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combine amounts to make a particular value.</p> <p>Find different combinations of coins that equal the same amounts of money.</p> <p>Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.</p> <p>Compare and sort common 2-D and 3-D shapes and everyday objects.</p> <p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</p>	<p>problems.</p> <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally.</p> <p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> <p>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equals signs.</p> <p>Show that multiplication of two numbers can be done in any order and division of one number by another cannot.</p> <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p> <p>Recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.</p> <p>Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p> <p>Recognise and use symbols for pounds and pence; combine amounts to make a particular value.</p> <p>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p> <p>Compare and sequence intervals of time.</p> <p>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.</p> <p>Know the number of minutes in an hour and the number of hours in a day.</p> <p>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</p> <p>Identify 2-D shapes on the surface of 3-D shapes.</p> <p>Order and arrange combinations of mathematical objects in patterns and sequences.</p> <p>Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns.</p> <p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</p> <p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</p> <p>Ask and answer questions about totalling and comparing categorical data.</p>	<p>involving numbers, quantities and measures, also applying their increasing knowledge of mental and written methods.</p> <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally.</p> <p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> <p>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equals signs.</p> <p>Show that multiplication of two numbers can be done in any order and division of one number by another cannot.</p> <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p> <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p> <p>Recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.</p> <p>Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p> <p>Choose and use appropriate standard units to estimate and measure length/height in any direction; 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<p>Read common exception words</p> <p>Draw on what they know and relevant information when discussing read books.</p> <p>Ask relevant questions to extend understanding, vocabulary and knowledge.</p> <p>Read accurately by blending sounds in unfamiliar words containing taught GPCs.</p> <p>Make inferences based on what is being said and done.</p> <p>Recognise and discuss the characteristics of stories, fairy stories and traditional tales.</p> <p>Discuss word meanings and link to those already known.</p> <p>Segment and blend words containing adjacent consonants, apply this in spelling.</p> <p>Maintain attention and take an active part in conversations.</p> <p>Participate in discussions about what is read to them.</p> <p>Read aloud accurately.</p> <p>Read words with contraction by understanding omission apostrophes.</p> <p>Predict what might happen next.</p> <p>Discuss the significance of title and events.</p> <p>Check that the text makes sense and correct inaccurate reading.</p> <p>Segment and blend 2 / 3 syllable words.</p> <p>Form capital letters correctly.</p> <p>Start to form lower-case letters in the correct direction.</p> <p>Write ascenders and descenders correctly.</p> <p>Put a finger space between words.</p> <p>Form digits 0-9 correctly.</p> <p>Keep the size of the letters the same.</p> <p>Year 2</p> <p>Give well-structured descriptions and explanations.</p> <p>Read accurately by blending the sounds in words linked to taught graphemes.</p> <p>Read accurately words of two or more syllables containing known GPCs.</p> <p>Answer and ask questions about the texts and predict what might happen.</p> <p>Discuss the sequence of events in books and how items of information are related.</p> <p>Discuss and clarify the meaning of word.</p> <p>Recognise one- syllable words with: a short vowel ending with a consonant, f/l/s/z., the final consonant will be doubled. Cliff.</p> <p>Read common suffix and prefix words.</p> <p>Listen to, discuss and express views about a wide range of texts.</p> <p>Retell in detail a wide range of stories.</p> <p>Recognise simple recurring literary language in stories and poetry.</p> <p>Recognise where there is one consonant after a short vowel the consonant is doubled before the suffix is added, ed/er/est/ing/y.</p> <p>Engage in conversations asking relevant questions and responding to comments.</p> <p>Take turns and listen to what others say.</p> <p>Read books aloud sounding out unfamiliar words accurately and without hesitation.</p> <p>Read further exception words, noting links between spelling and sound and where they occur in a word.</p> <p>Check that the text makes sense.