects of change in national life ● Use a wide vocabulary of everyday historical terms ● Record what he/she has learned by drawing and writing 	<p>Y1</p> <ul style="list-style-type: none"> ● Use common words and phrases relating to the passing of time ● Relate his/her own account of an event and understand that others may give a different version ● Talk, draw or write about aspects of the past ● Find answers to some simple questions about the past from simple sources of information ● Identify some similarities and differences between ways of life in different periods <p>Y2</p> <ul style="list-style-type: none"> ● Describe significant historical events, people and places in his/her own locality ● Describe changes within living memory and aspects of change in national life ● Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods ● Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented ● Use a wide vocabulary of everyday historical terms ● Speak about how he/she has found out about the past ● Record what he/she has learned by drawing and writing 	<p>Y1</p> <ul style="list-style-type: none"> ● Use common words and phrases relating to the passing of time ● Relate his/her own account of an event and understand that others may give a different version ● Talk, draw or write about aspects of the past ● Find answers to some simple questions about the past from simple sources of information ● Identify some similarities and differences between ways of life in different periods <p>Y2</p> <ul style="list-style-type: none"> ● Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods ● Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented ● Use a wide vocabulary of everyday historical terms ● Speak about how he/she has found out about the past ● Record what he/she has learned by drawing and writing ● Describe events beyond living memory that are significant nationally or globally ● Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events ● Show an awareness of the past, using common words and phrases relating to the passing of time 	<p>Y1</p> <ul style="list-style-type: none"> ● Relate his/her own account of an event and understand that others may give a different version ● Talk, draw or write about aspects of the past ● Find answers to some simple questions about the past from simple sources of information <p>Y2</p> <ul style="list-style-type: none"> ● Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods ● Use a wide vocabulary of everyday historical terms ● Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods ● Record what he/she has learned by drawing and writing 	<p>Y1</p> <ul style="list-style-type: none"> ● Use common words and phrases relating to the passing of time ● Talk, draw or write about aspects of the past ● Find answers to some simple questions about the past from simple sources of information ● Identify some similarities and differences between ways of life in different periods ● Describe some simple similarities and differences between artefacts ● Sort artefacts from 'then' and 'now' Ask and answer relevant basic questions about the past <p>Y2</p> <ul style="list-style-type: none"> ● Describe significant historical events, people and places in his/her own locality ● Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods ● Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented ● Use a wide vocabulary of everyday historical terms ● Speak about how he/she has found out about the past ● Record what he/she has learned by drawing and writing ● Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events ● Show an awareness of the past, using common words and phrases relating to the passing of time
<p>IMPACT - KNOWLEDGE GAINED</p>	<p>To know the meaning of week, month and year. To know that my account of an event can be different from others'. To know about significant events in my past. To know that significant events have happened around the world in my lifetime.</p>	<p>To know about important historical events where I live. To know that some things are the same and different in different time periods. To know about important people who have contributed to national and international events.</p>	<p>To know the time period of the pre-historic era. To know how the dinosaurs became extinct. To know information about how the dinosaurs lived. To know that I can use different sources of information to find out about the past.</p>	<p>To know that people discovered places and countries in the world at different times. To know which explorers discovered which parts of the world. To know that information about explorers can be found using a range of sources and some of these may have different information.</p>	<p>To know how the Battle of Hastings fits into the timeline of British History. To know about the significant events during the Battle and how it began and ended. To know the impact the Battle had on modern Britain and how things might have been different if the Battle had ended differently.</p>

IMPLEMENTATION: Geography Skills

IMPACT – KNOWLEDGE GAINED

- Y1
- Use simple observational skills to study the geography of the school and its grounds
 - Understand how some places are linked to other places e.g. roads, trains
 - Link their homes with other places in their local community
 - Know about some present changes that are happening in the local environment e.g. at school
 - Suggest ideas for improving the school environment
 - Use simple maps of the local area e.g. large scale, pictorial etc.
- Y2
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

To know that I can use an atlas to find out information about different locations.
 To know that I can use a map to find out information in different detail than an atlas.
 To know how different locations are geographically similar and different.
 To know the difference between human and physical geography.

- Y1
- Describe seasonal weather changes
 - Use simple observational skills
 - Use simple maps
- Y2
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
 - Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
 - Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

To know how volcanoes occur.
 To know the names and locations of volcanoes around the world.
 To know how climate and weather has changed over time.
 To know the impact of climate change on the environment.

- Y1
- Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes
 - Understand how some places are linked to other places e.g. roads, trains
- Y2
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
 - Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map
 - Name and locate the world's seven continents and five oceans
 - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom
 - Name, locate and identify characteristics of the seas surrounding the United Kingdom

To know where a range of countries and locations are on a world map.
 To know that a key can give further information about maps and details on them.
 To know the difference between continents and countries.

