	<b>A I  A</b>		Years 1 and 2	A 1 B	Curta B	6
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Торіс	The Great Fire of London	Cornwall	Flight	Beyond Living Memory	Amazing Animals and the Amazon Rainforest	Tudors
		A Ticket to Europe	To the Moon and Back	Brunel and Sir Francis Drake		
Cultural Capital	Harvest festival, Christmas at the	Easter celebration, Theatre trip,	Oak Apple Day, Sports Day,	Harvest festival, Christmas at the	Easter celebration, Theatre trip,	Oak Apple Day, Sports Day,
	Church, Community Christmas	class trip, guest speaker, village	Independence Day, guest speaker,	Church, Community Christmas	class trip, guest speaker, village	Independence Day, guest speaker,
	cards, sing at Institute,	walk, World Book Day	class trip	cards, sing at Institute,	walk, World Book Day	class trip
	Remembrance Day, guest speaker,			Remembrance Day, guest speaker,		
	Children in Need			Children in Need		
Maths	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from	Count, read and write numbers to 100 in numerals; count in multiples of twos, fives	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from	Count, read and write numbers to 100 in numerals; count in multiples of twos, fives
National Curriculum	any given number.	any given number.	and tens.	any given number.	any given number.	and tens.
Progression	Count, read and write numbers to 100 in	Count, read and write numbers to 100 in	Given a number, identify one more and one	Count, read and write numbers to 100 in	Count, read and write numbers to 100 in	Given a number, identify one more and one
supported by Abacus	numerals; count in multiples of twos, fives	numerals; count in multiples of twos, fives	less.	numerals; count in multiples of twos, fives	numerals; count in multiples of twos, fives	less.
Framework	and tens. Given a number, identify one more and one	and tens. Given a number, identify one more and one	Identify and represent numbers using objects and pictorial representations including the	and tens. Given a number, identify one more and one	and tens. Given a number, identify one more and one	Identify and represent numbers using objects and pictorial representations including the
	less.	less.	number line, and use the language of equal	less.	less.	number line, and use the language of equal
	Identify and represent numbers using objects	Identify and represent numbers using objects	to, more than, less than (fewer), most, least.	Identify and represent numbers using objects	Identify and represent numbers using objects	to, more than, less than (fewer), most, least.
	and pictorial representations including the number line, and use the language of equal	and pictorial representations including the number line, and use the language of equal	Represent and use number bonds and related subtraction facts within 20.	and pictorial representations including the number line, and use the language of equal	and pictorial representations including the number line, and use the language of equal	Represent and use number bonds and related subtraction facts within 20.
	to, more than, less than (fewer), most, least.	to, more than, less than (fewer), most, least.	Add and subtract one-digit and two-digit	to, more than, less than (fewer), most, least.	to, more than, less than (fewer), most, least.	Add and subtract one-digit and two-digit
	Read and write numbers from 1 to 20 in	Read, write and interpret mathematical	numbers to 20, including zero.	Read and write numbers from 1 to 20 in	Read, write and interpret mathematical	numbers to 20, including zero.
	numerals and words.	statements involving addition, subtraction	Solve one-step problems that involve	numerals and words.	statements involving addition, subtraction	Solve one-step problems that involve
	Read, write and interpret mathematical statements involving addition, subtraction	and equals signs. Represent and use number bonds and related	addition and subtraction, using concrete objects and pictorial representations, and	Read, write and interpret mathematical statements involving addition, subtraction	and equals signs. Represent and use number bonds and related	addition and subtraction, using concrete objects and pictorial representations, and
	and equals signs.	subtraction facts within 20.	missing number problems.	and equals signs.	subtraction facts within 20.	missing number problems.
	Represent and use number bonds and related	Add and subtract one-digit and two-digit	Solve one-step problems involving	Represent and use number bonds and related	Add and subtract one-digit and two-digit	Solve one-step problems involving
	subtraction facts within 20. Add and subtract one-digit and two-digit	numbers to 20, including zero. Solve one-step problems that involve	multiplication and division, by calculating the answer using concrete objects, pictorial	subtraction facts within 20. Add and subtract one-digit and two-digit	numbers to 20, including zero. Solve one-step problems that involve	multiplication and division, by calculating the answer using concrete objects, pictorial
	numbers to 20, including zero.	addition and subtraction, using concrete	representations and arrays with the support	numbers to 20, including zero.	addition and subtraction, using concrete	representations and arrays with the support
	Solve one-step problems that involve	objects and pictorial representations, and	of the teacher.	Solve one-step problems that involve	objects and pictorial representations, and	of the teacher.
	addition and subtraction, using concrete	missing number problems.	Recognise, find and name a half as one of	addition and subtraction, using concrete	missing number problems.	Recognise, find and name a half as one of
	objects and pictorial representations, and missing number problems.	Solve one-step problems involving multiplication and division, by calculating the	two equal parts of an object, shape or quantity.	objects and pictorial representations, and missing number problems.	Solve one-step problems involving multiplication and division, by calculating the	two equal parts of an object, shape or quantity.
	Compare, describe and solve practical	answer using concrete objects, pictorial	Recognise, find and name a quarter as one of	Compare, describe and solve practical	answer using concrete objects, pictorial	Recognise, find and name a quarter as one of
	problems for lengths and heights,	representations and arrays with the support	four equal parts of an object, shape or	problems for lengths and heights,	representations and arrays with the support	four equal parts of an object, shape or
	mass/weight, capacity and volume, and time. Measure and begin to record the following:	of the teacher. Recognise, find and name a half as one of	quantity. Compare, describe and solve practical	mass/weight, capacity and volume, and time. Measure and begin to record the following:	of the teacher. Recognise, find and name a half as one of	quantity. Compare, describe and solve practical
	lengths and heights, mass/weight, capacity	two equal parts of an object, shape or	problems for lengths and heights,	lengths and heights, mass/weight, capacity	two equal parts of an object, shape or	problems for lengths and heights,
	and volume, and time.	quantity.	mass/weight, capacity and volume, and time.	and volume, and time.	quantity.	mass/weight, capacity and volume, and time.
	Recognise and know the value of different denominations of coins and notes.	Recognise, find and name a quarter as one of four equal parts of an object, shape or	Measure and begin to record the following: lengths and heights, mass/weight, capacity	Recognise and know the value of different denominations of coins and notes.	Recognise, find and name a quarter as one of four equal parts of an object, shape or	Measure and begin to record the following: lengths and heights, mass/weight, capacity
	Recognise and name common 2-D and 3-D	quantity.	and volume, and time.	Recognise and name common 2-D and 3-D	quantity.	and volume, and time.
	shapes.	Compare, describe and solve practical	Recognise and know the value of different	shapes.	Compare, describe and solve practical	Recognise and know the value of different
	Describe position, direction and movement, including whole, half, guarter and three-	problems for lengths and heights,	denominations of coins and notes.	Describe position, direction and movement,	problems for lengths and heights, mass/weight, capacity and volume, and time.	denominations of coins and notes. Recognise and use language relating to dates,
	quarter turns.	mass/weight, capacity and volume, and time. Measure and begin to record the following:	Recognise and use language relating to dates, including days of the week, weeks, months	including whole, half, quarter and three- quarter turns.	Measure and begin to record the following:	including days of the week, weeks, months
	Year 2	lengths and heights, mass/weight, capacity	and years.	Year 2	lengths and heights, mass/weight, capacity	and years.
	Count in steps of 2, 3, and 5 from 0, and in	and volume, and time.	Tell the time to the hour and half past the	Count in steps of 2, 3, and 5 from 0, and in	and volume, and time.	Tell the time to the hour and half past the
	tens from any number, forward and	Sequence events in chronological order using language.	hour and draw the hands on a clock face to show these times.	tens from any number, forward and	Sequence events in chronological order using language.	hour and draw the hands on a clock face to show these times.
	backward. Recognise the place value of each digit in a	Recognise and use language relating to dates,	Recognise and name common 2-D and 3-D	backward. Recognise the place value of each digit in a	Recognise and use language relating to dates,	Recognise and name common 2-D and 3-D
	two-digit number.	including days of the week, weeks, months	shapes.	two-digit number.	including days of the week, weeks, months	shapes.
	Identify, represent and estimate numbers	and years.	Year 2 Count in stops of 2, 2, and 5 from 0, and in	Identify, represent and estimate numbers	and years.	Year 2 Count in stors of 2, 2, and 5 from 0, and in
	using different representations, including the	Tell the time to the hour and half past the hour and draw the hands on a clock face to	Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and	using different representations, including the	Tell the time to the hour and half past the hour and draw the hands on a clock face to	Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and
	number line. Compare and order numbers from 0 up to	show these times.	backward.	number line. Compare and order numbers from 0 up to	show these times.	backward.
	100; use <, >and = signs.	Recognise and name common 2-D and 3-D	Recognise the place value of each digit in a	100; use <, >and = signs.	Recognise and name common 2-D and 3-D	Recognise the place value of each digit in a
	Read and write numbers to at least 100 in	shapes.	two-digit number.	Read and write numbers to at least 100 in	shapes.	two-digit number.
	numerals and in words.	Year 2 Count in steps of 2, 3, and 5 from 0, and in	Identify, represent and estimate numbers using different representations, including the	numerals and in words.	Year 2 Count in steps of 2, 3, and 5 from 0, and in	Identify, represent and estimate numbers using different representations, including the
	Use place value and number facts to solve problems.	tens from any number, forward and	number line.	Use place value and number facts to solve problems.	tens from any number, forward and	number line.
	Solve problems with addition and	backward.	Compare and order numbers from 0 up to	Solve problems with addition and	backward.	Compare and order numbers from 0 up to
	subtraction: using concrete objects and	Recognise the place value of each digit in a	100; use <, >and = signs.	subtraction: using concrete objects and	Recognise the place value of each digit in a	100; use <, >and = signs.
	pictorial representations, including those	two-digit number.		pictorial representations, including those	two-digit number.	