</p> <p>Talk about the way in which different non-fiction books are structured.</p> <p>Make inferences based on what is being said and done as well as past experiences.</p> <p>Recognise that: where a word ends with (le) proceeded by a short vowel there must be two consonants.</p> <p>Form clear ascenders and descenders.</p> <p>Use the diagonal and horizontal strokes needed to join letters.</p> <p>Form all lower-case and upper-case letters accurately.</p> <p>Understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another, and to lower case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p>			<p>Read common exception words</p> <p>Draw on what they know and relevant information when discussing read books.</p> <p>Ask relevant questions to extend understanding, vocabulary and knowledge.</p> <p>Read accurately by blending sounds in unfamiliar words containing taught GPCs.</p> <p>Make inferences based on what is being said and done.</p> <p>Recognise and discuss the characteristics of stories, fairy stories and traditional tales.</p> <p>Discuss word meanings and link to those already known.</p> <p>Segment and blend words containing adjacent consonants, apply this in spelling.</p> <p>Maintain attention and take an active part in conversations.</p> <p>Participate in discussions about what is read to them.</p> <p>Read aloud accurately.</p> <p>Read words with contraction by understanding omission apostrophes.</p> <p>Predict what might happen next.</p> <p>Discuss the significance of title and events.</p> <p>Check that the text makes sense and correct inaccurate reading.</p> <p>Segment and blend 2 / 3 syllable words.</p> <p>Form capital letters correctly.</p> <p>Start to form lower-case letters in the correct direction.</p> <p>Write ascenders and descenders correctly.</p> <p>Put a finger space between words.</p> <p>Form digits 0-9 correctly.</p> <p>Keep the size of the letters the same.</p> <p>Year 2</p> <p>Give well-structured descriptions and explanations.</p> <p>Read accurately by blending the sounds in words linked to taught graphemes.</p> <p>Read accurately words of two or more syllables containing known GPCs.</p> <p>Answer and ask questions about the texts and predict what might happen.</p> <p>Discuss the sequence of events in books and how items of information are related.</p> <p>Discuss and clarify the meaning of word.</p> <p>Recognise one- syllable words with: a short vowel ending with a consonant, f/l/s/z., the final consonant will be doubled. 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Cliff.</p> <p>The /k/sound spelled ‘k’ before e, l and y. The /nk/sound found at the end of words usually comes after a vowel.</p> <p>Spell words with a ‘y’ at the end of the word.</p> <p>Read/spell words containing, taught GPCs and -s, -es, -ing, -ed, -er and –est endings. Spell words with ai/ay/oi/oy.</p> <p>Use the prefix, un- to change meaning.</p> <p>Use the suffix, er and est,</p> <p>CVC words with vowel digraphs and trigraphs.</p> <p>Spell words beginning with ‘wr’.</p>	<p>Text genres: Narrative writing, Descriptive writing, Leaflets, Poetry</p> <p>Year 1</p> <p>Recognise and use plurals adding (es) to nouns ending in sh/ch/s/z/x.</p> <p>Spell words beginning with ‘w’ and ‘qu’.</p> <p>Spell words with soft ‘c’ before ‘e’, ‘i’ & ‘y’.</p> <p>Use –ing, -ed, -er and –est.</p> <p>Spell the long vowel sound l with split digraph i-e and o o-e.</p> <p>Spell the long vowel oo spelt as u-e.</p> <p>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.</p> <p>Name the letters of the alphabet in order.</p> <p>Use –ing, -ed, -er and –est.</p>	<p>Text genres: Information writing, Instruction writing, Letter writing, Poetry</p> <p>Year 1</p> <p>Spell words with a ‘v’ sound at the end.</p> <p>Spell words ending in ‘al’ and ‘il’.</p> <p>Spell compound words.</p> <p>Spell the days of the week.</p> <p>Spell words with digraph ie, ie (ee), igh, or, ore, aw, au, air, ear. Ear. Are, ph, wh.</p> <p>Use letter names to distinguish between alternative spellings of the same sound.</p> <p>Use the prefix –un</p> <p>Use a capital letter for proper nouns.</p> <p>Use exclamation marks to create effect.</p> <p>Use question marks for questions.</p> <p>Use a pronoun to replace a noun.</p> <p>Use simple verbs.</p> <p>Use possessive adjectives to replace a noun and describe another by saying whose it is.</p>	<p>Text genres: Information writing, Letter writing, Descriptive writing, Poetry</p> <p>Year 1</p> <p>Recognise one- syllable words with: a short vowel ending with a consonant, f/l/s/z., the final consonant will be doubled. Cliff.</p> <p>The /k/sound spelled ‘k’ before e, l and y. The /nk/sound found at the end of words usually comes after a vowel.</p> <p>Spell words with a ‘y’ at the end of the word.</p> <p>Read/spell words containing, taught GPCs and -s, -es, -ing, -ed, -er and –est endings. 