

Years 1 and 2						
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Topic	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 Church, Community Christmas cards, sing at Institute, Remembrance Day, guest speaker, Children in Need	Easter celebration, Theatre trip, class trip, guest speaker, village walk, World Book Day	Oak Apple Day, Sports Day, Independence Day, guest speaker, class trip	Harvest festival, Christmas at the Church, Community Christmas cards, sing at Institute, Remembrance Day, guest speaker, Children in Need	Easter celebration, Theatre trip, class trip, guest speaker, village walk, World Book Day	Oak Apple Day, Sports Day, Independence Day, guest speaker, class trip
Maths	Year 1 Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. Given a number, identify one more and one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of equal to, more than, less than (fewer), most, least. Read and write numbers from 1 to 20 in numerals and words. Read, write and interpret mathematical statements involving addition, subtraction and equals signs. Represent and use number bonds and related subtraction facts within 20. Add and subtract one-digit and two-digit numbers to 20, including zero. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems. Compare, describe and solve practical problems for lengths and heights, mass/weight, capacity and volume, and time. Measure and begin to record the following: lengths and heights, mass/weight, capacity and volume, and time. Recognise and know the value of different denominations of coins and notes. Recognise and name common 2-D and 3-D shapes. Describe position, direction and movement, including whole, half, quarter and three-quarter turns. Year 2 Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. Recognise the place value of each digit in a two-digit number. Identify, represent and estimate numbers using different representations, including the number line. Compare and order numbers from 0 up to 100; use <, > and = signs. 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	Year 1 Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. 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English	Year 1 Listen and respond appropriately to adults and peers. Understand the need to take turns. Respond quickly with the correct sound to graphemes. (all 40+ phonemes). Read words containing, taught GPCs and -s, -es, -ing, -ed, -er and –est endings. Read common exception words Draw on what they know and relevant information when discussing read books. Ask relevant questions to extend understanding, vocabulary and knowledge. Read accurately by blending sounds in unfamiliar words containing taught GPCs. Make inferences based on what is being said and done. Recognise and discuss the characteristics of stories, fairy stories and traditional tales. Discuss word meanings and link to those already known. Segment and blend words containing adjacent consonants, apply this in spelling. Maintain attention and take an active part in conversations. Participate in discussions about what is read to them. Read aloud accurately. Read words with contraction by understanding omission apostrophes. Predict what might happen next. Discuss the significance of title and events. Check that the text makes sense and correct inaccurate reading. Segment and blend 2 / 3 syllable words. Form capital letters correctly. Start to form lower-case letters in the correct direction. Write ascenders and descenders correctly. Put a finger space between words. Form digits 0-9 correctly. Keep the size of the letters the same. Year 2 Give well-structured descriptions and explanations. Read accurately by blending the sounds in words linked to taught graphemes. Read accurately words of two or more syllables containing known GPCs. Answer and ask questions about the texts and predict what might happen. Discuss the sequence of events in books and how items of information are related. Discuss and clarify the meaning of word. Recognise one- syllable words with: a short vowel ending with a consonant, f/l/s/z., the final consonant will be doubled. Cliff. Read common suffix and prefix words. Listen to, discuss and express views about a wide range of texts. Retell in detail a wide range of stories. Recognise simple recurring literary language in stories and poetry. Recognise where there is one consonant after a short vowel the consonant is doubled before the suffix is added, ed/er/est/ing/y. Engage in conversations asking relevant questions and responding to comments. Take turns and listen to what others say. Read books aloud sounding out unfamiliar words accurately and without hesitation. Read further exception words, noting links between spelling and sound and where they occur in a word. Check that the text makes sense. Talk about the way in which different non-fiction books are structured. Make inferences based on what is being said and done as well as past experiences. Recognise that: where a word ends with (le) proceeded by a short vowel there must be two consonants. Form clear ascenders and descenders. Use the diagonal and horizontal strokes needed to join letters. Form all lower-case and upper-case letters accurately. Understand which letters, when adjacent to one another, are best left unjoined. Write capital letters and digits of the correct size, orientation and relationship to one another, and to lower case letters. Use spacing between words that reflects the size of the letters.					