involving numbers, quantities and measures,	Identify represent and estimate numbers	Read and write numbers to at least 100 in	involving numbers, quantities and measures	Identify represent and actim
also applying their increasing knowledge of	Identify, represent and estimate numbers using different representations, including the	numerals and in words.	involving numbers, quantities and measures, also applying their increasing knowledge of	Identify, represent and estim using different representation
mental and written methods.	number line.	Use place value and number facts to solve	mental and written methods.	number line.
Recall and use addition and subtraction facts	Compare and order numbers from 0 up to	problems.	Recall and use addition and subtraction facts	Compare and order numbers
to 20 fluently, and derive and use related	100; use <, >and = signs.	Solve problems with addition and	to 20 fluently, and derive and use related	100; use <, >and = signs.
facts up to 100. Add and subtract numbers using concrete	Use place value and number facts to solve	subtraction: using concrete objects and	facts up to 100.	Use place value and number problems.
objects, pictorial representations, and	problems. Recall and use addition and subtraction facts	pictorial representations, including those involving numbers, quantities and measures,	Add and subtract numbers using concrete objects, pictorial representations, and	Recall and use addition and s
mentally.	to 20 fluently, and derive and use related	also applying their increasing knowledge of	mentally.	to 20 fluently, and derive and
Show that addition of two numbers can be	facts up to 100.	mental and written methods.	Show that addition of two numbers can be	facts up to 100.
done in any order and subtraction of one	Add and subtract numbers using concrete	Recall and use addition and subtraction facts	done in any order and subtraction of one	Add and subtract numbers us
number from another cannot.	objects, pictorial representations, and	to 20 fluently, and derive and use related	number from another cannot.	objects, pictorial representat
Recognise and use the inverse relationship between addition and subtraction and use	mentally. Recognise and use the inverse relationship	facts up to 100. Add and subtract numbers using concrete	Recognise and use the inverse relationship between addition and subtraction and use	mentally. Recognise and use the invers
this to check calculations and solve missing	between addition and subtraction and use	objects, pictorial representations, and	this to check calculations and solve missing	between addition and subtra
number problems.	this to check calculations and solve missing	mentally.	number problems.	this to check calculations and
Recall and use multiplication and division	number problems.	Recognise and use the inverse relationship	Recall and use multiplication and division	number problems.
facts for the 2, 5 and 10 multiplication tables,	Recall and use multiplication and division	between addition and subtraction and use	facts for the 2, 5 and 10 multiplication tables,	Recall and use multiplication
including recognising odd and even numbers.	facts for the 2, 5 and 10 multiplication tables,	this to check calculations and solve missing number problems.	including recognising odd and even numbers. Show that multiplication of two numbers can	facts for the 2, 5 and 10 mult
Show that multiplication of two numbers can be done in any order and division of one	including recognising odd and even numbers. Calculate mathematical statements for	Recall and use multiplication and division	be done in any order and division of one	including recognising odd and Calculate mathematical state
number by another cannot.	multiplication and division within the	facts for the 2, 5 and 10 multiplication tables,	number by another cannot.	multiplication and division wi
Solve problems involving multiplication and	multiplication tables and write them using	including recognising odd and even numbers.	Solve problems involving multiplication and	multiplication tables and writ
division, using materials, arrays, repeated	the multiplication, division and equals signs.	Calculate mathematical statements for	division, using materials, arrays, repeated	the multiplication, division ar
addition, mental methods, and multiplication	Show that multiplication of two numbers can	multiplication and division within the	addition, mental methods, and multiplication	Show that multiplication of tw
and division facts, including problems in contexts.	be done in any order and division of one number by another cannot.	multiplication tables and write them using the multiplication, division and equals signs.	and division facts, including problems in contexts.	be done in any order and divi number by another cannot.
Choose and use appropriate standard units to	Solve problems involving multiplication and	Show that multiplication of two numbers can	Choose and use appropriate standard units to	Solve problems involving mul
estimate and measure length/height in any	division, using materials, arrays, repeated	be done in any order and division of one	estimate and measure length/height in any	division, using materials, arra
direction; mass; temperature; capacity to the	addition, mental methods, and multiplication	number by another cannot.	direction; mass; temperature; capacity to the	addition, mental methods, ar
nearest appropriate unit, using rulers, scales,	and division facts, including problems in	Solve problems involving multiplication and	nearest appropriate unit, using rulers, scales,	and division facts, including p
thermometers and measuring vessels. Compare and order lengths, mass,	contexts. Recognise, find, name and write fractions ¼,	division, using materials, arrays, repeated addition, mental methods, and multiplication	thermometers and measuring vessels. Compare and order lengths, mass,	contexts. Recognise, find, name and wi
volume/capacity and record the results using	$\frac{1}{2}$ , $\frac{1}{2}$ , $\frac{1}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects	and division facts, including problems in	volume/capacity and record the results using	14, 2/4 and 34 of a length, share
>, <and =.<="" td=""><td>or quantity.</td><td>contexts.</td><td>&gt;, <and =.<="" td=""><td>or quantity.</td></and></td></and>	or quantity.	contexts.	>, <and =.<="" td=""><td>or quantity.</td></and>	or quantity.
Recognise and use symbols for pounds and	Write simple fractions for example, $\frac{1}{2}$ of 6 = 3	Recognise, find, name and write fractions 1⁄3,	Recognise and use symbols for pounds and	Write simple fractions for exa
pence; combine amounts to make a	and recognise the equivalence of $2/4$ and $\frac{1}{2}$ .	1/4, 2/4 and 3/4 of a length, shape, set of objects	pence; combine amounts to make a	and recognise the equivalence
particular value. Find different combinations of coins that	Recognise and use symbols for pounds and pence; combine amounts to make a	or quantity. Write simple fractions for example, ½ of 6 = 3	particular value. Find different combinations of coins that	Recognise and use symbols for pence; combine amounts to r
equal the same amounts of money.	particular value.	and recognise the equivalence of $2/4$ and $\frac{1}{2}$ .	equal the same amounts of money.	particular value.
Identify and describe the properties of 2-D	Solve simple problems in a practical context	Choose and use appropriate standard units to	Identify and describe the properties of 2-D	Solve simple problems in a pr
shapes, including the number of sides and	involving addition and subtraction of money	estimate and measure length/height in any	shapes, including the number of sides and	involving addition and subtra
line symmetry in a vertical line.	of the same unit, including giving change.	direction; mass; temperature; capacity to the	line symmetry in a vertical line.	of the same unit, including gi
Compare and sort common 2-D and 3-D shapes and everyday objects.	Compare and sequence intervals of time. Tell and write the time to five minutes,	nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.	Compare and sort common 2-D and 3-D shapes and everyday objects.	Compare and sequence inter Tell and write the time to five
Ask and answer simple questions by counting	including quarter past/to the hour and draw	Compare and order lengths, mass,	Ask and answer simple questions by counting	including quarter past/to the
the number of objects in each category and	the hands on a clock face to show these	volume/capacity and record the results using	the number of objects in each category and	the hands on a clock face to s
sorting the categories by quantity.	times.	>, <and =.<="" td=""><td>sorting the categories by quantity.</td><td>times.</td></and>	sorting the categories by quantity.	times.
	Know the number of minutes in an hour and	Recognise and use symbols for pounds and		Know the number of minutes
	the number of hours in a day. Identify and describe the properties of 3-D	pence; combine amounts to make a particular value.		the number of hours in a day Identify and describe the pro
	shapes, including the number of edges,	Compare and sequence intervals of time.		shapes, including the number
	vertices and faces.	Tell and write the time to five minutes,		vertices and faces.
	Identify 2-D shapes on the surface of 3-D	including quarter past/to the hour and draw		Identify 2-D shapes on the su
	shapes.	the hands on a clock face to show these		shapes.
	Order and arrange combinations of mathematical objects in patterns and	times. Know the number of minutes in an hour and		Order and arrange combinati mathematical objects in patte
	sequences.	the number of hours in a day.		sequences.
	Use mathematical vocabulary to describe	Interpret and construct simple pictograms,		Use mathematical vocabulary
	position, direction and movement, including	tally charts, block diagrams and simple tables.		position, direction and mover
	movement in a straight line and	Ask and answer questions about totalling and		movement in a straight line a
	distinguishing between rotation as a turn and in terms of right angles for quarter, half and	comparing categorical data.		distinguishing between rotati in terms of right angles for qu
	three-quarter turns.			three-quarter turns.
	Interpret and construct simple pictograms,			Interpret and construct simpl
	tally charts, block diagrams and simple tables.			tally charts, block diagrams a
	Ask and answer simple questions by counting			Ask and answer simple quest
	the number of objects in each category and			the number of objects in each
	sorting the categories by quantity. Ask and answer questions about totalling and			sorting the categories by qua Ask and answer questions ab
	comparing categorical data.			comparing categorical data.

esent and estimate numbers nt representations, including the

d order numbers from 0 up to

lue and number facts to solve

e addition and subtraction facts y, and derive and use related

tract numbers using concrete orial representations, and

d use the inverse relationship lition and subtraction and use calculations and solve missing

e multiplication and division 2, 5 and 10 multiplication tables, ognising odd and even numbers. thematical statements for n and division within the n tables and write them using ation, division and equals signs. ultiplication of two numbers can ny order and division of one

ms involving multiplication and g materials, arrays, repeated ntal methods, and multiplication acts, including problems in

nd, name and write fractions ¼, of a length, shape, set of objects

fractions for example,  $\frac{1}{2}$  of 6 = 3 e the equivalence of 2/4 and ½. id use symbols for pounds and ine amounts to make a

problems in a practical context lition and subtraction of monev unit, including giving change. d sequence intervals of time. e the time to five minutes, arter past/to the hour and draw a clock face to show these

mber of minutes in an hour and of hours in a day. describe the properties of 3-D ding the number of edges,

shapes on the surface of 3-D

range combinations of al objects in patterns and

atical vocabulary to describe ection and movement, including n a straight line and g between rotation as a turn and ight angles for quarter, half and

d construct simple pictograms, block diagrams and simple tables. ver simple questions by counting of objects in each category and ategories by quantity. ver questions about totalling and Read and write numbers to at least 100 in numerals and in words. Use place value and number facts to solve problems. Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures, also applying their increasing knowledge of mental and written methods. Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Add and subtract numbers using concrete objects, pictorial representations, and mentally. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equals signs. Show that multiplication of two numbers can be done in any order and division of one number by another cannot. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Recognise, find, name and write fractions <sup>1</sup>/<sub>3</sub>, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity. Write simple fractions for example,  $\frac{1}{2}$  of 6 = 3 and recognise the equivalence of 2/4 and ½. Choose and use appropriate standard units to estimate and measure length/height in any direction; mass; temperature; capacity to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. Compare and order lengths, mass, volume/capacity and record the results using >. <and =. Recognise and use symbols for pounds and pence; combine amounts to make a particular value Compare and sequence intervals of time. Tell and write the time to five minutes. including quarter past/to the hour and draw the hands on a clock face to show these times. Know the number of minutes in an hour and the number of hours in a day. Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer questions about totalling and comparing categorical data.