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	<p>Recognise and join in with predictable patterns. Match, blend and segment a wide range of CVC words with vowel digraphs and trigraphs. Put full stops in their writing. Separate words with spaces. Start writing with a capital letter. Recognise and use plurals add (s) to nouns. Recognise that proper nouns are preceded by a, an, the. Use the prefix, un- to change meaning. Use words and phrases to make a simple sentence. Say out loud what is going to be written. Write a sentence about something familiar. Ask, and respond to simple questions. Reread what has been written to make sure that it makes sense. Describe a character or setting. Write simple sentences to describe the beginning, middle and/or end of a story. Identify features of a non-fiction text. Use pictures and captions to find information. Identify word patterns. Recite some poems by heart. Year 2 Add a suffixes to an adjective. Use a capital letter for days of the week. Use question marks & exclamation marks. Use simple imperative verbs. Use simple prepositions. Use suffix to change adjectives into verbs. Write different types of sentences. Use a pronoun to replace a noun. Plan or say out loud what to write about. Write narratives about personal experiences and those of others. Evaluate writing by re-reading aloud with intonation to check that it makes sense. Write a story with a clear beginning, middle and end. Describe the appearance of characters. Include important facts in writing. Include key features of the text type. Use words and repeating phrases to create a Pattern or Shape poem. Recognise and can create words and simple phrases using alliteration.</p>	<p>Begin to use a capital letter and a full stop. Begin to use question & exclamation marks. Recognise and use plurals adding (es) to nouns ending in sh/ch/s/z/x. Use simple adjectives. Add suffixes to verbs where the root does not need to be changed. Use ‘and’ to join words and clauses. Compose a sentence orally before writing it. Write more than one sentence. Write sentences about experiences. Discuss writing and identify ways in which it could be improved. Use simple sentences to describe key events in a story. Identify and use repeating patterns. Talk about key features of non-fiction texts. Know an index is arranged alphabetically. Use repeating patterns to create sentences and simple rhymes. Use alliteration. Year 2 Spell more words with contracted forms. Write a wider range of exception words. Use capital letters and full stops. Use apostrophes to mark contractions. Use apostrophes to mark singular possession in nouns. Begin to use co-ordinating, conjunctions. Use present and past tenses correctly. Form nouns using suffixes such as –ness, -er, -est and by compounding. Use expanded noun phrases to describe and specify. Use subordination and co-ordination. Plan by writing down ideas and/or key words. Write about real events and poetry. Evaluate writing by re-reading to check that verbs to indicate time are used consistently. Use an increasing range of story openers in order to hook the reader. Describe the setting at the start of a story. Begin to write in a formal style. Include headings, numbers, bullet points and diagrams. Write a simple single verse poem using repeating patterns and rhyming words. Use simile in poetry. Use alliteration to create a short rhyme.</p>	<p>Use simple sentences in writing. Repeat sentence openings. Sequence sentences to form short narratives. Write a series of sentences about own and others experiences. Evaluate writing by sharing it with others. Describe events, characters and settings. Use a range of traditional story openers. Use key features of a non-fiction text. Include a heading. Identify groups of words to describe objects, people and places. Create an Acrostic poem. Year 2 Use the possessive apostrophe (singular). Write a wider range of exception words. Use capital letters and full stops. Use question marks & exclamation marks. Begin to use commas in simple lists. Begin to use subordinating conjunctions. Use time connectives. Use the progressive form of verbs in the present and past tense. Use present and past tenses correctly and consistently. Use different ways to start a sentence. Write in the first person. Plan by sequencing ideas into sentences. Develop stamina and write for a range of different purposes. Proof-read writing to check for errors in spelling, grammar and punctuation. Sequence the events in a story. Describe the appearance, actions and feelings of characters. Use heading, sub-heading and introductory sentences. Use other sources of simple information. Recognise and use the features of a Calligram. Generate and use increasingly adventurous words and phrases.