Comprehension Plus - VIPERS	Narrative writing, Information writing, Letter writing, Poetry, Instructions, Dick Whittington Year 1 Recognise one- syllable words with: a short vowel ending with a consonant, f/l/s/z., the final consonant will be doubled. Cliff. The /k/sound spelled ‘k’ before e, l and y. The /nk/sound found at the end of words usually comes after a vowel. Spell words with a ‘y’ at the end of the word. Read/spell words containing, taught GPCs and -s, -es, -ing, -ed, -er and –est endings. Spell words with ai/ay/oi/oy. Use the prefix, un- to change meaning. Use the suffix, er and est,	Narrative writing, Information writing, Leaflets, Poetry, Grandad’s Secret Giant Year 1 Recognise and use plurals adding (es) to nouns ending in sh/ch/s/z/x. Spell words beginning with ‘w’ and ‘qu’. Spell words with soft ‘c’ before ‘e’, ‘i’ & ‘y’. Use –ing, -ed, -er and –est. Spell the long vowel sound l with split digraph i-e and o o-e. Spell the long vowel oo spelt as u-e. Spell words ar, ee, long vowel ea, short vowel ea, long/short vowel digraph er. Ir and ur, long/short vowel oo, digraph oa, oy, ow, ew, ue. Name the letters of the alphabet in order.	Narrative writing, Non-fiction writing, Poetry, The Man on the Moon, Flight, Silly Stuff Year 1 Spell words with a ‘v’ sound at the end. Spell words ending in ‘al’ and ‘il’. Spell compound words. Spell the days of the week. Spell words with digraph ie, ie (ee), igh, or, ore, aw, au, air, ear. Ear. Are, ph, wh. Use letter names to distinguish between alternative spellings of the same sound. Use the prefix –un Use a capital letter for proper nouns. Use exclamation marks to create effect. Use question marks for questions. Use a pronoun to replace a noun.	Narrative writing, Instruction writing, Letter writing, Poetry, Pinocchio, A Closer Look, Year 1 Recognise one- syllable words with: a short vowel ending with a consonant, f/l/s/z., the final consonant will be doubled. Cliff. The /k/sound spelled ‘k’ before e, l and y. The /nk/sound found at the end of words usually comes after a vowel. Spell words with a ‘y’ at the end of the word. Read/spell words containing, taught GPCs and -s, -es, -ing, -ed, -er and –est endings. Spell words with ai/ay/oi/oy. Use the prefix, un- to change meaning. Use the suffix, er and est, CVC words with vowel digraphs and trigraphs.	Narrative writing, Non-fiction writing, Leaflets, Poetry, Rainforest, Yara’s Tawari Tree, Deep in the Rainforest Year 1 Recognise and use plurals adding (es) to nouns ending in sh/ch/s/z/x. Spell words beginning with ‘w’ and ‘qu’. Spell words with soft ‘c’ before ‘e’, ‘i’ & ‘y’. Use –ing, -ed, -er and –est. Spell the long vowel sound l with split digraph i-e and o o-e. Spell the long vowel oo spelt as u-e. Spell words ar, ee, long vowel ea, short vowel ea, long/short vowel digraph er. Ir and ur, long/short vowel oo, digraph oa, oy, ow, ew, ue.	Narrative writing, Non-fiction writing, Letter writing, Newspaper recounts, Poetry, Tudors, The Day the Crayons Quit Year 1 Spell words with a ‘v’ sound at the end. Spell words ending in ‘al’ and ‘il’. Spell compound words. Spell the days of the week. Spell words with digraph ie, ie (ee), igh, or, ore, aw, au, air, ear. Ear. Are, ph, wh. Use letter names to distinguish between alternative spellings of the same sound. Use the prefix –un Use a capital letter for proper nouns. Use exclamation marks to create effect. Use question marks for questions.

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

	<p>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.</p> <p>Year 2 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.</p>	<p>Identify, name and describe the basic structure of common plants, including garden plants and trees, both deciduous and evergreen.</p> <p>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.</p>	<p>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.</p> <p>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 liquids.</p>	<p>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.</p> <p>Year 2 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.</p>	<p>reptiles, birds and mammals, carnivores, herbivores and omnivores. Describe and compare the structure of common animals such as birds, fish, reptiles and pets. Identify and talk about a range of common animals. Talk about similarities between animals and plants and where some animals & plants are found. Talk about what animals eat.</p> <p>Year 2 Name and talk about the young of humans and other animals. Identify and name a variety of common animals such as amphibians, mammals and invertebrates. Sort and group plants and animals according to simple features. Identify a range of similarities and differences between animals and plants. Describe how animals obtain their food from plants and other animals.</p>	<p>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.</p> <p>Year 2 Explain how to stay safe in different weather.</p>
Science Key Vocabulary	<p>Year 1 Carnivore, Classify, Deciduous, Herbivore, Identify, Omnivore</p> <p>Year 2 Absorbent, Habitat, Opaque, Transparent</p>					
<p>RE</p> <p>Discovery RE Cornwall Agreed Syllabus for RE 2020 - 2025</p>	<p>Year 1 & 2 Unit 1.10 Christianity, Judaism, Islam What does it mean to belong to a faith community? I can recognise that loving others is important in lots of communities. I can say simply what Jesus and one other religious leader taught about loving other people. I can give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony. I can suggest what the actions and symbols mean in these welcome ceremonies. I can identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) I can talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.</p> <p>Unit 1.1 (UC) Christianity (God) What do Christians believe God is like? I can identify what a parable is. I can tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father. I can give clear, simple accounts of what the story means to Christians. I can give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others). I can give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God).</p>	<p>Year 1 & 2 Unit 1.7 Judaism Double Unit. Who is Jewish and how do they live? I can recognise the words of the Shema as a Jewish prayer I can retell simply some stories used in Jewish celebrations (e.g. Chanukah) I can give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like I can give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) I can make links between Jewish ideas of God found in the stories and how people live I can give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) I can talk about what I think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas I can give a good reason for my ideas about whether reflecting, thanking, praising and remembering have something to say to me too.</p>	<p>Year 1 & 2 Unit 1.2 Christianity (Creation) Who do Christians say made the world? I can retell the story of creation from Genesis 1:1–2:3 simply I can recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible I can say what the story tells Christians about God, Creation and the world I can give at least one example of what Christians do to say ‘thank you’ to God for Creation I can think, talk and ask questions about living in an amazing world I can give a reason for the ideas I have and the connections I make between the Jewish/Christian Creation story and the world I live in.