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	Voor 1			Vegr 1			
English	Year 1			Year 1			
	Listen and respond appropriately to adults and p	peers.		Listen and respond appropriately to adults and	peers.		
	Understand the need to take turns.			Understand the need to take turns.			
Comprehension Plus -	Respond quickly with the correct sound to graph			Respond quickly with the correct sound to graphemes. (all 40+ phonemes).			
VIPERS	Read words containing, taught GPCs and -s, -es,	, -ing, -ed, -er and —est endings.		Read words containing, taught GPCs and -s, -es,	, -ing, -ed, -er and —est endings.		
	Read common exception words			Read common exception words			
	Draw on what they know and relevant informati	-		Draw on what they know and relevant informat	-		
	Ask relevant questions to extend understanding			Ask relevant questions to extend understanding			
	Read accurately by blending sounds in unfamilia			Read accurately by blending sounds in unfamilia			
	Make inferences based on what is being said and	nd done.		Make inferences based on what is being said an	nd done.		
	Recognise and discuss the characteristics of stor	ries, fairy stories and traditional tales.		Recognise and discuss the characteristics of stor	ries, fairy stories and traditional tales.		
	Discuss word meanings and link to those already	Discuss word meanings and link to those already known.			ly known.		
	egment and blend words containing adjacent consonants, apply this in spelling.			Segment and blend words containing adjacent of	consonants, apply this in spelling.		
	Maintain attention and take an active part in co	Maintain attention and take an active part in conversations.			onversations.		
	Participate in discussions about what is read to t	them.		Participate in discussions about what is read to	them.		
	Read aloud accurately.			Read aloud accurately.			
	Read words with contraction by understanding of	omission apostrophes.		Read words with contraction by understanding	omission apostrophes.		
	Predict what might happen next.			Predict what might happen next.			
	Discuss the significance of title and events.			Discuss the significance of title and events.			
	Check that the text makes sense and correct ina	accurate reading		Check that the text makes sense and correct ina	accurate reading		
	Segment and blend 2 / 3 syllable words.			Segment and blend 2 / 3 syllable words.			
				Form capital letters correctly.			
	Form capital letters correctly.			Start to form lower-case letters in the correct d	litestion		
	Start to form lower-case letters in the correct direction.			Write ascenders and descenders correctly.	illection.		
	Write ascenders and descenders correctly.						
	Put a finger space between words.			Put a finger space between words.			
	Form digits 0-9 correctly.			Form digits 0-9 correctly.			
	Keep the size of the letters the same.			Keep the size of the letters the same.			
	Year 2			Year 2			
	Give well-structured descriptions and explanations.			Give well-structured descriptions and explanations.			
	Read accurately by blending the sounds in words linked to taught graphemes.			Read accurately by blending the sounds in words linked to taught graphemes.			
	Read accurately words of two or more syllables	-		Read accurately words of two or more syllables containing known GPCs.			
	Answer and ask questions about the texts and predict what might happen.			Answer and ask questions about the texts and predict what might happen.			
	Discuss the sequence of events in books and how	w items of information are related.		Discuss the sequence of events in books and how items of information are related.			
	Discuss and clarify the meaning of word.			Discuss and clarify the meaning of word.			
	Recognise one- syllable words with: a short vow	vel ending with a consonant, f/l/s/z., the final con	sonant will be doubled. Cliff.	Recognise one- syllable words with: a short vov	vel ending with a consonant, f/l/s/z., the final cor	sonant will be doubled. Cliff.	
	Read common suffix and prefix words.			Read common suffix and prefix words.			
	Listen to, discuss and express views about a wid	le range of texts.		Listen to, discuss and express views about a wide range of texts.			
	Retell in detail a wide range of stories.			Retell in detail a wide range of stories.			
	Recognise simple recurring literary language in s	stories and poetry.		<ul> <li>Recognise simple recurring literary language in stories and poetry.</li> <li>Recognise where there is one consonant after a short vowel the consonant is doubled before the suffix is added, ed/er/est/ing/y.</li> <li>Engage in conversations asking relevant questions and responding to comments.</li> <li>Take turns and listen to what others say.</li> <li>Read books aloud sounding out unfamiliar words accurately and without hesitation.</li> <li>Read further exception words, noting links between spelling and sound and where they occur in a word.</li> <li>Check that the text makes sense.</li> <li>Talk about the way in which different non-fiction books are structured.</li> <li>Make inferences based on what is being said and done as well as past experiences.</li> <li>Recognise that: where a word ends with (le) proceeded by a short yowel there must be two consonants.</li> </ul>			
		short vowel the consonant is doubled before the	e suffix is added. ed/er/est/ing/v.				
	Engage in conversations asking relevant question						
	Take turns and listen to what others say.						
	Read books aloud sounding out unfamiliar word	is accurately and without hesitation					
	-	veen spelling and sound and where they occur in a	a word				
	Check that the text makes sense.	veen spelling and sound and where they beed in	a word.				
	Talk about the way in which different non-fiction	n hooks are structured					
	Make inferences based on what is being said and						
	-						
	0 ( ) (	oceeded by a short vowel there must be two cons	ondrits.	Ū (, , , ,	oceeded by a short vower there must be two cons	Undrits.	
	Form clear ascenders and descenders.			Form clear ascenders and descenders.			
	Use the diagonal and horizontal strokes needed			Use the diagonal and horizontal strokes needed			
	Form all lower-case and upper-case letters accu			Form all lower-case and upper-case letters accu			
	Understand which letters, when adjacent to one			Understand which letters, when adjacent to one			
	-	e, orientation and relationship to one another, ar	nd to lower case letters.	-	e, orientation and relationship to one another, ar	id to lower case letters.	
	Use spacing between words that reflects the size			Use spacing between words that reflects the size			
	Narrative writing, Information writing, Letter	Narrative writing, Descriptive writing,	Information writing, Instruction writing,	Narrative writing, Information writing, Letter	Narrative writing, Descriptive writing,	Information writing, Instruction writing,	
	writing, Poetry, Dick Whittington, The Baker's	Leaflets, Poetry, Grandad's Secret Garden	Letter writing, Poetry, The Man on the Moon,	writing, Poetry	Leaflets, Poetry, Oran-tangs, Yara's	Letter writing, Poetry	
	Boy	Year 1	The Darkest Dark, The Way Back Home	Year 1	Tawari Tree, Grandad's Island	Year 1	
	Year 1	Recognise and use plurals adding (es) to	Year 1	Recognise one- syllable words with: a short	Year 1	Spell words with a 'v' sound at the end.	
	Recognise one- syllable words with: a short	nouns ending in sh/ch/s/z/x.	Spell words with a 'v' sound at the end.	vowel ending with a consonant, f/l/s/z.,	Recognise and use plurals adding (es) to	Spell words ending in 'al' and 'il'.	
	vowel ending with a consonant, f/l/s/z.,	Spell words beginning with 'w' and 'qu'.	Spell words ending in 'al' and 'il'.	the final consonant will be doubled. Cliff.	nouns ending in sh/ch/s/z/x.	Spell compound words.	
	the final consonant will be doubled. Cliff.	Spell words with soft 'c' before 'e', 'i' & 'y'.	Spell compound words.	The /k/sound spelled 'k' before e, I and y. The	Spell words beginning with 'w' and 'qu'.	Spell the days of the week.	
	The /k/sound spelled 'k' before e, I and y. The	Use ing, -ed, -er and est.	Spell the days of the week.	/nk/sound found at the end of words usually	Spell words with soft 'c' before 'e', 'i' & 'y'.	Spell words with digraph ie, ie (ee), igh, or,	
	/nk/sound found at the end of words usually	Spell the long vowel sound I with split digraph	Spell words with digraph ie, ie (ee), igh, or,	comes after a vowel.	Use	ore, aw, au, air, ear. Ear. Are, ph, wh.	
	comes after a vowel.	i-e and o o-e.	ore, aw, au, air, ear. Ear. Are, ph, wh.	Spell words with a 'y' at the end of the word.	Spell the long vowel sound I with split digraph	Use letter names to distinguish between	
	Spell words with a 'y' at the end of the word.	Spell the long vowel oo spelt as u-e.	Use letter names to distinguish between	Read/spell words containing, taught GPCs	i-e and o o-e.	alternative spellings of the same sound.	
	Read/spell words containing, taught GPCs	Spell words ar, ee, long vowel ea, short vowel	alternative spellings of the same sound.	and -s, -es, -ing, -ed, -er and -est endings.	Spell the long vowel oo spelt as u-e.	Use the prefix –un	
	and -s, -es, -ing, -ed, -er and -est endings.	ea, long/short vowel digraph er. Ir and ur,	Use the prefix –un	Spell words with ai/ay/oi/oy.	Spell words ar, ee, long vowel ea, short vowel	Use a capital letter for proper nouns.	
	Spell words with ai/ay/oi/oy.	long/short vowel oo, digraph oa, oy, ow, ew,	Use a capital letter for proper nouns.	Use the prefix, un- to change meaning.	-	Use exclamation marks to create effect.	
		ICTR/STOLL VOWELOO OIRIADILOA OV OW EW	ose a capital letter for proper hours.	Use the prenx, dif- to change meaning.	ea, long/short vowel digraph er. Ir and ur,	use exciamation marks to create effect.	
						Use question marks for questions	
	Use the prefix, un- to change meaning. Use the suffix, er and est,	ue. Name the letters of the alphabet in order.	Use exclamation marks to create effect. Use question marks for questions.	Use the suffix, er and est, CVC words with vowel digraphs and trigraphs.	long/short vowel oo, digraph oa, oy, ow, ew, ue.	Use question marks for questions. Use a pronoun to replace a noun.	