</p>	<p>Recognise and join in with predictable patterns. Match, blend and segment a wide range of CVC words with vowel digraphs and trigraphs. Put full stops in their writing. Separate words with spaces. Start writing with a capital letter. Recognise and use plurals add (s) to nouns. Recognise that proper nouns are preceded by a, an, the. Use the prefix, un- to change meaning. Use words and phrases to make a simple sentence. Say out loud what is going to be written. Write a sentence about something familiar. Ask, and respond to simple questions. Reread what has been written to make sure that it makes sense. Describe a character or setting. Write simple sentences to describe the beginning, middle and/or end of a story. Identify features of a non-fiction text. Use pictures and captions to find information. Identify word patterns. Recite some poems by heart. Year 2 Add a suffixes to an adjective. Use a capital letter for days of the week. Use question marks & exclamation marks. Use simple imperative verbs. Use simple prepositions. Use suffix to change adjectives into verbs. Write different types of sentences. Use a pronoun to replace a noun. Plan or say out loud what to write about. Write narratives about personal experiences and those of others. Evaluate writing by re-reading aloud with intonation to check that it makes sense. Write a story with a clear beginning, middle and end. Describe the appearance of characters. Include important facts in writing. Include key features of the text type. Use words and repeating phrases to create a Pattern or Shape poem. Recognise and can create words and simple phrases using alliteration.</p>	<p>Begin to use a capital letter and a full stop. Begin to use question & exclamation marks. Recognise and use plurals adding (es) to nouns ending in sh/ch/s/z/x. Use simple adjectives. Add suffixes to verbs where the root does not need to be changed. Use ‘and’ to join words and clauses. Compose a sentence orally before writing it. Write more than one sentence. Write sentences about experiences. Discuss writing and identify ways in which it could be improved. Use simple sentences to describe key events in a story. Identify and use repeating patterns. Talk about key features of non-fiction texts. Know an index is arranged alphabetically. Use repeating patterns to create sentences and simple rhymes. Use alliteration. Year 2 Spell more words with contracted forms. Write a wider range of exception words. Use capital letters and full stops. Use apostrophes to mark contractions. Use apostrophes to mark singular possession in nouns. Begin to use co-ordinating, conjunctions. Use present and past tenses correctly. Form nouns using suffixes such as –ness, -er, -est and by compounding. Use expanded noun phrases to describe and specify. Use subordination and co-ordination. Plan by writing down ideas and/or key words. Write about real events and poetry. Evaluate writing by re-reading to check that verbs to indicate time are used consistently. Use an increasing range of story openers in order to hook the reader. Describe the setting at the start of a story. Begin to write in a formal style. Include headings, numbers, bullet points and diagrams. Write a simple single verse poem using repeating patterns and rhyming words. Use simile in poetry. Use alliteration to create a short rhyme.</p>	<p>Use simple sentences in writing. Repeat sentence openings. Sequence sentences to form short narratives. Write a series of sentences about own and others experiences. Evaluate writing by sharing it with others. Describe events, characters and settings. Use a range of traditional story openers. Use key features of a non-fiction text. Include a heading. Identify groups of words to describe objects, people and places. Create an Acrostic poem. Year 2 Use the possessive apostrophe (singular). Write a wider range of exception words. Use capital letters and full stops. Use question marks & exclamation marks. Begin to use commas in simple lists. Begin to use subordinating conjunctions. Use time connectives. Use the progressive form of verbs in the present and past tense. Use present and past tenses correctly and consistently. Use different ways to start a sentence. Write in the first person. Plan by sequencing ideas into sentences. Develop stamina and write for a range of different purposes. Proof-read writing to check for errors in spelling, grammar and punctuation. Sequence the events in a story. Describe the appearance, actions and feelings of characters. Use heading, sub-heading and introductory sentences. Use other sources of simple information. Recognise and use the features of a Calligram. 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 Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions</p>					
	<p>Year 1 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. Year 2 Draw and label the main parts of the human</p>	<p>Year 1 Use senses to explore and talk about plants. Describe what a plant looks like. 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</p>	<p>Year 1 Name some familiar solids and liquids. 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,</p>	<p>Year 1 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. Year 2 Draw and label the main parts of the human</p>	<p>Year 1 Identify, name and describe a variety of common animals including fish, amphibians, 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 1 Name some familiar solids and liquids. 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,</p>

	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. Name and describe some simple solids and liquids.	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.	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	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. Name and describe some simple solids and liquids. .	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.	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.