</p> <p>Unit 1.9 Christianity, Judaism and non-religious. How should we care for the world and for others and why does it matter? I can identify a story or text that says something about each person being unique and valuable. I can give an example of a key belief some people find in one of these stories (e.g. that God loves all people). I can give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world. I can give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories. I can give examples of how Christians and Jews can show care for the natural earth I can say why Christians and Jews might look after the natural world.</p>	<p>Year 1 & 2 Unit 1.6 Islam Who is Muslim and how do they live? I can recognise the words of the Shahadah and that it is very important for Muslims I can identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean I can give examples of how stories about the Prophet show what Muslims believe about Muhammad I can give examples of how Muslims use the Shahadah to show what matters to them I can give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) I can give examples of how Muslims put their beliefs about prayer into action I can think, talk about and ask questions about Muslim beliefs and ways of living I can talk about what I think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for my ideas I can give a good reason for my ideas about whether prayer, respect, celebration and self-control have something to say to me too.</p> <p>Unit 1.3 Christianity (Incarnation) Why does Christmas matter to Christians? I can recognise that stories of Jesus’ life come from the Gospels I can give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians</p>	<p>Year 1 & 2 Unit 1.6 Islam Who is a Muslim and how do they live? Part 2 I can recognise the words of the Shahadah and that it is very important for Muslims I can identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean I can give examples of how stories about the Prophet show what Muslims believe about Muhammad I can give examples of how Muslims use the Shahadah to show what matters to them I can give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) I can give examples of how Muslims put their beliefs about prayer into action I can think, talk about and ask questions about Muslim beliefs and ways of living I can talk about what I think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for my ideas I can give a good reason for my ideas about whether prayer, respect, celebration and self-control have something to say to me too.</p> <p>Unit 1.5 (UC) Salvation Why does Easter matter to Christians? I can recognise that Incarnation and Salvation are part of a ‘big story’ of the Bible I can tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) I can recognise that Jesus gives instructions about how to behave</p>	<p>Year 1 & 2 Unit 1.4 (Gospel) What is the ‘good news’ Christians believe Jesus brings? I can tell stories from the Bible and recognise a link with the concept of ‘Gospel’ or ‘good news’ I can give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians I can recognise that Jesus gives instructions to people about how to behave I can give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless I can give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) I can think, talk and ask questions about whether Jesus’ ‘good news’ is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for my ideas.</p> <p>Local Unit 1.8 What makes some people and places in Cornwall sacred? I can recognise that there are special people and places in Cornwall that are sacred to believers. I can identify at least three sacred/holy places in Cornwall and say how they are used, why they are important and whay people do there. I can retell a story about a Cornish Saint and connect this story to the local area.</p>

	I can think, talk and ask questions about what can be learnt from the story for themselves, exploring different ideas		I can think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world I can give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.	I can give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas I can think, talk and ask questions about Christmas for people who are Christians and for people who are not I can decide what I personally have to be thankful for, giving a reason for my ideas	I can give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter I can think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.	I can give examples of stories, objects and symbols used in churches which show what people believe. I can talk about why some people and places are considered to be sacred in Cornwall and how communities celebrate this. I can identify differences between some sacred places. I can think, talk and ask good questions about what happens at a sacred place and give good reasons for my ideas.
RE Key Vocabulary	Year 1 Challah, Chanukah, Creation, Hanukkah, Hashanah, Kippah, Menorah, Mezuzah, Passover, Pesach, Seder, Plate, Rosh, Rosh Hashanah, Shabbat, Sukkot, Synagogue, Torah, Yom Kippur Year 2 Advent, Allah, Christingle, Crucifixion, Eid-ul-Fitr, Kaaba, Mecca, Mosque, Muslim, New Testament, Old Testament, Qur’an, Ramadan, Resurrection, Salah, Symbol					
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 equipment safely, moving and landing safely Work independently on simple tasks, for short periods, asking for help when needed Work with a partner, sharing and taking turns Listen to feedback from a partner Watch while someone shows them an action Show an awareness of why exercise is good for health Say how their bodies feel before, during and after exercise			By the end of Year 2, pupils should be able to: With encouragement, persist when learning is challenging and understand the importance of practice Work independently and have a range of strategies for accessing help when needed Support and encourage others with their work Have the confidence to share their work and ideas and listen to others do the same. Work with a partner to plan and review work Describe how their bodies change before, during and after exercise Explain why it is important to warm up and cool down		