	CVC words with vowel digraphs and trigraphs.	Use –ing, -ed, -er and –est.	Use a pronoun to replace a noun.	Spell words beginning with 'wr'.	Name the letters of the alphabet in order.	Use simple verbs.
	Spell words beginning with 'wr'.	Begin to use a capital letter and a full stop.	Use simple verbs.	Recognise and join in with predictable	Use ing, -ed, -er and est.	Use possessive adjectives to replace a noun
	Recognise and join in with predictable	Begin to use question & exclamation marks.	Use possessive adjectives to replace a noun	patterns.	Begin to use a capital letter and a full stop.	and describe another by saying whose it is.
	patterns. Match, blend and segment a wide range of	Recognise and use plurals adding (es) to nouns ending in sh/ch/s/z/x.	and describe another by saying whose it is. Use simple sentences in writing.	Match, blend and segment a wide range of CVC words with vowel digraphs and trigraphs.	Begin to use question & exclamation marks. Recognise and use plurals adding (es) to	Use simple sentences in writing.
	CVC words with vowel digraphs and trigraphs.	Use simple adjectives.	Repeat sentence openings.	Put full stops in their writing.	nouns ending in sh/ch/s/z/x.	Repeat sentence openings. Sequence sentences to form short
	Put full stops in their writing.	Add suffixes to verbs where the root does	Sequence sentences to form short	Separate words with spaces.	Use simple adjectives.	narratives.
	Separate words with spaces.	not need to be changed.	narratives.	Start writing with a capital letter.	Add suffixes to verbs where the root does	Write a series of sentences about own and
	Start writing with a capital letter.	Use 'and' to join words and clauses.	Write a series of sentences about own and	Recognise and use plurals add (s) to nouns.	not need to be changed.	others experiences.
	Recognise and use plurals add (s) to nouns.	Compose a sentence orally before writing it.	others experiences.	Recognise that proper nouns are preceded	Use 'and' to join words and clauses.	Evaluate writing by sharing it with others.
	Recognise that proper nouns are preceded	Write more than one sentence.	Evaluate writing by sharing it with others.	by a, an, the.	Compose a sentence orally before writing it.	Describe events, characters and settings.
	by a, an, the.	Write sentences about experiences.	Describe events, characters and settings.	Use the prefix, un- to change meaning.	Write more than one sentence.	Use a range of traditional story openers.
	Use the prefix, un- to change meaning.	Discuss writing and identify ways in which it	Use a range of traditional story openers.	Use words and phrases to make a simple	Write sentences about experiences.	Use key features of a non-fiction text.
	Use words and phrases to make a simple	could be improved.	Use key features of a non-fiction text.	sentence.	Discuss writing and identify ways in which it	Include a heading.
	sentence.	Use simple sentences to describe key events in a story.	Include a heading. Identify groups of words to describe	Say out loud what is going to be written. Write a sentence about something familiar.	could be improved. Use simple sentences to describe key	Identify groups of words to describe objects, people and places.
	Say out loud what is going to be written. Write a sentence about something familiar.	Identify and use repeating patterns.	objects, people and places.	Ask, and respond to simple questions.	events in a story.	Create an Acrostic poem.
	Ask, and respond to simple questions.	Talk about key features of non-fiction texts.	Create an Acrostic poem.	Reread what has been written to make sure	Identify and use repeating patterns.	Year 2
	Reread what has been written to make sure	Know an index is arranged alphabetically.	Year 2	that it makes sense.	Talk about key features of non-fiction texts.	Spell words with ee '-ey'.
	that it makes sense.	Use repeating patterns to create sentences	Spell words with ee '-ey'.	Describe a character or setting.	Know an index is arranged alphabetically.	Words with spelling 'a' after w and qu.
	Describe a character or setting.	and simple rhymes.	Words with spelling 'a' after w and qu.	Write simple sentences to describe the	Use repeating patterns to create sentences	Spell or/ar words.
	Write simple sentences to describe the	Use alliteration.	Spell or/ar words.	beginning, middle and/or end of a story.	and simple rhymes.	Z sound.
	beginning, middle and/or end of a story.	Year 2	Z sound.	Identify features of a non-fiction text.	Use alliteration.	Suffix '-ment", '-ness', '-ful' and '-less'.
	Identify features of a non-fiction text.	The long vowel 'l' with y.	Suffix '-ment", '-ness', '-ful' and '-less'.	Use pictures and captions to find information.	Year 2	Homophones.
	Use pictures and captions to find information.	-ed words ending in y changing to i.	Homophones.	Identify word patterns.	The long vowel 'l' with y.	Words ending in 'ation'.
	Identify word patterns.	-er words ending in y changing to i.	Words ending in 'ation'.	Recite some poems by heart.	-ed words ending in y changing to i.	Spell contractions.
	Recite some poems by heart. Year 2	Adding 'ing/er' to words ending in 'e'. Adding ing/ed to words with one syllable.	Spell contractions. Use the possessive apostrophe (singular).	Year 2 Spelling j-dge at the end of words for short	-er words ending in y changing to i. Adding 'ing/er' to words ending in 'e'.	Use the possessive apostrophe (singular). Write a wider range of exception words.
	Spelling j –dge at the end of words for short	Or sounds spelled 'a' before II.	Write a wider range of exception words.	vowels and other short vowels.	Adding ing/et to words ending in e. Adding ing/ed to words with one syllable.	Use capital letters and full stops.
	vowels and other short vowels.	Short vowel sound 'o'.	Use capital letters and full stops.	J spelled with a g.	Or sounds spelled 'a' before II.	Use question marks & exclamation marks.
	J spelled with a g.	Spell more words with contracted forms.	Use question marks & exclamation marks.	The /s/ sound spelled c before e, I and y.	Short vowel sound 'o'.	Begin to use commas in simple lists.
	The /s/ sound spelled c before e, I and y.	Write a wider range of exception words.	Begin to use commas in simple lists.	Kn and gn at the beginning of words.	Spell more words with contracted forms.	Begin to use subordinating conjunctions.
	Kn and gn at the beginning of words.	Use capital letters and full stops.	Begin to use subordinating conjunctions.	Common exception words.	Write a wider range of exception words.	Use time connectives.
	Common exception words.	Use apostrophes to mark contractions.	Use time connectives.	Wr at the beginning of words.	Use capital letters and full stops.	Use the progressive form of verbs in the
	Wr at the beginning of words.	Use apostrophes to mark singular	Use the progressive form of verbs in the	Le/al/ and il at the end of words.	Use apostrophes to mark contractions.	present and past tense.
	Le/al/ and il at the end of words.	possession in nouns.	present and past tense.	Add a suffixes to an adjective.	Use apostrophes to mark singular	Use present and past tenses correctly and
	Add a suffixes to an adjective.	Begin to use co-ordinating, conjunctions.	Use present and past tenses correctly and	Use a capital letter for days of the week.	possession in nouns.	consistently.
	Use a capital letter for days of the week.	Use present and past tenses correctly.	consistently.	Use question marks & exclamation marks.	Begin to use co-ordinating, conjunctions.	Use different ways to start a sentence. Write in the first person.
	Use question marks & exclamation marks. Use simple imperative verbs.	Form nouns using suffixes such as -ness, - er, -est and by compounding.	Use different ways to start a sentence. Write in the first person.	Use simple imperative verbs. Use simple prepositions.	Use present and past tenses correctly. Form nouns using suffixes such as –ness, -	Plan by sequencing ideas into sentences.
	Use simple prepositions.	Use expanded noun phrases to describe	Plan by sequencing ideas into sentences.	Use suffix to change adjectives into verbs.	er, -est and by compounding.	Develop stamina and write for a range of
	Use suffix to change adjectives into verbs.	and specify.	Develop stamina and write for a range of	Write different types of sentences.	Use expanded noun phrases to describe	different purposes.
	Write different types of sentences.	Use subordination and co-ordination.	different purposes.	Use a pronoun to replace a noun.	and specify.	Proof-read writing to check for errors in
	Use a pronoun to replace a noun.	Plan by writing down ideas and/or key	Proof-read writing to check for errors in	Plan or say out loud what to write about.	Use subordination and co-ordination.	spelling, grammar and punctuation.
	Plan or say out loud what to write about.	words.	spelling, grammar and punctuation.	Write narratives about personal	Plan by writing down ideas and/or key	Sequence the events in a story.
	Write narratives about personal	Write about real events and poetry.	Sequence the events in a story.	experiences and those of others.	words.	Describe the appearance, actions and
	experiences and those of others.	Evaluate writing by re-reading to check that	Describe the appearance, actions and	Evaluate writing by re-reading aloud with	Write about real events and poetry.	feelings of characters.
	Evaluate writing by re-reading aloud with	verbs to indicate time are used consistently.	feelings of characters.	intonation to check that it makes sense.	Evaluate writing by re-reading to check that	Use heading, sub-heading and introductory
	intonation to check that it makes sense.	Use an increasing range of story openers in	Use heading, sub-heading and introductory	Write a story with a clear beginning, middle	verbs to indicate time are used consistently.	sentences.
	Write a story with a clear beginning, middle	order to hook the reader.	sentences.	and end.	Use an increasing range of story openers in order to book the reader	Use other sources of simple information.
	and end. Describe the appearance of characters.	Describe the setting at the start of a story. Begin to write in a formal style.	Use other sources of simple information. Recognise and use the features of a	Describe the appearance of characters. Include important facts in writing.	order to hook the reader. Describe the setting at the start of a story.	Recognise and use the features of a
	Include important facts in writing.	Include headings, numbers, bullet points	Calligram.	Include Important facts in writing. Include key features of the text type.	Begin to write in a formal style.	Calligram. Generate and use increasingly adventurous
	Include key features of the text type.	and diagrams.	Generate and use increasingly adventurous	Use words and repeating phrases to create	Include headings, numbers, bullet points	words and phrases.
	Use words and repeating phrases to create	Write a simple single verse poem using	words and phrases.	a Pattern or Shape poem.	and diagrams.	
	a Pattern or Shape poem.	repeating patterns and rhyming words.		Recognise and can create words and	Write a simple single verse poem using	
	Recognise and can create words and	Use simile in poetry.		simple phrases using alliteration.	repeating patterns and rhyming words.	
	simple phrases using alliteration.	Use alliteration to create a short rhyme.			Use simile in poetry.	
					Use alliteration to create a short rhyme.	
	Working Scientifically			Working Scientifically		
ience	Asking simple questions and recognising that the	nev can be answered in different ways		Asking simple questions and recognising that the	nev can be answered in different ways	
	Observing closely, using simple equipment			Observing closely, using simple equipment		
rking scientifically	Performing simple tests			Performing simple tests		
ectives are ongoing	Identifying and classifying			Identifying and classifying		
oughout the year.	Using their observations and ideas to suggest a			Using their observations and ideas to suggest a		
	Gathering and recording data to help in answer			Gathering and recording data to help in answer		
	Animals, including humans	Plants	Materials	Animals, including humans	Living things and their habitats	Seasonal changes
	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
		Use senses to explore and talk about plants.	Name some familiar solids and liquids.		Identify, name and describe a variety of	Describe how the weather changes across
		Describe what a plant looks like.	rtanie conie laninar conac ana ngalaci		common animals including fish, amphibians,	the seasons.

	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Name and talk about their members of immediate and extended family. Describe what is needed to healthy and clean. Use the senses to describe similarities and differences. Identify the parts of the body associated with the each of the senses. <b>Year 2</b> Draw and label the main parts of the human body and link body parts to the associated senses. Find out about and describe the basic needs of animals including humans for survival (water, food and air). Describe the importance for humans of exercise, a balanced diet and hygiene, including how to look after teeth.	Identify, name and describe the basic structure of common plants, including garden plants and trees, both deciduous and evergreen. Year 2 Observe and describe how seeds and bulbs grow into mature plants. Identify and describe the basic structure of a flowering plant including roots, stem/trunk, leaves and flowers. Find out about and describe what plants need to grow and stay healthy, including, water, light and temperature. Explore and compare the differences between things that are living, dead and things that have never been alive. Explore the habitats of living things, recognising the features of that habitat that meet the basic needs of the plants and animals that live there and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats.	Talk about some shapes that can be changed, e.g. by pinching, squashing, bending, twisting and stretching. Distinguish between an object and the material from which it is made. Identify and name some everyday materials. Use senses to explore a wide range of materials. Year 2 Find out how the shapes of solid objects made from some materials can be changed, e.g. bending, twisting and stretching. melting, freezing and forces etc. Separate a solid from a liquid with support. Identify and name a variety of everyday materials, including wood, plastics, glass, metal, water and rock. Describe the physical properties of a range of everyday materials. Identify and compare the suitability of a range of everyday materials based on simple physical properties Talk about what common materials are used for, e.g. glass for windows Name and describe some simple solids and	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Name and talk about their members of immediate and extended family. Describe what is needed to healthy and clean. Use the senses to describe similarities and differences. Identify the parts of the body associated with the each of the senses. <b>Year 2</b> Draw and label the main parts of the human body and link body parts to the associated senses. Find out about and describe the basic needs of animals including humans for survival (water, food and air). Describe the importance for humans of exercise, a balanced diet and hygiene, including how to look after teeth.	reptiles, birds and mammals, c herbivores and omnivores. Describe and compare the stru- common animals such as birds and pets. Identify and talk about a range animals. Talk about similarities betweer plants and where some animal found. Talk about what animals eat. <u>Year 2</u> Name and talk about the youn and other animals. Identify and name a variety of animals such as amphibians, m invertebrates. Sort and group plants and anim to simple features. Identify a range of similarities a between animals and plants. Describe how animals obtain th plants and other animals.
RE Discovery RE Cornwall Agreed Syllabus for RE 2020 - 2025	Year 1         Christianity         Does God want Christians to look after the world?         The Creation Story, Concept: God Creation         I can say how it felt to make something.         I can remember the Christian Creation story and talk about it.         I can express an opinion about the Christian belief about creation.         Christianity         What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?         The Christmas Story, Concept: Incarnation         I can remember some of the Christmas story.	Year 1 Christianity Was it always easy for Jesus to show friendship? Jesus as a friend, Concept: Incarnation I can talk about my friends and why I like them. I can remember a story about Jesus showing friendship and talk about it. I can say how Jesus tried to be a good friend. Christianity Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Easter Palm Sunday , Concept: Salvation I can talk about a person I admire. I can recall parts of the Easter story. I can start to show understanding that Jesus is special to Christians and say why.	Iiquids. Year 1 Judaism Is Shabbat important to Jewish children? Shabbat I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal. I can use the right names for things that are special to Jewish people during Shabbat and explain why. I can start to make a connection between being Jewish and decisions about behaviour. Are Rosh Hashanah and Yom Kippur important to Jewish children? Rosh Hashanah and Yom Kippur I can say how it feels to say sorry and what I have said sorry for. I can tell you something that either Rosh Hashanah or Yom Kippur is about. I can choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur. Optional: Does celebrating Chanukah make Jewish children feel closer to God? Chanukah I can talk about how cards help to mark celebrations. I can recognise some of the symbols used at Chanukah and start to explain them. I can talk about how a Jewish child might feel about taking part in a Chanukah activity and if this affects how s\he feels about God.	Year 2 Christianity Is it possible to be kind to everyone all of the time? What did Jesus teach? Concept: Gospel I can tell you when I have been kind to others even when it was difficult. I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness. I can say if I think Christians should be kind and give a reason. Christianity Why do Christians believe God gave Jesus to the world? Christmas; Jesus as a gift from God, Concept: Incarnation I can say how I could help solve a problem by showing love. I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God. I can tell you why Christians think God gave Jesus to the world	Year 2 Islam Does praying at regular interva Muslim in his/her everyday life Prayer at home I can explain how it felt to have something to reach the target I can use the right words to de Muslims pray and begin to exp do this. I can start to think through hor times a day might help in some than others. Christianity How important is it to Christia came back to life after his cruc Easter Resurrection, Concept: I can say what I believe happen you die and tell you how I rem close to me. I can recall what Christians bel on Easter Sunday. I can start to suggest a differer as to what happened to Jesus tomb and offer my opinion
PE Focus on Physical and Cognitive skills Twinkl Move	Social and Emotional Development By the end of Year 1, pupils should be able to: Understand key safety principles e.g.: using eq Work independently on simple tasks, for short Work with a partner, sharing and taking turns Listen to feedback from a partner Watch while someone shows them an action			By the end of Year 2, pupils should be able to: With encouragement, persist when learning is Work independently and have a range of strate Support and encourage others with their work Have the confidence to share their work and id Work with a partner to plan and review work Describe how their bodies change before, durin Explain why it is important to warm up and coo	egies for accessing help when nee eas and listen to others do the sa ng and after exercise