RE Cornwall Agreed Syllabus for RE 2020 - 2025	Year 1 and 2 1.10 What does it mean to belong to a faith community? <u>Make sense of beliefs:</u> Recognise that loving others is important in lots of communities Say simply what Jesus and one other religious leader taught about loving other people <u>Understand the impact:</u> Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean 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) <u>Make connections:</u> Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences 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. 1.1 God – what do Christians believe God is like? <u>Make sense of belief:</u> Identify what a parable is 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 Give clear, simple accounts of what the story means to Christians <u>Understand the impact:</u> 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) Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) <u>Make connections:</u> Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas Give a reason for the ideas they have and the connections they make	Year 1 and 2 1.7 Who is Jewish and how do they live? <u>Make sense of belief:</u> Recognise the words of the Shema as a Jewish prayer Retell simply some stories used in Jewish celebrations (e.g. Chanukah) Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like <u>Understand the impact:</u> Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) Make links between Jewish ideas of God found in the stories and how people live Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) <u>Make connections:</u> Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.	Year 1 and 2 1.2 Creation – who made the world? Harvest <u>Make sense of belief:</u> Retell the story of creation from Genesis 1:1–2:3 simply Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible Say what the story tells Christians about God, Creation and the world <u>Understand the impact:</u> Give at least one example of what Christians do to say ‘thank you’ to God for Creation <u>Make connections:</u> Think, talk and ask questions about living in an amazing world Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in. 1.9 How do we care for others and the world, and why does it matter? <u>Make sense of belief:</u> Identify a story or text that says something about each person being unique and valuable Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world <u>Understand the impact:</u> 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 Give examples of how Christians and Jews can show care for the natural earth Say why Christians and Jews might look after the natural world <u>Make connections:</u> Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world..	Year 1 and 2 1.6 Who is Muslim and how do they live? Half taught this term, rest next term. <u>Make sense of belief:</u> Recognise the words of the Shahadah and that it is very important for Muslims 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 Give examples of how stories about the Prophet show what Muslims believe about Muhammad <u>Understand the impact:</u> Give examples of how Muslims use the Shahadah to show what matters to them Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) Give examples of how Muslims put their beliefs about prayer into action <u>Make connections:</u> Think, talk about and ask questions about Muslim beliefs and ways of living Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too. 1.3 Incarnation – Why does Christmas matter to Christians? <u>Make sense of belief:</u> Recognise that stories of Jesus’ life come from the Gospels Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians <u>Understand the impact:</u> Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas <u>Make connections:</u> Think, talk and ask questions about Christmas for people who are Christians and for people who are not Decide what they personally have to be thankful for, giving a reason for their ideas	Year 1 and 2 1.6 Who is Muslim and how do they live? Complete this unit from last term. 1.5 Salvation – Why does Easter matter to Christians? <u>Make sense of belief:</u> Recognise that Incarnation and Salvation are part of a ‘big story’ of the Bible Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) <u>Understand the impact:</u> Give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter <u>Make connections:</u> 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.	Year 1 and 2 1.4 Gospel – What is the good news Jesus bring? <u>Make sense of belief:</u> Tell stories from the Bible and recognise a link with the concept of ‘Gospel’ or ‘good news’ Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians Recognise that Jesus gives instructions to people about how to behave <u>Understand the impact:</u> 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 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) <u>Make connections:</u> 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 their ideas. 1.8 What makes some places sacred to believers? <u>Make sense of belief:</u> Recognise that there are special places where people go to worship, and talk about what people do there Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship <u>Understand the impact:</u> Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe Give simple examples of how people worship at a church, mosque or synagogue Talk about why some people like to belong to a sacred building or a community <u>Make connections:</u> Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas Talk about what makes some places special

						to people, and what the difference is between religious and non-religious special places.