	Gymnastics, Hockey, Multi-skills Year 1 Gymnastics I can recognise and perform contrasting movements and balances. I can travel in different ways, changing speed and direction. I can control my body when jumping and rolling in different ways. I can link movements to create a sequence. I can cooperate effectively with a partner. I can create and perform a sequence with a clear beginning, middle and ending. Hockey I can travel in different ways with control. I can travel with a ball in different ways. I can travel with a ball in different directions. I can pass the ball to another player. I can use the travelling and passing skills in a game. Multi-skills I can track and receive a ball. I can throw underarm. I can throw a quoit. I can catch. I can bounce a ball with control. I can use and practise throwing and catching. Year 2 Gymnastics I can perform and improve upon balances on different parts of the body. I can create matching balances with a partner. I can roll in different ways while showing control. I can jump safely in a variety of ways, including on and off apparatus. I can combine a selection of movements to create a gymnastic sequence. I can work with a partner to create a matching sequence.	Dance, Football, Circuit training, Badminton Year 1 Dance I can move in response to a video stimulus. I can improvise and create movements with a partner. I can show awareness of others when working in a group. I can understand mirroring and use this with a partner. I can keep in time with a steady beat to perform a traditional style of dance. I can vary the shape and speed of my movements to represent an object. Football I can think about using space in a team game. I can mark another player. I can defend the space between players. I can pass a ball to another player. I can get past a defender. I can use attacking and defending skills in a team game. Circuit training I can move over or round an obstacle with control. I can jump in different ways with control. I can show control and balance when travelling along a pathway. I can show control when rolling and bouncing a ball. I can combine skills to complete circuits independently. I can watch and evaluate the performance of a partner. Badminton I can hold a racket correctly and use it to control a beanbag in a variety of ways. I can use a racket to hit a ball or beanbag with control. I can apply my racket skills to play a target game.	Athletics, Cricket, Tennis Year 1 Athletics I can move at different speeds. I can move along different pathways. I can jump for height. I can jump for distance. I can jump in different ways. I can perform a jumping sequence. Cricket I can use a cricket bat to control a ball along the ground. I can use a cricket bat to hit a ball with control. I can apply my bat and ball skills to play a small-sided game Tennis I can hold a racket correctly and use it to control a beanbag in a variety of ways. I can use a racket to hit a ball or beanbag with control. I can apply my racket skills to play a target game. Year 2 Athletics I can show the Olympic values of friendship and respect in a jumping for height activity. I can show the Olympic value of excellence in a throwing for accuracy activity. I can show the Olympic value of determination in a running activity. 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. Cricket I can hold a cricket bat correctly and use it to hit a ball.	Gymnastics, Netball/Basketball, Multi-skills Year 1 Gymnastics I can recognise and perform contrasting movements and balances. I can travel in different ways, changing speed and direction. I can control my body when jumping and rolling in different ways. I can link movements to create a sequence. I can cooperate effectively with a partner. I can create and perform a sequence with a clear beginning, middle and ending. Netball/Basketball I can travel in different ways with control. I can travel with a ball in different ways. I can travel with a ball in different directions. I can pass the ball to another player. I can use the travelling and passing skills in a game. Multi-skills I can track and receive a ball. I can throw underarm. I can throw a quoit. I can catch. I can bounce a ball with control. I can use and practise throwing and catching. Year 2 Gymnastics I can perform and improve upon balances on different parts of the body. I can create matching balances with a partner. I can roll in different ways while showing control. I can jump safely in a variety of ways, including on and off apparatus. I can combine a selection of movements to create a gymnastic sequence. I can work with a partner to create a matching sequence.	Dance, Rugby, Football Year 1 Dance I can move in response to a video stimulus. I can improvise and create movements with a partner. I can show awareness of others when working in a group. I can understand mirroring and use this with a partner. I can keep in time with a steady beat to perform a traditional style of dance. I can vary the shape and speed of my movements to represent an object. Rugby I can travel in different ways with control. I can travel with a ball in different ways. I can travel with a ball in different directions. I can pass the ball to another player. I can use the travelling and passing skills in a game. Football I can think about using space in a team game. I can mark another player. I can defend the space between players. I can pass a ball to another player. I can get past a defender. I can use attacking and defending skills in a team game. Year 2 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.	Athletics, Rounders, Tennis Year 1 Athletics I can move at different speeds. I can move along different pathways. I can jump for height. I can jump for distance. I can jump in different ways. I can perform a jumping sequence. Rounders I can use a cricket bat to control a ball along the ground. I can use a cricket bat to hit a ball with control. I can apply my bat and ball skills to play a small-sided game. Tennis I can hold a racket correctly and use it to control a beanbag in a variety of ways. I can use a racket to hit a ball or beanbag with control. I can apply my racket skills to play a target game. Year 2 Athletics I can show the Olympic values of friendship and respect in a jumping for height activity. I can show the Olympic value of excellence in a throwing for accuracy activity. I can show the Olympic value of determination in a running activity. 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. Rounders I can hold a cricket bat correctly and use it to hit a ball.

	<p><u>Hockey</u> 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 make or deny space when attacking and defending in a game I can use attacking and defending skills in a game. I can apply specific skills to an invasion game.</p> <p><u>Multi-skills</u> 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.</p>	<p><u>Year 2</u> <u>Dance</u> 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.</p> <p><u>Football</u> 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 defender. I can pass the ball to another player. I can use attacking and defending skills in a game.</p> <p><u>Circuit training</u> 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.</p> <p><u>Badminton</u> 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.</p>	<p>I can practise a range of cricket skills. I can combine my skills to play a competitive team game.</p> <p><u>Tennis</u> 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.</p>	<p><u>Netball/Basketball</u> 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 make or deny space when attacking and defending in a game I can use attacking and defending skills in a game. I can apply specific skills to an invasion game.</p> <p><u>Multi-skills</u> 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.</p>	<p><u>Rugby</u> 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 make or deny space when attacking and defending in a game I can use attacking and defending skills in a game. I can apply specific skills to an invasion game.</p> <p><u>Football</u> 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 defender. I can pass the ball to another player. I can use attacking and defending skills in a game</p>	<p>I can practise a range of cricket skills. I can combine my skills to play a competitive team game.</p> <p><u>Tennis</u> 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.</p>