IMPLEMENTATION: Art and Design Skills	<p>Y1</p> <ul style="list-style-type: none"> Explore mark-making using a variety of tools Explain what he/she likes about the work of others Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines Experiment with tones using pencils, chalk or charcoal 	<p>Y1</p> <ul style="list-style-type: none"> Explore mark-making using a variety of tools Explain what he/she likes about the work of others <p>Y2</p> <ul style="list-style-type: none"> Know that different artistic works are made by craftspeople from different cultures and times Give reasons for his/her preferences when looking at art/craft or design work 	<p>Y1</p> <ul style="list-style-type: none"> Explore mark-making using a variety of tools Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines <p>Y2</p> <ul style="list-style-type: none"> Experiment with tones using pencils, chalk or charcoal <p>Represent things observed, remembered or imagined using colour/tools</p>	<p>Y1</p> <ul style="list-style-type: none"> Make structures by joining simple objects together Know the names of tools, techniques and elements that he/she uses <p>Y2</p> <ul style="list-style-type: none"> Select particular techniques to create a chosen product and develop some care and control over materials and their use Experiment with basic tools on rigid and flexible materials Design purposeful, functional, appealing products for himself/herself and other users based on design criteria 		<p>Y1</p> <ul style="list-style-type: none"> Explore mark-making using a variety of tools Explain what he/she likes about the work of others Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines <p>Y2</p> <ul style="list-style-type: none"> Experiment with tones using pencils, chalk or charcoal
IMPACT – KNOWLEDGE GAINED	<p>To know that a variety of tools can be used for mark making. To know that different tools can be used for editing work. To know what an illustration is and know the names of some illustrators.</p>	<p>To know that different artists from different times and places will create work that looks very different to each other. To know facts about artists from around the world. To know techniques used by different artists</p>	<p>To know that pressure can result in changes of tone. To know that shades of the same colour can be ordered to show tonal development. To know that adding white/black will change the tone of a colour.</p>	<p>To know that structures can be made by joining objects. To know that a range of tools can be used for building. To know a range of techniques for moulding clay effectively.</p>		<p>To know what a portrait is. To know that different techniques will create different effects. To know which shapes and lines will help me create different facial features.</p>
IMPLEMENTATION: Design and Technology Skills				<p>Y1</p> <ul style="list-style-type: none"> Use a range of simple tools to cut, join and combine materials and components safely Ask simple questions about existing products and those that he/she has made <p>Y2</p> <ul style="list-style-type: none"> Evaluate and assess existing products and those that he/she has made using a design criteria 	<p>Y1</p> <ul style="list-style-type: none"> Sort, cut and shape fabrics and experiment with ways of joining them Create simple designs for a product Use pictures and words to describe what he/she wants to do <p>Y2</p> <ul style="list-style-type: none"> Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable Develop techniques to join fabrics and apply decorations such as a running or over stitch 	
IMPACT – KNOWLEDGE GAINED				<p>To know that work can be evaluated and improved. To know that a variety of tools can be used to cut, join and combine materials</p>	<p>To know that fabric can be shaped, cut and sorted in different ways. To know that work should be planned before construction. To know that there are a range of techniques that can be used to make structures stable</p>	