, carnivores, tructure of rds, fish, reptiles ge of common een animals and nals & plants are ung of humans of common mammals and nimals according es and differences n their food from	Observe and describe day length. Collect and record data about the weather. Identify signs of season change. Describe how day length changes across seasons. Identify changes in trees and clothing across seasons. Observe and describe weather. Explain how some animals adapt to seasons. Year 2 Explain how to stay safe in different weather.
rvals help a life? ave to stop doing et we had set. describe how explain why they now praying 5 me ways more cians that Jesus rucifixion? rt: Salvation bens to you when emember people believe happened rent explanation us after the empty	Year 2 Islam Does going to a mosque give Muslims a sense of belonging? Community and belonging I can understand how meeting in a certain place could make me feel like I belong. I can explain what happens when Muslims pray alone or at the mosque. I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be. Islam Does completing Hajj make a person a better Muslim? Haj I can tell you about a special journey and why it was special to me. I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims. I can start to think about the significance of Hajj to a Muslim

e importance of practice needed

e same.

Gymnastics, Hockey, Multi-skills	Dance, Football, Circuit training, Badminton	Athletics, Cricket, Tennis	Gymnastics, Netball/Basketball, Multi-skills	Dance, Rugby, Football
Year 1	Year 1	Year 1	Year 1	<u>Year 1</u>
<u>Gymnastics</u>	Dance	Athletics	Gymnastics	Dance
I can recognise and perform contrasting	I can move in response to a video stimulus.	I can move at different speeds.	I can recognise and perform contrasting	I can move in response to a video
movements and balances.	I can improvise and create movements with a	I can move along different pathways.	movements and balances.	I can improvise and create mover
I can travel in different ways, changing speed	partner.	I can jump for height.	I can travel in different ways, changing speed	partner.
and direction.	I can show awareness of others when	I can jump for distance.	and direction.	I can show awareness of others w
I can control my body when jumping and	working in a group. I can understand mirroring and use this with	I can jump in different ways.	I can control my body when jumping and rolling in different ways.	working in a group. I can understand mirroring and u
rolling in different ways. I can link movements to create a sequence.	a partner.	I can perform a jumping sequence.	I can link movements to create a sequence.	a partner.
I can cooperate effectively with a partner.	I can keep in time with a steady beat to	Cricket	I can cooperate effectively with a partner.	I can keep in time with a steady b
I can create and perform a sequence with a	perform a traditional style of dance.	I can use a cricket bat to control a ball along	I can create and perform a sequence with a	perform a traditional style of dan
clear beginning, middle and ending.	I can vary the shape and speed of my	the ground.	clear beginning, middle and ending.	I can vary the shape and speed of
	movements to represent an object.	I can use a cricket bat to hit a ball with		movements to represent an obje
Hockey		control.	Netball/Basketball	
I can travel in different ways with control.	Football	I can apply my bat and ball skills to play a	I can travel in different ways with control.	Rugby
I can travel with a ball in different ways.	I can think about using space in a team game.	small-sided game	I can travel with a ball in different ways.	I can travel in different ways with
I can travel with a ball in different directions.	I can mark another player.		I can travel with a ball in different directions.	I can travel with a ball in different
I can pass the ball to another player.	I can defend the space between players.	Tennis	I can pass the ball to another player.	I can travel with a ball in different
I can use the travelling and passing skills in a	I can pass a ball to another player.	I can hold a racket correctly and use it to	I can use the travelling and passing skills in a	I can pass the ball to another play
game.	I can get past a defender.	control a beanbag in a variety of ways.	game.	I can use the travelling and passir
	I can use attacking and defending skills in a	I can use a racket to hit a ball or beanbag		game.
<u>Multi-skills</u>	team game.	with control.	Multi-skills	
I can track and receive a ball.		I can apply my racket skills to play a target	I can track and receive a ball.	Football
I can throw underarm.	Circuit training	game.	I can throw underarm.	I can think about using space in a
I can throw a quoit.	I can move over or round an obstacle with	Vegr 2	I can throw a quoit.	I can mark another player.
I can catch. I can bounce a ball with control.	control. I can jump in different ways with control.	Year 2 Athletics	I can catch. I can bounce a ball with control.	I can defend the space between p I can pass a ball to another player
I can use and practise throwing and catching.	I can show control and balance when	Athetics I can show the Olympic values of friendship	I can use and practise throwing and catching.	l can get past a defender.
r can use and practise throwing and catching.	travelling along a pathway.	and respect in a jumping for height activity.	rean use and practise throwing and catching.	I can get past a defender.
Year 2	I can show control when rolling and bouncing	I can show the Olympic value of excellence in	Year 2	team game.
Gymnastics	a ball.	a throwing for accuracy activity.	Gymnastics	team Barrier
I can perform and improve upon balances on	I can combine skills to complete circuits	I can show the Olympic value of	I can perform and improve upon balances on	Year 2
different parts of the body.	independently.	determination in a running activity.	different parts of the body.	Dance
I can create matching balances with a	I can watch and evaluate the performance of	I can show the Olympic value of courage in a	I can create matching balances with a	I understand how dance can be u
partner.	a partner.	running activity.	partner.	communicate.
' I can roll in different ways while showing		I can show the Olympic value of equality in a	l can roll in different ways while showing	I can use different dance movem
control.	Badminton	jumping for distance activity.	control.	communicate an idea.
I can jump safely in a variety of ways,	I can hold a racket correctly and use it to	I can show the Olympic value of inspiration in	I can jump safely in a variety of ways,	I can dance in different formatior
including on and off apparatus.	control a beanbag in a variety of ways.	athletics activities.	including on and off apparatus.	communicate different ideas.
I can combine a selection of movements to	I can use a racket to hit a ball or beanbag		I can combine a selection of movements to	I can communicate feelings throu
create a gymnastic sequence.	with control.	Cricket	create a gymnastic sequence.	I can refine and improve my mov
I can work with a partner to create a	I can apply my racket skills to play a target	I can hold a cricket bat correctly and use it to	I can work with a partner to create a	I can change the rhythm of my m
matching sequence.	game.	hit a ball.	matching sequence.	communicate different ideas.
Uselan	V 2	I can practise a range of cricket skills.	Nethell (Destrothell	Durchu
Hockey	Year 2	I can combine my skills to play a competitive	Netball/Basketball	Rugby
I can move with the ball in a game.	Dance	team game.	I can move with the ball in a game.	I can move with the ball in a gam
I can use space when passing and receiving in	I understand how dance can be used to	Tennis	I can use space when passing and receiving in	I can use space when passing and
a game. I can use throwing and catching to pass and	communicate. I can use different dance movements to	Tennis I can hold a racket correctly to hit a ball.	a game. I can use throwing and catching to pass and	a game. I can use throwing and catching t
receive the ball in a game.	communicate an idea.	I can hit a ball that has been thrown	receive the ball in a game.	receive the ball in a game.
I can make or deny space when attacking and	I can dance in different formations to	underarm.	I can make or deny space when attacking and	I can make or deny space when a
defending in a game	communicate different ideas.	I can practise and use a simple tactics.	defending in a game	defending in a game
I can use attacking and defending skills in a	I can communicate feelings through dance	, can procese and use a simple factor.	I can use attacking and defending skills in a	I can use attacking and defending
game.	I can refine and improve my movements.		game.	game.
I can apply specific skills to an invasion game.	I can change the rhythm of my movement to		I can apply specific skills to an invasion game.	I can apply specific skills to an inv
	communicate different ideas.			
Multi-skills	Football		<u>Multi-skills</u>	Football
I can roll and stop a ball.	I can use space well in a team game.		I can roll and stop a ball.	I can use space well in a team gar

I can roll and stop a ball. I can throw underarm. I can throw overarm. I can catch. I can bounce a ball and catch a bounced ball. I can use and practise throwing and catching.

## defender. game.

I can use space well in a team game. I can understand how to mark players. I can defend in a game by intercepting. I can use a range of tactics to get past a I can pass the ball to another player. I can use attacking and defending skills in a

## I can roll and stop a ball. I can throw underarm. I can throw overarm. I can catch. I can bounce a ball and catch a bounced ball. I can use and practise throwing and catching.