PE Key Vocabulary	<p>Year 1 Exit, Enter, Front, Travel, Rules, Safely, Kicking Back, Hit, Points, Target, Throw, Score, Catch, Lead, Co-operate, Teamwork, Solve, Instructions, Ready Position, Partner, Net, Underarm, Score, Far, Hop, Aim, Fast, Slow, Bend, Improve, Direction, Travel, Defender Points, Dribbling, Attacker, Partner, Counts, Pose, Level, Balance, Action, Roll, Level, Speed, Balance, Jump, Flow, Bounce</p> <p>Year 2 Pulling, Splash, Unaided, Gliding, Floating, Breathing , Fielder, Teammate, Runs, Batter, Received, Bowler, Support, Successful, Map, Direction, Communicate , Receive, Quickly, Trap, Defend, Return, Collect, Against, Sprint, Jog, Distance, Height, Take Off, Landing, Overarm, Underarm, Send, Chest Pass, Possession, Goal, Dodge, Bounce Pass, Mirror, Action, Pathway, Speed, Timing, Link, Sequence, Tuck, Straddle, Star, Pike, Strong, Pace, Race, Steady, Sprint</p>					
PSHE Jigsaw PSHE PSHE Association	<p><u>Year 1</u> <u>Being In My World</u> I feel special and safe in 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</p> <p><u>Celebrating Difference</u> 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</p>	<p><u>Year 1</u> <u>Relationships</u> 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</p> <p><u>Changing Me</u> 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</p>	<p><u>Year 1</u> <u>Dreams and Goals</u> 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</p> <p><u>Healthy Me</u> 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</p>	<p><u>Year 2</u> <u>Being In My World</u> 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 make my class a safe and fair place I can work cooperatively I am choosing to follow the Learning Charter</p> <p><u>Celebrating Difference</u> 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</p>	<p><u>Year 2</u> <u>Relationships</u> I accept that everyone’s family is different and understand that most people value their family I know which types of physical contact I like and don’t like and can talk about this I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this I understand how it feels to trust someone I am comfortable accepting appreciation from others</p> <p><u>Changing Me</u></p>	<p><u>Year 2</u> <u>Dreams and Goals</u> 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 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</p> <p><u>Healthy Me</u> I am motivated to make healthy lifestyle choices</p>

	I know how it feels to make a new friend I understand these differences make us all special and unique	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	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	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	I understand there are some changes that are outside my control and can recognise how I feel about this I can identify people I respect who are older than me I feel proud about becoming more independent I can tell you what I like/don't like about being a boy/girl I am confident to say what I like and don't like and can ask for help I can start to think about changes I will make when I am in Year 3 and know how to go about this	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
PSHE Key Vocabulary	Year 1 Kind, Gentle, Friend, Similar, Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns, Special, Proud, Friends, Kind, Same, Sad, Frightened, Family, Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Encourage, Healthy, Exercise, Stranger, Scare, Relationship, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing, Grown-up, Adult, Change, Worry, Excited, Memories Year 2 Safe, Special, Calm, Belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Consequences, Upset, Disappointed, Illustration, Similarity, Difference, Bullying, Deliberate,, Unfair, Included, Celebrations, Special, Unique, Success, Treasure,, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve, Unhealthy, Balanced,, Choices, Hygienic, Safe Medicines, Safe, Safety, Green Cross Code, Belong, Qualities,, Greeting, Texture,, Community, Confidence, Praise, Skills, Self-belief, Incredible, Appreciate, Changes, Life cycles, Adulthood, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Feelings, Anxious, Worried, Coping					
History Historical Association 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 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	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. Year 2 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 historical events, people and places in his/her own locality Can 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 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 historical events and people in Britain within and beyond their living memory Can use pictures and role-play to tell stories from the past	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 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 historical 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.	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 past and life today Year 2 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 historical events and people from the wider world, within and beyond their living memory Can describe the similarities and differences between life during a time in the past and life today	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 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 historical events and people in Britain within and beyond their living memory Can describe an artefact e.g. materials; size; signs of wear and tear.
History Key Vocabulary	Year 1 Artefact, Back then, Memory, Once, Today, Tomorrow, Yesterday Year 2 Different, Same, Change, Unchanged, Source, Timeline, Chronological Order, Significant					
Geography Geographical Society Twinkl	Beside the Seaside (Twinkl) Year 1 I am beginning to use key words to describe different places and environments. I am beginning to use a map to find seaside locations. I am beginning to use key words to describe seaside locations.	Fieldwork and Map skills (RGS) Year 1 I am beginning to use simple compass directions and locational and directional language. I am beginning to use aerial photographs to recognise landmarks and basic human and physical features.	The USA (RGS) Year 1 I am beginning to name and locate the world's seven continents and five oceans. I am beginning to name and locate key features in the USA including states, lakes, rivers, mountains, deserts, and settlements.	Fieldwork and Map skills (RGS) Year 1 I am beginning to use simple compass directions and locational and directional language. I am beginning to use aerial photographs to recognise landmarks and basic human and physical features.	Brazil (RGS) Year 1 I am beginning to name and locate the world's seven continents and five oceans. I am beginning to use maps and atlases to locate the continent South America and the country Brazil.	Wonderful Weather (Twinkl) Year 1 I am beginning to understand what the weather is like in our country. I am beginning to understand the different seasons in a year. I am beginning to use key words to describe the weather.