<p>IMPLEMENTATION: RE Skills</p>	<p>RE: What is God like?</p> <ul style="list-style-type: none"> • Pupils can recall and retell the story of Creation • Pupils know that Christians believe they have a responsibility to care for God’s creation • <i>Christians believe God’s relationship to people is as a loving parent</i> 	<p>RE: Understanding Christianity - INCARNATION</p> <ul style="list-style-type: none"> • To explain the significance of Advent for Christians. • To explain how Christian’s feel about the birth of Jesus and why Christians believe God sent him. • To understand and explain the link between God and Jesus. 	<p>RE: Islam</p> <ul style="list-style-type: none"> • To sort <i>some</i> of the items as being part of Islam or not • To recall <i>all</i> of the events from Muhammad’s life • To onsider the motivations and emotions of some of the people in the story and empathise with them • To consider a Muslim’s feelings and motivations and / or independently find out some additional information about The Five Pillars of Islam 	<p>RE: Understanding Christianity - SALVATION</p> <ul style="list-style-type: none"> • <i>To explain that Christians believe Jesus builds a bridge between God and humans</i> • <i>To explain that Christians believe Jesus rose from the dead, giving people hope of a new life.</i> 	<p>RE: Understanding Christianity – CREATION</p> <ul style="list-style-type: none"> • <i>To retell the story of creation</i> • <i>Explain why Christians believe that creation is God’s work.</i> • <i>Explain the significance of Adam and Eve in the Bible.</i> 	<p>RE: What is important for Jewish children?</p> <ul style="list-style-type: none"> • <i>Make links between their own life and that of a Jewish child.</i> • <i>Observe differences between their own life and that of a Jewish child.</i> • <i>Show tolerance and understanding of world religions.</i>
<p>IMPACT – KNOWLEDGE GAINED</p>	<p>To know that Christians believe that God created the world in 7 days. To know that Christians believe that they have a responsibility to look after God’s world.</p>	<p>To know that Christians believe that Jesus is God and that he was born as a baby in Bethlehem To know that the Bible points out that his birth showed that he was extraordinary and that he came to bring good news To know that Christians celebrate Jesus’ birth; Advent for Christians is a time of getting ready for Jesus’ coming</p>	<p>To know the main aspects of Islam To know about the life of Muhammad To know The Five Pillars of Islam, and what each one involves</p>	<p><i>To know Easter is very important in the ‘Big Story’ of the Bible</i> <i>To know that Jesus showed that he was willing to forgive all people, even for putting him on the cross</i></p>	<p><i>To know that Christians believe God created the universe</i> <i>To know that Christians believe that the Earth and everything in it are important to God.</i> <i>To know that Christians believe that God has a unique relationship with human beings as their Creator and Sustainer</i> <i>To know that Christians believe that humans should care for the world because it belongs to God.</i></p>	<p><i>To know that the Synagogue is the Jewish place of study, community and worship</i> <i>To know that the Torah is the Jewish holy book</i> <i>To know that Jewish boys and men wear a kippah</i> <i>To know that Jewish people meet on a Saturday</i> <i>To know that Jewish people eat special food</i></p>

IMPLEMENTATION: Music Skills

Y1

- *Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse*
- *Listen to, copy and repeat a simple rhythm or melody*

Y2

- *Improvise a simple rhythm using different instruments including the voice*
- *Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions*

Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence

Y1

- *Listen to music with sustained concentration*
- *Find the pulse whilst listening to music and using movement*

Y2

- *Build an understanding of the pulse and internalise it when listening to a piece of music*
- *Understand that structure describes how different sections of music are ordered*
- *Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions*

Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence

Y1

- *Listen to music with sustained concentration*
- *Find the pulse whilst listening to music and using movement*
- *Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse*
- *Listen to, copy and repeat a simple rhythm or melody*

Y2

- *Listen with concentration and understanding to a range of high-quality live and recorded music*
- *Build an understanding of the pulse and internalise it when listening to a piece of music*
- *Improvise a simple rhythm using different instruments including the voice*
- *Understand that timbre describes the character or quality of a sound*
- *Understand that texture describes the layers within the music*
- *Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions*

Y1

- *Listen to music with sustained concentration*

Y2

- *Listen with concentration and understanding to a range of high-quality live and recorded music*
- *Begin to recognise and explore different musical styles*
- *Begin to develop an understanding of the history and context of music*
- *Understand that timbre describes the character or quality of a sound*
- *Understand that texture describes the layers within the music*
- *Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions*

Y1

- *Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse*
- *Listen to, copy and repeat a simple rhythm or melody*

Y2

- *Improvise a simple rhythm using different instruments including the voice*
- *Understand that structure describes how different sections of music are ordered*
- *Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions*

Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence

IMPACT – KNOWLEDGE GAINED

To know what a rhythm is.
To know that my voice is an instrument
To know that music can make me feel different emotions

To know that music has different styles
To know that my voice is an instrument
To know the names of some different musical instruments
To know that music can make me feel different emotions

To know what a rhythm is.
To know the names of some different musical instruments
To know that music can make me feel different emotions

To know that music has different styles
To know that music styles come from around the world and from different periods of time.
To know the names of some different musical instruments

To know what a rhythm is.
To know that my voice is an instrument
To know that music can make me feel different emotions