PE Focus on Physical and Cognitive skills	Social and Emotional Development By the end of Year 1, pupils should be able to: Understand key safety principles eg: 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 neededSupport 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		
	Year 1 Copy single movements and skills with a reasonable degree of accuracy and developing control Demonstrates good static balance across a range of different body shapes and positions and using bases of varying sizes Begin to develop simple dynamic balance Year 2 Move confidently in a range of different ways, linking together simple actions with control. Show good co-ordination skills to throw, catch, strike, bounce, trap and kick a variety of objects in different contexts Begin to apply simple physical skills in team games	Year 1 Perform simple dances using simple movement patterns, with prompts Move in a range of different ways with increasing control Year 2 Perform a short series of actions/movements with some changes in level, speed and direction Create and perform simple dances using simple movement patterns Show good co-ordination skills to throw, catch, strike, bounce, trap and kick a variety of objects in different contexts Begin to apply simple physical skills in team games	Year 1 Send and receive a variety of objects with developing control Year 2 Show good dynamic balance in a range of different contexts Show good co-ordination skills to throw, catch, strike, bounce, trap and kick a variety of objects in different contexts Begin to apply simple physical skills in team games	Year 1 Copy single movements and skills with a reasonable degree of accuracy and developing control Demonstrates good static balance across a range of different body shapes and positions and using bases of varying sizes Begin to develop simple dynamic balance Year 2 Move confidently in a range of different ways, linking together simple actions with control. Show good co-ordination skills to throw, catch, strike, bounce, trap and kick a variety of objects in different contexts Begin to apply simple physical skills in team games	Year 1 Perform simple dances using simple movement patterns, with prompts Move in a range of different ways with increasing control Year 2 Perform a short series of actions/movements with some changes in level, speed and direction Create and perform simple dances using simple movement patterns Show good co-ordination skills to throw, catch, strike, bounce, trap and kick a variety of objects in different contexts Begin to apply simple physical skills in team games	Year 1 Perform simple dances using simple movement patterns, with prompts Move in a range of different ways with increasing control Year 2 Perform a short series of actions/movements with some changes in level, speed and direction Create and perform simple dances using simple movement patterns Show good co-ordination skills to throw, catch, strike, bounce, trap and kick a variety of objects in different contexts Begin to apply simple physical skills in team games
PSHE PSHE Association	Relationships Year 1 People who care for them. The role these different people play in children’s lives and how they care for them What it means to be a family and how families are different. The importance of telling someone — and how to tell them — if they are worried about something in their family Situations when someone’s body or feelings might be hurt and whom to go to for help What it means to keep something private, including parts of the body that are private Identify different types of touch and how they make people feel How to respond if being touched makes them feel uncomfortable or unsafe When it is important to ask for permission to touch others How to ask for and give/not give permission What kind and unkind behaviour mean in and out school How kind and unkind behaviour can make people feel What respect means Class rules, being polite to others, sharing and taking turns	Living in the Wider World Year 1 Examples of rules in different situations, e.g. class rules, rules at home, rules outside Different people have different needs How we care for people, animals and other living things in different ways How they can look after the environment, e.g. recycling How and why people use the internet The benefits of using the internet and digital devices How people find things out and communicate safely with others online Everyone has different strengths, in and out of school How different strengths and interests are needed to do different jobs People whose job it is to help us in the community Different jobs and the work people do	Health and Wellbeing Year 1 What it means to be healthy and why it is important Take care of themselves on a daily basis Basic hygiene routines, e.g. hand washing Healthy and unhealthy foods, including sugar intake Physical activity and how it keeps people healthy Different types of play, including balancing indoor, outdoor and screen-based play People who can help them to stay healthy How to keep safe in the sun Recognise what makes them special and unique including their likes, dislikes and what they are good at How to manage and whom to tell when finding things difficult, or things go wrong They are the same and different to others Different kinds of feelings Recognise feelings in themselves and others How feelings can affect how people behave How rules can help to keep us safe Why some things have age restrictions, e.g. TV and film, games, toys or play areas Basic rules for keeping safe online Whom to tell if they see something online that makes them feel unhappy, worried, or scared	Relationships Year 2 How to be a good friend Different ways that people meet and make friends Strategies for positive play with friends What causes arguments between friends How to positively resolve