	<p>I am beginning to observe aerial photographs of seaside locations.</p> <p>I am beginning to locate seaside resorts in the four countries of the UK.</p> <p>I am beginning to understand what seaside holidays and resorts were like in the past and the present.</p> <p>I am beginning to describe a seaside town in the UK.</p> <p>I am beginning to describe places and routes on a map.</p> <p>I am beginning to use a map to identify the main British islands.</p> <p>I am beginning to understand the location of hot and cold islands in the world.</p> <p>I am beginning to use a map to follow the route around a seaside resort.</p>	<p>I am beginning to devise a simple map and use and construct basic symbols in a key.</p> <p>I am beginning to use simple fieldwork and observational skills to study the geography of their school and its grounds.</p> <p>I can create a plan of my classroom.</p>	<p>I am beginning to understand the diversity of physical landscapes in the USA including lakes, rivers, mountains, deserts etc.</p> <p>I am beginning to use an atlas to be able to locate key features on a map of the USA.</p> <p>I am beginning to describe and understand the location and formation of key physical features of the landscape in the USA including the Grand Canyon.</p> <p>I am beginning to understand the impact of the environment on humans, particularly drought and floods.</p> <p>I am beginning to understand the wide variety of agricultural products from the USA.</p> <p>I am beginning to understand how New York City as a settlement developed over time.</p>	<p>I am beginning to devise a simple map and use and construct basic symbols in a key.</p> <p>I am beginning to use simple fieldwork and observational skills to study the geography of their school and its grounds.</p> <p>I can create a plan of my classroom.</p>	<p>I am beginning to compare the climate of Brazil with that of the UK.</p> <p>I am beginning to locate the major cities and environmental regions of Brazil.</p> <p>I am beginning to explore key physical and human characteristics of the city Rio de Janeiro.</p> <p>I am beginning to locate the Amazon rainforest using maps.</p> <p>I am beginning to use maps to locate cities, beaches, mountains and the Amazon rainforest in Brazil.</p>	<p>I am beginning to understand the dangers of weather.</p> <p>I am beginning to understand what hot and cold countries are like.</p> <p>I am beginning to use map skills to locate hot and cold places.</p>
	<p>Year 2</p> <p>I can use key words to describe different places and environments.</p> <p>I can use a map to find seaside locations.</p> <p>I can use key words to describe seaside locations.</p> <p>I can observe aerial photographs of seaside locations.</p> <p>I can locate seaside resorts in the four countries of the UK.</p> <p>I can describe a seaside town in the UK.</p> <p>I can describe places and routes on a map.</p> <p>I can use a map to identify the main British islands.</p> <p>I can understand the location of hot and cold islands in the world.</p> <p>I can use a map to follow the route around a seaside resort.</p>	<p>Year 2</p> <p>I can use simple compass directions and locational and directional language.</p> <p>I can use aerial photographs to recognise landmarks and basic human and physical features.</p> <p>I can devise a simple map and use and construct basic symbols in a key.</p> <p>I can use simple fieldwork and observational skills to study the geography of their school and its grounds.</p> <p>I can create a map of the school using symbols and a map key.</p>	<p>Year 2</p> <p>I can name and locate the world’s seven continents and five oceans.</p> <p>I can name and locate key features in the USA including states, lakes, rivers, mountains, deserts, and settlements.</p> <p>I can understand the diversity of physical landscapes in the USA including lakes, rivers, mountains, deserts etc.</p> <p>I can use an atlas to be able to locate key features on a map of the USA.</p> <p>I can describe and understand the location and formation of key physical features of the landscape in the USA including the Grand Canyon.</p> <p>I can understand the impact of the environment on humans, particularly drought and floods.</p> <p>I can understand the wide variety of agricultural products from the USA.</p> <p>I can understand how New York City as a settlement developed over time.</p>	<p>Year 2</p> <p>I can use simple compass directions and locational and directional language.</p> <p>I can use aerial photographs to recognise landmarks and basic human and physical features.</p> <p>I can devise a simple map and use and construct basic symbols in a key.</p> <p>I can use simple fieldwork and observational skills to study the geography of their school and its grounds.</p> <p>I can create a map of the school using symbols and a map key.</p>	<p>Year 2</p> <p>I can name and locate the world’s seven continents and five oceans.</p> <p>I can use maps and atlases to locate the continent South America and the country Brazil.</p> <p>I can compare the climate of Brazil with that of the UK.</p> <p>I can locate the major cities and environmental regions of Brazil.</p> <p>I can explore key physical and human characteristics of the city Rio de Janeiro.</p> <p>I can locate the Amazon rainforest using maps.</p> <p>I can use maps to locate cities, beaches, mountains and the Amazon rainforest in Brazil.</p>	<p>Year 2</p> <p>I can understand what the weather is like in our country.</p> <p>I can understand the different seasons in a year.</p> <p>I can use key words to describe the weather.</p> <p>I can understand the dangers of weather.</p> <p>I can understand what hot and cold countries are like.</p> <p>I can use map skills to locate hot and cold places.</p>
Geography Key Vocabulary	<p>Year 1</p> <p>Capital, Continent, Country, Differences, Environment, Landmark, Local, Similarities, Surroundings, Vegetation</p> <p>Year 2</p> <p>Atlas, Compass points, Equator, Globe, Human, Physical</p>					