IMPLEMENTATION: PSHEe Skills

	<p>Y1</p> <ul style="list-style-type: none"> I understand the rights and responsibilities as a member of my class I know my views are valued and can contribute to the Learning Charter I can recognise the choices I make and understand the consequences <p>Y2</p> <ul style="list-style-type: none"> I can identify some of my hopes and fears for this year I understand the rights and responsibilities for being a member of my class and school I can listen to other people and contribute my own ideas about rewards and consequences I understand how following the Learning Charter will help me and others learn I can recognise the choices I make and understand the consequences 	<p>Y1</p> <ul style="list-style-type: none"> I can tell you some ways I am different from my friends I understand these differences make us all special and unique <p>*I know some people I could talk to if I was feeling unhappy or being bullied. *I can tell you what bullying is.</p> <p>Y2</p> <ul style="list-style-type: none"> I can identify some ways in which my friend is different from me I can tell you why I value this difference about him/her I am starting to understand that sometimes people make assumptions about boys and girls I understand that bullying is sometimes about difference I can recognise what is right and wrong and know how to look after myself 	<p>Y1</p> <ul style="list-style-type: none"> I can set simple goals I can set a goal and work out how to achieve it I understand how to work well with a partner I can tackle a new challenge and understand this might stretch my learning I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them I can tell you how I felt when I succeeded in a new challenge and how I celebrated it <p>Y2</p> <ul style="list-style-type: none"> I can choose a realistic goal and think about how to achieve it I carry on trying (persevering) even when I find things difficult I can recognise who I work well with and who it is more difficult for me to work with I can tell you some ways I worked well with my group 	<p>Y1</p> <ul style="list-style-type: none"> I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy I know how to make healthy lifestyle choices I know how to keep myself clean and healthy, and understand how germs cause disease/illness I know that all household products including medicines can be harmful if not used properly I understand that medicines can help me if I feel poorly and I know how to use them safely I know how to keep safe when crossing the road, and about people who can help me to stay safe I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy <p>Y2</p> <ul style="list-style-type: none"> I know what I need to keep my body healthy I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed I understand how medicines work in my body and how important it is to use them safely I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy I can make some healthy snacks and explain why they are good for my body 	<ul style="list-style-type: none"> Y1 I can identify the members of my family and understand that there are lots of different types of families I can identify what being a good friend means to me I know appropriate ways of physical contact to greet my friends and know which ways I prefer I know who can help me in my school community I can recognise my qualities as person and a friend I can tell you why I appreciate someone who is special to me Y2 I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females I can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener I know and can use some strategies for keeping myself safe online I can explain how some of the actions and work of people around the world help and influence my life I understand how my needs and rights are shared by children around the world and can identify how our lives may be different. I know how to express my appreciation to my friends and family 	<p>Y1</p> <ul style="list-style-type: none"> I am starting to understand the life cycles of animals and humans I can tell you some things about me that have changed and some things about me that have stayed the same I can tell you how my body has changed since I was a baby I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus I understand that every time I learn something new I change a little bit I can tell you about changes that have happened in my life Y2 I can recognise cycles of life in nature I can tell you about the natural process of growing from young to old and understand that this is not in my control I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private I understand there are different types of touch and can tell you which ones I like and don't like I can identify what I am looking forward to when I move to my next class
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IMPACT – KNOWLEDGE GAINED	<p>To know that the choices I make have consequences. To know that I have responsibilities at school.</p>	<p>To know the ways that I am different from my friends. To know some things that make me special.</p>	<p>To know what it feels like to succeed at a challenge. To know how to work as a group.</p>	<p>To know ways to keep my body safe. To know the things that keep my body healthy To know which foods help give me a balanced diet.</p>	<p>To know and respect that families come in all shapes and sizes vocabulary that describes my feelings. To know a range of techniques for sorting out problems.</p>	<p>To know the names of the body parts that are different for boys and girls. To know that some body parts are private.</p>