Dance, Rugby, Football	Athletics, Rounders, Tennis
<u>Year 1</u> Dance	Year 1 Athletics
I can move in response to a video stimulus.	I can move at different speeds.
I can improvise and create movements with a	I can move along different pathways.
partner.	I can jump for height.
I can show awareness of others when	I can jump for distance.
working in a group.	I can jump in different ways.
I can understand mirroring and use this with	I can perform a jumping sequence.
a partner.	
I can keep in time with a steady beat to	Rounders
perform a traditional style of dance.	I can use a cricket bat to control a ball along
I can vary the shape and speed of my movements to represent an object.	the ground. I can use a cricket bat to hit a ball with
movements to represent an object.	control.
Rugby	I can apply my bat and ball skills to play a
I can travel in different ways with control.	small-sided game.
I can travel with a ball in different ways.	
I can travel with a ball in different directions.	Tennis
I can pass the ball to another player.	I can hold a racket correctly and use it to
I can use the travelling and passing skills in a	control a beanbag in a variety of ways.
game.	I can use a racket to hit a ball or beanbag
	with control.
Football	I can apply my racket skills to play a target
I can think about using space in a team game.	game.
I can mark another player.	Veer 2
I can defend the space between players. I can pass a ball to another player.	Year 2 Athletics
l can get past a defender.	I can show the Olympic values of friendship
I can use attacking and defending skills in a	and respect in a jumping for height activity.
team game.	I can show the Olympic value of excellence in
	a throwing for accuracy activity.
Year 2	I can show the Olympic value of
Dance	determination in a running activity.
Dance I understand how dance can be used to	I can show the Olympic value of courage in a
Dance I understand how dance can be used to communicate.	I can show the Olympic value of courage in a running activity.
Dance I understand how dance can be used to communicate. I can use different dance movements to	I can show the Olympic value of courage in a running activity. I can show the Olympic value of equality in a
Dance I understand how dance can be used to communicate. I can use different dance movements to communicate an idea.	I can show the Olympic value of courage in a running activity. I can show the Olympic value of equality in a jumping for distance activity.
Dance I understand how dance can be used to communicate. I can use different dance movements to communicate an idea. I can dance in different formations to	I can show the Olympic value of courage in a running activity. I can show the Olympic value of equality in a jumping for distance activity. I can show the Olympic value of inspiration in
Dance I understand how dance can be used to communicate. I can use different dance movements to communicate an idea. I can dance in different formations to communicate different ideas.	I can show the Olympic value of courage in a running activity. I can show the Olympic value of equality in a jumping for distance activity.
Dance I understand how dance can be used to communicate. I can use different dance movements to communicate an idea. I can dance in different formations to communicate different ideas. I can communicate feelings through dance	I can show the Olympic value of courage in a running activity. I can show the Olympic value of equality in a jumping for distance activity. I can show the Olympic value of inspiration in athletics activities.
Dance I understand how dance can be used to communicate. I can use different dance movements to communicate an idea. I can dance in different formations to communicate different ideas.	I can show the Olympic value of courage in a running activity. I can show the Olympic value of equality in a jumping for distance activity. I can show the Olympic value of inspiration in
Dance I understand how dance can be used to communicate. I can use different dance movements to communicate an idea. I can dance in different formations to communicate different ideas. I can communicate feelings through dance I can refine and improve my movements.	I can show the Olympic value of courage in a running activity. I can show the Olympic value of equality in a jumping for distance activity. I can show the Olympic value of inspiration in athletics activities. <u>Rounders</u>
Dance         I understand how dance can be used to communicate.         I can use different dance movements to communicate an idea.         I can dance in different formations to communicate different ideas.         I can communicate feelings through dance         I can refine and improve my movements.         I can change the rhythm of my movement to	I can show the Olympic value of courage in a running activity. I can show the Olympic value of equality in a jumping for distance activity. I can show the Olympic value of inspiration in athletics activities. <u>Rounders</u> I can hold a cricket bat correctly and use it to
Dance I understand how dance can be used to communicate. I can use different dance movements to communicate an idea. I can dance in different formations to communicate different ideas. I can communicate feelings through dance I can refine and improve my movements. I can change the rhythm of my movement to communicate different ideas. Rugby	I can show the Olympic value of courage in a running activity. I can show the Olympic value of equality in a jumping for distance activity. I can show the Olympic value of inspiration in athletics activities. <b>Rounders</b> I can hold a cricket bat correctly and use it to hit a ball. I can practise a range of cricket skills. I can combine my skills to play a competitive
Dance         I understand how dance can be used to communicate.         I can use different dance movements to communicate an idea.         I can dance in different formations to communicate different ideas.         I can communicate feelings through dance         I can refine and improve my movements.         I can change the rhythm of my movement to communicate different ideas.         Public         I can move with the ball in a game.	I can show the Olympic value of courage in a running activity. I can show the Olympic value of equality in a jumping for distance activity. I can show the Olympic value of inspiration in athletics activities. <b>Rounders</b> I can hold a cricket bat correctly and use it to hit a ball. I can practise a range of cricket skills.
Dance         I understand how dance can be used to communicate.         I can use different dance movements to communicate an idea.         I can dance in different formations to communicate different ideas.         I can communicate feelings through dance         I can can refine and improve my movements.         I can change the rhythm of my movement to communicate different ideas.         Mugby         I can move with the ball in a game.         I can use space when passing and receiving in	I can show the Olympic value of courage in a running activity. I can show the Olympic value of equality in a jumping for distance activity. I can show the Olympic value of inspiration in athletics activities. <b>Rounders</b> I can hold a cricket bat correctly and use it to hit a ball. I can practise a range of cricket skills. I can combine my skills to play a competitive team game.
Dance         I understand how dance can be used to communicate.         I can use different dance movements to communicate an idea.         I can dance in different formations to communicate different ideas.         I can communicate feelings through dance         I can can refine and improve my movements.         I can change the rhythm of my movement to communicate different ideas.         Please         I can move with the ball in a game.         I can use space when passing and receiving in a game.	I can show the Olympic value of courage in a running activity. I can show the Olympic value of equality in a jumping for distance activity. I can show the Olympic value of inspiration in athletics activities. <b>Rounders</b> I can hold a cricket bat correctly and use it to hit a ball. I can practise a range of cricket skills. I can combine my skills to play a competitive team game. <b>Tennis</b>
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Dance         I understand how dance can be used to communicate.         I can use different dance movements to communicate an idea.         I can dance in different formations to communicate different ideas.         I can communicate feelings through dance         I can change the rhythm of my movements.         I can move with the ball in a game.         I can use space when passing and receiving in a game.         I can use throwing and catching to pass and receive the ball in a game.	I can show the Olympic value of courage in a running activity. I can show the Olympic value of equality in a jumping for distance activity. I can show the Olympic value of inspiration in athletics activities. <b>Rounders</b> I can hold a cricket bat correctly and use it to hit a ball. I can practise a range of cricket skills. I can combine my skills to play a competitive team game. <b>Tennis</b> I can hold a racket correctly to hit a ball. I can hit a ball that has been thrown
Dance         I understand how dance can be used to communicate.         I can use different dance movements to communicate an idea.         I can dance in different formations to communicate different ideas.         I can communicate feelings through dance         I can can refine and improve my movements.         I can change the rhythm of my movement to communicate different ideas.         Plean move with the ball in a game.         I can use space when passing and receiving in a game.         I can use throwing and catching to pass and receive the ball in a game.         I can make or deny space when attacking and	I can show the Olympic value of courage in a running activity. I can show the Olympic value of equality in a jumping for distance activity. I can show the Olympic value of inspiration in athletics activities. <b>Rounders</b> I can hold a cricket bat correctly and use it to hit a ball. I can practise a range of cricket skills. I can combine my skills to play a competitive team game. <b>Tennis</b> I can hold a racket correctly to hit a ball. I can hit a ball that has been thrown underarm.
Dance         I understand how dance can be used to communicate.         I can use different dance movements to communicate an idea.         I can dance in different formations to communicate different ideas.         I can communicate feelings through dance         I can refine and improve my movements.         I can change the rhythm of my movement to communicate different ideas.         Rugby         I can use space when passing and receiving in a game.         I can use throwing and catching to pass and receive the ball in a game.         I can make or deny space when attacking and defending in a game	I can show the Olympic value of courage in a running activity. I can show the Olympic value of equality in a jumping for distance activity. I can show the Olympic value of inspiration in athletics activities. <b>Rounders</b> I can hold a cricket bat correctly and use it to hit a ball. I can practise a range of cricket skills. I can combine my skills to play a competitive team game. <b>Tennis</b> I can hold a racket correctly to hit a ball. I can hit a ball that has been thrown
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PSHE Jigsaw PSHE PSHE Association	Year 1 Being In My World I feel special and safe in my class I know that I belong to my class I know that I belong to my class I know how to make my class a safe place for everybody to learn I recognise how it feels to be proud of an achievement I recognise the range of feelings when I face certain consequences I understand my choices in following the Learning Charter Celebrating Difference I can tell you some ways in which I am the same as my friends I can tell you some ways I am different from my friends I understand how being bullied might feel I can be kind to children who are bullied I know how it feels to make a new friend I understand these differences make us all special and unique	Circuit training I can change the direction of movements with control. I can use and combine different types of jumps I can perform movements with control and accuracy. I can combine more than one skill to complete an activity. I can complete activities independently and try to improve own performance. I can watch others and use this to improve own performance. Badminton I can hold a racket correctly to hit a ball. I can hit a ball that has been thrown underarm. I can practise and use a simple tactics. Year 1 Relationships I know how it feels to belong to a family and care about the people who are important to me I know how to make a new friend I can recognise which forms of physical contact are acceptable and unacceptable to me I know when I need help and know how to ask for it I know ways to praise myself I can express how I feel about them Changing Me I understand that changes happen as we grow and that this is OK I know that changes are OK and that sometimes they will happen whether I want them to or not I understand that growing up is natural and that everybody grows at different rates I respect my body and understand which parts are private I enjoy learning new things I know some ways to cope with changes	Year 1 Dreams and Goals I can tell you about a thing I do well I can tell you about a thing I do well I can tell you how I learn best I can celebrate achievement with my partner I can identify how I feel when I am faced with a new challenge I know how I feel when I see obstacles and how I feel when I overcome them I know how to store the feelings of success in my internal treasure chest Healthy Me I feel good about myself when I make healthy choices I feel good about myself when I make healthy choices I am special so I keep myself safe I know some ways to help myself when I feel poorly I can recognise when I feel frightened and know who to ask for help I can recognise how being healthy helps me to feel happy	Year 2 Being In My World I recognise when I feel worried and know who to ask for help I recognise when I feel worried and know who to ask for help I can help to make my class a safe and fair place I can help to make my class a safe and fair place I can help make my class a safe and fair place I can help make my class a safe and fair place I can work cooperatively I am choosing to follow the Learning Charter Celebrating Difference I understand some ways in which boys and girls are similar and feel good about this I understand some ways in which boys and girls are different and accept that this is OK I can tell you how someone who is bullied feels I can be kind to children who are bullied I know when and how to stand up for myself and others I know how to get help if I am being bullied I understand we shouldn't judge people if they are different. I know how it feels to be a friend and have a friend I understand these differences make us all special and unique	Year 2 Relationships Laccept that everyone's family is different and understand that most people value their family Lknow which types of physical contact Hike and don't like and can talk about this L can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends Lknow how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this Lunderstand how it feels to trust someone Lam comfortable accepting appreciation from others Changing Me Lunderstand there are some changes that are outside my control and can recognise how I feel about this L can identify people I respect who are older than me L feel proud about becoming more independent L can tell you what Llike/don't like about being a boy/gil Lam confident to say what Llike and don't like and can ask for help L can start to think about changes I will make when L am in Year 3 and know how to go about this	Year 2 Dreams and Goals I can tell you things I have achieved and say how that makes me feel I can tell you some of my strengths as a learner I can tell you some of my strengths as a learner I can tell you how working with other people helps me learn I can work with others in a group to solve problems I can work with others in a group to solve problems I can tell you how being part of a successful group feels and I can store these feelings in my internal treasure chest Healthy Me I am motivated to make healthy lifestyle choices I can tell you when a feeling is weak and when a feeling is strong I feel positive about caring for my body and keeping it healthy I have a healthy relationship with food and know which foods I enjoy the most I can express how it feels to share healthy food with my friends I have a healthy relationship with food and I know which foods are most nutritious for my body
<b>History</b> Enquiry skills and chronology objectives are ongoing throughout the year.	Great Fire of London – events beyond living memory that are significant nationally Year 1 Beginning to place events and objects in chronological order. Beginning to use a wide vocabulary of everyday historical terms Beginning to answer questions about the past using given sources. Beginning to know some of the ways that we can find out about the past. Beginning to discuss significant events and people in Britain within and beyond their living memory Beginning to use pictures and role-play to tell stories from the past Year 2	Kernow Country – a ticket to Europe – significant historical events, people and places in their own locality - Lanhydrock Year 1 Beginning to place events and objects in chronological order. Beginning to use a wide vocabulary of everyday historical terms Beginning to answer questions about the past using given sources. Beginning to know some of the ways that we can find out about the past. Beginning to discuss some significant historical events, people and places in his/her own locality Beginning to describe an artefact e.g. materials; size; signs of wear and tear.	To the moon and back, flight and space exploration - changes within living memory Year 1 Beginning to place events and objects in chronological order. Beginning to use a wide vocabulary of everyday historical terms Beginning to answer questions about the past using given sources. Beginning to know some of the ways that we can find out about the past. Beginning to discuss significant events and people in Britain within and beyond their living memory Beginning to use pictures and role-play to tell stories from the past. Year 2	Beyond living memory, Brunel & Drake         Year 1         Beginning to place events and objects in chronological order.         Beginning to use a wide vocabulary of everyday historical terms         Beginning to answer questions about the past using given sources.         Beginning to know some of the ways that we can find out about the past.         Beginning to discuss significant events and people from the wider world, within and beyond their living memory         Beginning to describe an artefact e.g. materials; size; signs of wear and tear.         Year 2         Can place events and objects in chronological	Amazon Rainforest, s - events beyond living memory that are significant globally, Henry Bates and Alexander von Humboldt Year 1 Beginning to place events and objects in chronological order. Beginning to use a wide vocabulary of everyday historical terms Beginning to answer questions about the past using given sources. Beginning to know some of the ways that we can find out about the past. Beginning to discuss significant events and people from the wider world, within and beyond their living memory Beginning to describe the similarities and differences between life during a time in the	Tudors – links to significant individuals such as Henry VIII Year 1 Beginning to place events and objects in chronological order. Beginning to use a wide vocabulary of everyday historical terms Beginning to answer questions about the past using given sources. Beginning to know some of the ways that we can find out about the past. Beginning to discuss significant events and people in Britain within and beyond their living memory Beginning to describe an artefact e.g. materials; size; signs of wear and tear. Year 2