Art and DT	<p>Year 1</p> <p>Explore and create ideas for purposes and intentions.</p> <p>Study the work of artists.</p> <p>Recognise and describe key features of their own and other’s work.</p> <p>Describe what they feel about their work and the art of others.</p> <p>Year 2</p> <p>Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world.</p> <p>Study the work of artists.</p> <p>Compare other’s work, identifying similarities and differences.</p> <p>Describe choices and preferences using the language of art.</p>			<p>Year 1</p> <p>Explore and create ideas for purposes and intentions.</p> <p>Study the work of artists.</p> <p>Recognise and describe key features of their own and other’s work.</p> <p>Describe what they feel about their work and the art of others.</p> <p>Year 2</p> <p>Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world.</p> <p>Study the work of artists.</p> <p>Compare other’s work, identifying similarities and differences.</p> <p>Describe choices and preferences using the language of art.</p>		
	<p>David Best</p> <p>Year 1</p> <p>Explore 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.</p> <p>Year 2</p> <p>Explore 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.</p>	<p>Barbara Hepworth Cornish Sculpture</p> <p>Year 1</p> <p>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.</p> <p>Year 2</p> <p>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.</p>	<p>Rob Jenson – Space Art</p> <p>Year 1</p> <p>Identify, describe and use shape for purpose.</p> <p>Develop skill and control when painting. Paint with expression.</p> <p>Use, express and experiment with line for purpose, then use appropriate language to describe lines.</p> <p>Year 2</p> <p>Compose geometric designs by adapting the work of other artists to suit their own ideas.</p>	<p>George Gower – Armada and Portraits Lowry/Moore – Remembrance</p> <p>Year 1</p> <p>Develop skill and control when painting. Paint with expression. Use, express and experiment with line for purpose, then use appropriate language to describe lines.</p> <p>Year 2</p> <p>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.</p>	<p>John Dyer Cornish Artist and Nikiwaka</p> <p>Year 1</p> <p>Understand patterns in nature, design and make patterns in a range of materials. Use materials to create texture.</p> <p>Year 2</p> <p>Learn a range of techniques to make repeating and non-repeating patterns. Identify natural and man-made patterns. Create patterns of their own. Identify and describe different textures. Select and use appropriate materials to create textures.</p>	<p>Hans Holbein, Paul Klee, Escher, Bridgette James</p> <p>Year 1</p> <p>Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and justify colours for purpose</p> <p>Year 2</p> <p>Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections.</p>
	<p>Structures (e.g. houses!)</p>	<p>Mechanisms (e.g. story book)</p>	<p>Textiles Karl Longbottom – kite making,</p>	<p>Puppets</p>	<p>Food (e.g. smoothie and balanced diet)</p>	<p>Mechanism wheels and axles</p>

	<p>Year 1 Designing 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 shapes</p> <p>Year 2 Designing for 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 characteristics Exploring natural and man-made structures testing and evaluating, analysing existing structures, including those by established designers Understanding strengths, stability and stiffness, knowing that different shapes can weaken or strengthen structures, know materials can be manipulated to improve</p>	<p>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</p> <p>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</p>	<p>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</p>	<p>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</p> <p>Year 2 Threading a needle, sewing a running stitch Tying a secure knot</p>	<p>Year 1 Design a smoothie carton based on a chosen ingredient combination selecting fruits and veg Preparing, chopping and blending Trialling and exploring combinations of ingredients, specifying favourite combinations. Recognising the different between fruit and veg describing texture and taste, developing knowledge about where they grow</p> <p>Year 2 Planning for a set brief, following simple criteria designing a healthy snack Preparing food safely and hygienically, chopping and slicing using a bridge or claw grip Conducting product research, trialling and feeding back on food’s taste, texture and aroma</p>	<p>Year 1 Sketching, measuring and planning the chassis of a vehicle Adapting mechanisms measuring and cutting accurately to a design brief, working to scale and identifying commonly used materials for wheels Researching and testing mechanism Investigating how wheels work as part of a full mechanism</p> <p>Year 2 Measuring and cutting accurately working to scale Selecting materials chosen on their characteristics Testing and adapting mechanism Understanding and consolidating how an axle, axle holder and wheel work in harmony, understanding the properties of basic materials</p>
Art & DT Key Vocabulary	<p>Art Year 1 Secondary, Horizon, Landscape, Portrait, Line, Collage, Expression Year 2 Tertiary/Neutral, Texture, Sketch, Shape, Form, Sculpture, Geometric</p>			<p>DT Year 1 Planning, Investigate, Design, Purpose, Product, Structure, Framework, Mechanism, Joining Year 2 Criteria, Function, Assembling, Evaluate, Analyse, Linkage, Lever, Pivot, Template</p>		
<p>Computing</p> <p>Kapow Primary schemes of work</p>	<p>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. Programming Bee Bots 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.</p>	<p>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.</p>	<p>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</p>	<p>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.</p>	<p>Year 2 Programming Scratch Jr. Creating and debugging simple programs. Using logical reasoning to predict the behaviour of simple programs. Understanding what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Using technology purposefully to create, organise, store, manipulate and retrieve digital content. Algorithms And Debugging Creating and debugging simple programs. Using logical reasoning to predict the behaviour of simple programs. Understanding what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p>	<p>Year 2 Stop Motion Using technology purposefully to create, organise, store, manipulate and retrieve digital content. Understanding how to use tablets or computers to take photos. Online Safety Identifying how to keep personal information private. Using technology respectfully by asking for permission before sharing about others online.</p>
Computing Key Vocabulary	<p>Year 1 Internet, Website, Private Information, Source, Digital Imagery, Device, Online, Algorithm , Programming Year 2 Search engine, Research, Sequence, Debug, Software, Input, Output, Retrieve, Permission</p>					