IMPLEMENTATION: PE Skills	<p>Hockey skills Y1</p> <ul style="list-style-type: none"> ● I can make a short pass using accuracy to a partner to understand what we need to do if distance changes ● Link skills and actions in different ways to suit different activities ● Zig zag through a series of markers spaced evenly, about 2m apart ● Describe and comment on performance <p>Y2</p> <ul style="list-style-type: none"> ● To understand words like control and how to use different parts of our stick to move the ball to explore change of direction and changes of speed being able to start and stop in control. ● Explore a range of different passes using a varied distance ● Structure sequences of actions and skills in different orders to improve performance (speed / direction / level / etc.) ● 	<p>Ball Games skills Y1</p> <ul style="list-style-type: none"> ● To get a basic understanding of how we can move a basketball by dribbling it. Using the correct technique to make progress while maintaining control. ● I can attempt three different basketball passes which show control and accuracy <p>Y2</p> <ul style="list-style-type: none"> ● I understand how to keep a ball in control while standing still and dribbling and have begun to keep in controlled while taking steps forwards. ● I can confidently show three different passes using control and accuracy and understand which is best to use depending on distance. 	<p>Gymnastics skills Y1</p> <ul style="list-style-type: none"> ● To explore basic body movements and look at different shapes and numbers we can use our bodies. And beginning to look at making balances using a range of body parts How can we maintain a balance? ● To look at exploring ways of traveling do we have to go forwards? We can go under and over looking at sliding crawling jumping. <p>Y2</p> <ul style="list-style-type: none"> ● Using our bodies to make shapes and numbers, and looking at what body parts we can use to maintain a balance do we just have to use one body part at a time? ● I can think independently about how to travel across a piece equipment and link my movements to animals and different emotions and seasons making the links between feelings. 	<p>Cricket Y1</p> <ul style="list-style-type: none"> ● I can confidently catch a bean bag using correct technique. And begin to look at catching a small ball using the same technique. ● I can show understanding on how to throw both underarm and overarm and explain where and why I would select that type of throw and show consistency throughout. ● I can recap technique for catching. ● I can safely hold a bat and understand the swinging motion. <p>Y2</p> <ul style="list-style-type: none"> ● I can show understanding and technique when an object is thrown in my direction. And adapt my hands depending on the size and height. ● I can show understanding when throwing both over and under arm using correct technique and accuracy and being able to adjust my throws depending on distance. ● I can safely hold a bat and understand the swinging motion. ● I can start to link other skills previously learnt and put them into practice. 	<p>Dance skills Y1</p> <ul style="list-style-type: none"> ● Establish sequences of actions and skills which have a clear beginning, middle and ending ● Describe and comment on performance <p>Y2</p> <ul style="list-style-type: none"> ● Compare his/her performance with others ● Structure sequences of actions and skills in different orders to improve performance (speed / direction / level / etc.) 	<p>Athletics skills Y1</p> <ul style="list-style-type: none"> ● I can show technique with my running and adapt depending on distance. ● I can show technique while throwing a javelin and identify and measure my result. And start to begin to look at how to improve my own and others performances ● I understand how to be safe while carrying and throwing a javelin being mindful of others in my class. <p>Y2</p> <ul style="list-style-type: none"> ● I can identify in myself and others what makes a good runner I can show technique and understanding on how to improve my performance. ● Show technique while throwing a javelin and identify what I need to do improve performance. ● I understand how to be safe while carrying and throwing a javelin being mindful of others in my class.
IMPACT – KNOWLEDGE GAINED	<p>To know the correct position to use to hold a hockey stick To know the techniques needed to perform simple passes</p>	<p>To know what I need to do to control a ball. To know what I need to do to accurately pass a ball using either hands or feet.</p>	<p>To know a range of balances To know which equipment to use To know different jumps and turns</p>	<p>To know the correct position to use to hold a cricket bat To know the techniques needed to perform a simple bowling action. To know the techniques to perform a simple batting action</p>	<p>To know different ways to move my body to create different shapes To know the impact music has on the type of dances I will perform</p>	<p>To know effective running techniques. To know effective throwing techniques.</p>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Learning Journey	Heads, Shoulders, Knees and Toes	What happens where I live?	Dinosaurs	Dinosaurs	Explorers	Castles and Coasts
Literacy genres (adaptable according to needs and interests of children)	Repetition and Alliteration Description Information	Information Narrative Postcards Letters	Narrative Description Recounts	Narrative Non-chronological reports Poetry	Narrative Newspaper Reports Information Instructions	Non-chronological reports Narrative Poetry
Maths themes (adaptable according to needs of children)	Place Value Y1 numbers to 20 Y2- numbers to 100 Addition and Subtraction Y1- within 20 Y2- within 100	Addition and Subtraction Y1- within 20 Y2- within 100 Place Value Y1- Place Value to 50 Multiplication	Division Place Value to 100 Y1 Statistics Y2 Measurement Length and Height Consolidation	Geometry Y1 Shape Y2 Properties of shape Fractions Consolidation	Geometry position and direction Measurement time Problem solving and efficient methods	Measurement Y1 weight and volume Y2- Mass, capacity and temperature Consolidation and investigation
Forest School	Using your body over the styles Getting ready independently Foraging for wild fruit and harvest- blackberries	Compass and map skills to the woods Making 3d maps of the village/ the woods Making houses/ fairy houses	Caves, making plaster/ mud footprints. Plant and fern identification, fire making, clay modelling of dinosaurs	Emergence of spring, new shoots, identifying trees in winter, first blossoms, eggs, bird id, egg id, Easter bonnets out of ivy and sticky weed	Compass and maps again, 3d maps in the woods, games, you are only safe games, giants, wizards, elves games, parachute games and making shelters in parachutes of with taps in the woods	Structure building, boat building, go on a walk over the river Medway to look for path out to sea