Art and DT	Year 1 Explore and create ideas for purposes and inter Study the work of artists. Recognise and describe key features of their ov Describe what they feel about their work and th	vn and other's work.		Year 1 Explore and create ideas for purposes and inter Study the work of artists. Recognise and describe key features of their ov Describe what they feel about their work and t	wn and other's work.
Geography Geographical Society	Year 1 Begin to use information books to compare the similarities and differences between places studied at KS1. Begin to use basic geographical vocabulary to identify and describe key human features e.g. city, town, village, factory, farm, house, office, port, harbour and shop. Begin to use basic geographical vocabulary to identify and describe key physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Year 2 Use information books to compare the similarities and differences between places studied at KS1. Begin to use basic geographical vocabulary to identify and describe key human features e.g. city, town, village, factory, farm, house, office, port, harbour and shop. Use basic geographical vocabulary to identify and describe key physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use aerial photographs to identify key landmarks, and basic human and physical features of the area studied. Create keys for symbols on a map. Draw maps of real life and made up places. Can follow directions: up, down, left, right, forwards and backwards.	Year 1 Begin to use information books to compare the similarities and differences between places studied at KS1. Begin to use basic geographical vocabulary to identify and describe key human features e.g. city, town, village, factory, farm, house, office, port, harbour and shop. Begin to use basic geographical vocabulary to identify and describe key physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Identify hot and cold areas of the world in relation to the Equator and North and South Poles. Name and locate the world's seven continents and five oceans using globes, maps and atlases. Can name and locate the four countries and capital cities of the UK. Talk about the local environment. Label photos and pictures of the local environment. Year 2 Use information books to compare the similarities and differences between places studied at KS1. Begin to use basic geographical vocabulary to identify and describe key human features e.g. city, town, village, factory, farm, house, office, port, harbour and shop. Use basic geographical vocabulary to identify and describe key human features e.g. city, town, village, factory, farm, house, office, port, harbour and shop. Use basic geographical vocabulary to identify and describe key physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use aerial photographs to identify key landmarks, and basic human and physical features of the area studied. Can use a simple plan to follow a route. E.g. A route around the school or local area or his/her route from home to school. Talk about the seasons and the changes that take place in the UK.	Year 1 Begin to use information books to compare the similarities and differences between places studied at KS1. Begin to explain geographical similarities and differences between an area of the UK and a non-European country. Begin to use basic geographical vocabulary to identify and describe key human features e.g. city, town, village, factory, farm, house, office, port, harbour and shop. Begin to use basic geographical vocabulary to identify and describe key physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Year 2 Use information books to compare the similarities and differences between places studied at KS1. Explain geographical similarities and differences between an area of the UK and a non-European country. Begin to use basic geographical vocabulary to identify and describe key human features e.g. city, town, village, factory, farm, house, office, port, harbour and shop. Use basic geographical vocabulary to identify and describe key physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use aerial photographs to identify key landmarks, and basic human and physical features of the area studied. Create keys for symbols on a map. Draw maps of real life and made up places. Draw around objects to make a plan. Can draw a route showing features.	Year 1 Begin to use information books to compare the similarities and differences between places studied at KS1. Begin to explain geographical similarities and differences between an area of the UK and a non-European country. Begin to use basic geographical vocabulary to identify and describe key human features e.g. city, town, village, factory, farm, house, office, port, harbour and shop. Begin to use basic geographical vocabulary to identify and describe key physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Can name and locate the four countries and capital cities of the UK. Year 2 Use information books to compare the similarities and differences between places studied at KS1. Explain geographical similarities and differences between an area of the UK and a non-European country. Begin to use basic geographical vocabulary to identify and describe key human features e.g. city, town, village, factory, farm, house, office, port, harbour and shop. 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Year 2 Use information books to comp similarities and differences bety studied at KS1. Begin to use basic geographical identify and describe key huma city, town, village, factory, farm office, port, harbour and shop. Use basic geographical vocabul and describe key physical featu cliff, coast, forest, hill, mountaii river, soil, valley, vegetation, se weather. Use aerial photographs to ident landmarks, and basic human an features of the area studied. Identify and describe patterns a within the local environment.
	Can place events and objects in chronological order. Can use a wide vocabulary of everyday historical terms Can answer questions about the past using given sources. Knows some of the ways that we can find out about the past. Can discuss significant events and people in Britain within and beyond their living memory Can use pictures and role-play to tell stories from the past	Can place events and objects in chronological order. Can use a wide vocabulary of everyday historical terms Can answer questions about the past using given sources. Knows some of the ways that we can find out about the past. Can discuss significant Can discuss some significant historical events, people and places in his/her own locality Can describe an artefact e.g. materials; size; signs of wear and tear.	Can place events and objects in chronological order. Can use a wide vocabulary of everyday historical terms Can answer questions about the past using given sources. Knows some of the ways that we can find out about the past. Can discuss significant Can discuss significant events and people in Britain within and beyond their living memory Can use pictures and role-play to tell stories from the past	Can use a wide vocabulary of everyday historical terms Can answer questions about the past using given sources. Knows some of the ways that we can find out about the past. Can discuss significant Can discuss significant events and people from the wider world, within and beyond their living memory Can describe an artefact e.g. materials; size; signs of wear and tear.	Year 2 Can place events and objects in order. Can use a wide vocabulary of ev- historical terms Can answer questions about the given sources. Knows some of the ways that w about the past. Can discuss significant Can discuss significant events a from the wider world, within ar their living memory Can describe the similarities an between life during a time in the today

s in chronological f everyday the past using it we can find out s and people and beyond and differences the past and life	Can place events and objects in chronological order. Can use a wide vocabulary of everyday historical terms Can answer questions about the past using given sources. Knows some of the ways that we can find out about the past. Can discuss significant Can discuss significant events and people in Britain within and beyond their living memory Can describe an artefact e.g. materials; size; signs of wear and tear.
oks to compare sees between ical vocabulary to man features e.g. arm, house, pp. ical vocabulary to ysical features t, hill, mountain, vegetation, of the world in North and South is seven using globes, mpare the between places ical vocabulary to man features e.g. bulary to identify atures e.g. beach, itain, sea, ocean, season and entify key and physical man and changes t.	Year 1 Begin to use information books to compare the similarities and differences between places studied at KS1. Begin to use basic geographical vocabulary to identify and describe key human features e.g. city, town, village, factory, farm, house, office, port, harbour and shop. Begin to use basic geographical vocabulary to identify and describe key physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Year 2 Use information books to compare the similarities and differences between places studied at KS1. Begin to use basic geographical vocabulary to identify and describe key human features e.g. city, town, village, factory, farm, house, office, port, harbour and shop. Use basic geographical vocabulary to identify and describe key physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use aerial photographs to identify key landmarks, and basic human and physical features of the area studied. Can follow directions on a map: North, South, East, West. Can follow directions: up, down, left, right, forwards and backwards.