<p>Music</p> <p>Kapow Primary schemes of work</p>	<p>Year 1 Timbre and rhythmic patterns (Theme: Fairy tales) Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>Year 1 Vocal 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 sounds heard using their voice or body.</p>	<p>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.</p>	<p>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.</p>	<p>Year 1 Classical music, dynamics and tempo (Theme: Animals) Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>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.</p>

	<p>Experiment with, create, select and combine sounds using the interrelated dimensions of music</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Year 2</p> <p>Myths and legends</p> <p>Create rhythms and arrange them in a particular order or structure.</p> <p>Identify the structure of a piece of music and write it down.</p> <p>Describe whether a musical texture is thick or thin.</p> <p>Explore ways of writing down different textural layers.</p> <p>Follow a given structure for a composition.</p> <p>Write a structure score accurately.</p> <p>Compose music with several layers.</p> <p>Perform their composition accurately, following the structure score.</p>	<p>Make appropriate instrument choices to represent a descriptive sound.</p> <p>Control instruments and voices to make both quiet and loud sounds.</p> <p>Follow simple instructions during a group performance.</p> <p>Create their own graphic score and play from it.</p> <p>Make more than one sound on their instrument and with their voice.</p> <p>Year 2</p> <p>On this island: British songs and sounds</p> <p>Sing, play and follow instructions to perform as a group.</p> <p>Describe music using simple musical vocabulary.</p> <p>Explore multiple ways of making the same sound.</p> <p>Represent the same sound in different ways.</p> <p>Describe how they have adapted a sound using musical vocabulary.</p> <p>Contribute musically to a final performance.</p> <p>Create a piece that clearly represents a particular environment.</p> <p>Extend a piece of music so that it represents three distinct environments.</p>	<p>Year 2</p> <p>Dynamics, timbre, tempo and motifs (Theme: Space)</p> <p>Create short sequences of sound after a given starting point or stimulus</p> <p>Begin to use musical vocabulary to describe music</p> <p>Listen for and recognise some of the inter-related dimensions of music (dynamics, pitch and timbre)</p> <p>Play tuned and untuned instruments creating and using simple representations to play short pieces in groups or individually using basic combinations of instruments.</p>	<p>Identify simple tempo changes in music.</p> <p>Perform a pattern that gradually gets faster (accelerando).</p> <p>Contribute to a group composition and performance by creating, selecting, combining and performing sounds.</p> <p>Suggest improvements to their work.</p> <p>Year 2</p> <p>Orchestral instruments (Theme: Traditional Western stories)</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the interrelated dimensions of music</p> <p>Play tuned and untuned instruments musically</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Year 2</p> <p>African call and response song (Theme: Animals)</p> <p>Use tempo, dynamics and timbre in their piece.</p> <p>Play in time with their group.</p> <p>Use instruments appropriately.</p> <p>Successfully sing back the melody line in time and at the correct pitch.</p> <p>Play either a call and/or response role in time with another pupil.</p> <p>Perform their composition</p>	<p>Copy and create rhythms based on word patterns.</p> <p>Play on the pulse.</p> <p>Year 2</p> <p>Musical me</p> <p>Use their voices expressively and creatively by singing songs speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Experiment with, create, select and combine sounds using the interrelated dimensions of music</p>
Music Key Vocabulary	<p>Year 1</p> <p>Chant, Dynamics, Composition, Instrument, Orchestra, Pattern, Performer, Rest, Tempo, Pulse, Timbre, Pitch, Rhythmic</p> <p>Year 2</p> <p>Call and Response, Clef, Composer, Dynamics, Motifs, Notation, Percussion, Pulse, Tempo</p>					
MFL	<p>French</p> <p>Classroom instructions, Greetings, Introductions, Colours and Numbers</p> <p>Year 1</p> <p>Listen to simple rhymes and songs.</p> <p>Use simple greetings.</p> <p>Year 2</p> <p>Repeat and pronounce simple words accurately.</p> <p>Listen to and repeat simple words and phrases.</p>	<p>Spanish</p> <p>Classroom instructions, Greetings, Introductions, Colours and Numbers</p> <p>Year 1</p> <p>Listen to simple rhymes and songs.</p> <p>Use simple greetings.</p> <p>Year 2</p> <p>Repeat and pronounce simple words accurately.</p> <p>Listen to and repeat simple words and phrases.</p> <p>Identify patterns and sounds in rhymes and songs and repeat simple words in rhymes and songs.</p>	<p>French</p> <p>"Head, Shoulders, Knees and Toes", Numbers, Days and Months</p> <p>Year 1</p> <p>Listen to simple rhymes and songs.</p> <p>Use simple greetings.</p> <p>Year 2</p> <p>Repeat and pronounce simple words accurately.</p> <p>Listen to and repeat simple words and phrases.</p> <p>Identify patterns and sounds in rhymes/songs and repeat simple words in rhymes/songs.</p> <p>Respond to simple questions about pictures and objects.</p>	<p>Spanish</p> <p>"Head, Shoulders, Knees and Toes", Numbers, Days and Months</p> <p>Year 1</p> <p>Listen to simple rhymes and songs.</p> <p>Use simple greetings.</p> <p>Year 2</p> <p>Repeat and pronounce simple words accurately.</p> <p>Listen to and repeat simple words and phrases.</p>	<p>French</p> <p>Animals, Fruit and Vegetables</p> <p>Year 1</p> <p>Listen to simple rhymes and songs.</p> <p>Use simple greetings.</p> <p>Year 2</p> <p>Repeat and pronounce simple words accurately.</p> <p>Listen to and repeat simple words and phrases.</p> <p>Identify patterns and sounds in rhymes and songs and repeat simple words in rhymes and songs.</p>	<p>Spanish</p> <p>Animals, Fruit and Vegetables</p> <p>Year 1</p> <p>Listen to simple rhymes and songs.</p> <p>Use simple greetings.</p> <p>Year 2</p> <p>Repeat and pronounce simple words accurately.</p> <p>Listen to and repeat simple words and phrases.</p> <p>Identify patterns and sounds in rhymes/songs and repeat simple words in rhymes / songs.</p> <p>Respond to simple questions about pictures and objects.</p>
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