	Year 2 Use artist sources to develop their own original Study the work of artists. Compare other's work, identifying similarities a Describe choices and preferences using the lan		e natural world.	Year 2 Use artist sources to develop their own original Study the work of artists. Compare other's work, identifying similarities a Describe choices and preferences using the lan	nd differences.
	David BestYear 1Explore mark making, experiment with drawing lines and use 2D shapes to draw. Understand what tone is and how to apply this to their own work.Year 2Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials. Experiment with pencils to create tone. Use tone to create form when drawing.Structures (e.g. housesl) Year 1Designing for a client considering their preferences and requirements, following a basic list of criteria.Using template and nets Selecting from basic crafting tools and materials to create functional mechanical structure (houses)Developing awareness of different structure formats, forming an understanding of how to turn 2D nets into 3D shapesYear 2Designing from others using criteria and applying knowledge of structures through planning Identifying flaws in a pre-modelled design and thinking about ways to fix or strengthen them, cutting and assembling accurately selecting from materials based on their characteristicsExploring natural and man-made structures testing and evaluating, analysing existing structures, including those by established 	Barbara Hepworth Cornish Sculpture         Year 1         Learn a range of materials and techniques such as clay etching, printing and collage.         Learn about form and space through making sculptures and developing language.         Year 2         Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay.         Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.         Mechanisms (e.g. story book)         Year 1         Planning and sketching mechanical elements         Assembling mechanisms to create various movements         Reflecting on the finished product by expressing likes, dislikes and improvements         Exploring how levers and slider work in a paper card format         Year 2         Devising and using design criteria, planning for design and creation by drawing simple diagrams         Cutting and assembling accurately selecting appropriate from materials and tools         Carrying out primary research exploring and discussing existing objects which have linkages, levers and pivots         Identifying inputs and outputs as part of a mechanism, developing an understanding of how linkages, levers and pivots operate	Rob Jenson – Space Art         Year 1         Identify, describe and use shape for purpose.         Develop skill and control when painting.         Paint with expression.         Use, express and experiment with line for purpose, then use appropriate language to describe lines.         Year 2         Compose geometric designs by adapting the work of other artists to suit their own ideas.         Textiles Karl Longbottom – kite making, Year 2         Developing and sketching design ideas using a template         Threading a needle, sewing a running stitch         Tying a secure knot         Discussing the making process and finished product reviewing other's final outcome	George Gower – Armada and Portraits Lowry/Moore – Remembrance Develop skill and control when painting. Paint with expression. Use, express and experiment with line for purpose, then use appropriate language to describe lines. Year 2 Further improve skill and control when painting. Paint with creativity and expression. Draw lines with increased skills and confidence. Use line for expressions when drawing portraits. Puppets Year 1 Design a puppet based on a character, using a template considering which features and colours will be needed Cutting and joining fabric Testing and exploring different methods of joining fabrics and determining which would be best reflecting on the finished product Year 2 Threading a needle, sewing a running stitch Tying a secure knot	John Dyer Cornish Artist and I Year 1 Understand patterns in nature make patterns in a range of m Use materials to create texture Year 2 Learn a range of techniques to repeating and non-repeating p Identify natural and man-mad Create patterns of their own. Identify and describe different Select and use appropriate ma create textures. Food (e.g. smoothie and balar Year 1 Design a smoothie carton base ingredient combination select veg Preparing, chopping and blend Trialling and exploring combin ingredients, specifying favouri combinations. Recognising the different betw veg describing texture and tas knowledge about where they Year 2 Planning for a set brief, follow criteria designing a healthy sn Preparing food safely and hygi chopping and slicing using a b grip Conducting product research, feeding back on food's taste, t aroma
ow Primary schemes of k	Year 1 Getting Started Recognising common uses of information technology. Logging in and saving work on their own account. Knowing what to do if they have concerns about content or contact online. Understanding of how to create digital art using an online paint tool. Learning to locate where keys are on the keyboard. Developing basic mouse skills. <b>Programming Bee Bots</b> Learning how to explore and tinker with hardware to find out how it works. Constructing a series of instructions into a simple algorithm. Applying computing concepts to real world situation in an unplugged activity.	Year 1 Algorithms Unplugged Understanding how to create algorithms. Learning that computers need information to be presented in a simple and clear way. Understanding how to break a computational thinking problem into smaller parts in order to solve it. Digital Imagery Using technology purposefully to create, organise, store, manipulate and retrieve digital content. Knowing what to do if they have concerns about content or contact online. Using cameras or tablets to take photos. Using logical reasoning to predict the behaviour of simple programs.	Year 1 Rocket To The Moon Using technology purposefully to create, organise, store, manipulate and retrieve digital content. Selecting software appropriately. Online Safety Understanding that they need to be kind on the internet, as they would in real life Discovering which devices connect to the internet Understanding some tips for staying safe and why this is important	Year 2 What Is A Computer Learning about inputs and outputs and how they are used in algorithms. Understanding what a computer is and the role of individual components. Word Processing Using word processing software to type and reformat text. Understanding the importance of staying safe online.	Year 2 Programming Scratch Jr. Creating and debugging simple Using logical reasoning to pred behaviour of simple programs Understanding what algorithm they are implemented as prog devices; and that programs ex following precise and unambig instructions. Using technology purposefully organise, store, manipulate ar digital content. Algorithms And Debugging Creating and debugging simple Using logical reasoning to pred behaviour of simple programs Understanding what algorithm they are implemented as prog devices; and that programs ex following precise and unambig

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Kapo work for artwork from the natural world.

d Nikiwaka	Hans Holbein, Paul Klee, Escher, Bridgette				
	James				
ire, design and	<u>Year 1</u>				
materials.	Remember the primary colours and how to				
ure.	mix them to create secondary colours.				
ta malua	Create shades of a colour and justify colours				
to make	for purpose				
g patterns. ade patterns.	Year 2 Mix apply and rofine colour mixing for				
	Mix, apply and refine colour mixing for purpose using wet and dry media. Describe				
nt textures.	their colour selections.				
naterials to					
anced diet)	Mechanism wheels and axles				
	Year 1				
ised on a chosen	Sketching, measuring and planning the				
cting fruits and	chassis of a vehicle				
nding	Adapting mechanisms measuring and cutting				
nding inations of	accurately to a design brief, working to scale and identifying commonly used materials for				
inations of Irite	and identifying commonly used materials for wheels				
ante	Researching and testing mechanism				
tween fruit and	Investigating how wheels work as part of a				
aste, developing	full mechanism				
y grow	Year 2				
, 0	Measuring and cutting accurately working to				
wing simple	scale				
snack	Selecting materials chosen on their				
gienically,	characteristics				
bridge or claw	Testing and adapting mechanism				
	Understanding and consolidating how an				
h, trialling and	axle, axle holder and wheel work in harmony,				
, texture and	understanding the properties of basic materials				
	Voor 2				
	Year 2 Stop Motion				
ple programs.	Using technology purposefully to create,				
edict the	organise, store, manipulate and retrieve				
ns.	digital content.				
nms are; how	Understanding how to use tablets or				
ograms on digital	computers to take photos.				
execute by	Online Safety				
piguous	Identifying how to keep personal information				
llester en la	private.				
lly to create,	Using technology respectfully by asking for				
and retrieve	permission before sharing about others online.				
	onine.				
ple programs.					
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nms are; how					
ograms on digital					
execute by					
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					instructions.	
Music Kapow Primary schemes of work	Year 1 Timbre and rhythmic patterns (Theme: Fairy tales) Use their voices expressively and creatively by singing songs and speaking chants and rhymes Experiment with, create, select and combine sounds using the interrelated dimensions of music Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Year 2 Myths and legends Create rhythms and arrange them in a particular order or structure. Identify the structure of a piece of music and write it down. Describe whether a musical texture is thick or thin. Explore ways of writing down different textural layers. Follow a given structure for a composition. Write a structure score accurately. Compose music with several layers. Perform their composition accurately, following the structure score.	Year 1Vocal and body sounds (Theme: By the sea)Create movements that match the music,explaining why they are moving in that way.Identify descriptive sounds within the music.Recreate and then adapt descriptive soundsheard using their voice or body.Make appropriate instrument choices torepresent a descriptive sound.Control instruments and voices to make bothquiet and loud sounds.Follow simple instructions during a groupperformance.Create their own graphic score and play fromit.Make more than one sound on theirinstrument and with their voice.Year 2On this island: British songs and soundsSing, play and follow instructions to performas a group.Describe music using simple musicalvocabulary.Explore multiple ways of making the samesound.Represent the same sound in different ways.Describe how they have adapted a soundusing musical vocabulary.Contribute musically to a final performance.Create a piece that clearly represents aparticular environment.Extend a piece of music so that it represents	Year 1 Musical vocabulary (Under the sea) Experiment with, create, select and combine sounds using the inter-related dimensions of music Play tuned and untuned instruments musically. Year 2 Dynamics, timbre, tempo and motifs (Theme: Space) Create short sequences of sound after a given starting point or stimulus Begin to use musical vocabulary to describe music Listen for and recognise some of the inter- related dimensions of music (dynamics, pitch and timbre) Play tuned and untuned instruments creating and using simple representations to play short pieces in groups or individually using basic combinations of instruments.	Year 1 Pitch and tempo (Theme: Superheroes) Explain what pitch means. Identify whether a note is higher or lower. Create a pattern using two pitches, then play or sing it. Explain what tempo means. Identify simple tempo changes in music. Perform a pattern that gradually gets faster (accelerando). Contribute to a group composition and performance by creating, selecting, combining and performing sounds. Suggest improvements to their work. Year 2 Orchestral instruments (Theme: Traditional Western stories) Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the interrelated dimensions of music Play tuned and untuned instruments musically Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Year 1Classical music, dynamics and tempo (Theme: Animals)Experiment with, create, select and combine sounds using the inter-related dimensions of musicUse their voices expressively and creatively by singing songs and speaking chants and rhymesPlay tuned and untuned instruments musically Year 2African call and response song (Theme: Animals)Use tempo, dynamics and timbre in their piece.Play in time with their group. Use instruments appropriately.Successfully sing back the melody line in time and at the correct pitch.Play either a call and/or response role in time with another pupil.Perform their composition	Year 1         Pulse and rhythm (Theme: All about me)         Clap the rhythm of their name.         Clap in time to music.         Sing the overall shape of a melody.         Play in time to music.         Copy and create rhythms based on word patterns.         Play on the pulse.         Year 2         Musical me         Use their voices expressively and creatively by singing songs speaking chants and rhymes         Play tuned and untuned instruments         musically         Experiment with, create, select and combine sounds using the interrelated dimensions of music
<b>MFL</b> Twinkl	French Classroom instructions, Greetings, Introductions, Colours and Numbers Year 1 Listen to simple rhymes and songs. Use simple greetings. Year 2 Repeat and pronounce simple words accurately. Listen to and repeat simple words and phrases.	Spanish Classroom instructions, Greetings, Introductions, Colours and Numbers Year 1 Listen to simple rhymes and songs. Use simple greetings. Year 2 Repeat and pronounce simple words accurately. Listen to and repeat simple words and phrases. Identify patterns and sounds in rhymes and songs and repeat simple words in rhymes and songs.	French "Head, Shoulders, Knees and Toes", Numbers, Days and Months Year 1 Listen to simple rhymes and songs. Use simple greetings. Year 2 Repeat and pronounce simple words accurately. Listen to and repeat simple words and phrases. Identify patterns and sounds in rhymes/songs and repeat simple words in rhymes/songs. Respond to simple questions about pictures and objects.	Spanish "Head, Shoulders, Knees and Toes", Numbers, Days and Months Year 1 Listen to simple rhymes and songs. Use simple greetings. Year 2 Repeat and pronounce simple words accurately. Listen to and repeat simple words and phrases.	French Animals, Fruit and Vegetables Year 1 Listen to simple rhymes and songs. Use simple greetings. Year 2 Repeat and pronounce simple words accurately. Listen to and repeat simple words and phrases. Identify patterns and sounds in rhymes and songs and repeat simple words in rhymes and songs.	Spanish Animals, Fruit and Vegetables Year 1 Listen to simple rhymes and songs. Use simple greetings. Year 2 Repeat and pronounce simple words accurately. Listen to and repeat simple words and phrases. Identify patterns and sounds in rhymes/songs and repeat simple words in rhymes / songs. Respond to simple questions about pictures and objects.