arguments between friends How to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else How to recognise hurtful behaviour, including online What to do and whom to tell if they see or experience hurtful behaviour, including online About what bullying is and different types of bullying How someone may feel if they are being bullied About the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help How to resist pressure to do something that feels uncomfortable or unsafe How to ask for help if they feel unsafe or worried and what vocabulary to use About the things they have in common with their friends, classmates, and other people How friends can have both similarities and differences How to play and work cooperatively in different groups and situations How to share their ideas and listen to others,	Living in the Wider World Year 2 Being a part of different groups, and the role they play in these groups Different rights and responsibilities that they have in school and the wider community How a community can help people from different groups to feel included Recognise that they are all equal, and ways in which they are the same and different to others in their community Ways in which people can access the internet Recognise the purpose and value of the internet in everyday life Recognise that some content on the internet is factual and some is for entertainment Information online might not always be true What money is and its different forms, and ways of paying for things How money can be kept and looked after Getting, keeping and spending money People are paid money for the job they do Recognise the difference between needs and wants People make choices about spending money, including thinking about needs and wants	Health and Wellbeing Year 2 Routines and habits for maintaining good physical and mental health Sleep and rest are important for growing and keeping healthy Medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies Importance of, and routines for, brushing teeth and visiting the dentist Food and drink that affect dental health Describe and share a range of feelings Ways to feel good, calm down or change their mood How to manage big feelings including those associated with change, loss and bereavement When and how to ask for help, and how to help others, with their feelings Human life cycle and how people grow from young to old How our needs and bodies change as we grow up Identify and name the main parts of the body including external genitalia Change as people grow up, including new opportunities and responsibilities Preparing to move to a new class and setting goals for next year How to recognise risk in everyday situations Help keep themselves safe in familiar and unfamiliar environments Identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or

				take part in discussions, and give reasons for their views		remove themselves from danger How to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products Things that people can put into their body or onto their skin and how these can affect how people feel How to respond if there is an accident and someone is hurt Whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say
History 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 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 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.	Spanish Armada and Elizabethans – links to significant individuals such as Queen Elizabeth 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 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.	World War 2 – 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 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 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.	Amazon Rainforest, Aztecs - 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 Can discuss significant 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	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 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
Geography	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	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	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	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.	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. Year 2 Use information books to compare the similarities and differences between places	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

	<p>and describe key physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Identify seasonal and daily weather patterns in the UK.</p> <p>Use aerial photographs to identify key landmarks, and basic human and physical features of the area studied.</p> <p>Create keys for symbols on a map.</p> <p>Draw maps of real life and made up places.</p> <p>Can follow directions on a map: North, South, East, West.</p> <p>Can follow directions: up, down, left, right, forwards and backwards.</p>	<p>environment.</p> <p>Year 2</p> <p>Use information books to compare the similarities and differences between places studied at KS1.</p> <p>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.</p> <p>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.</p> <p>Identify seasonal and daily weather patterns in the UK.</p> <p>Use aerial photographs to identify key landmarks, and basic human and physical features of the area studied.</p> <p>Create keys for symbols on a map.</p> <p>Draw maps of real life and made up places.</p> <p>Draw around objects to make a plan.</p> <p>Can draw a route showing features.</p>	<p>non-European country.</p> <p>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.</p> <p>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.</p> <p>Identify seasonal and daily weather patterns in the UK.</p> <p>Use aerial photographs to identify key landmarks, and basic human and physical features of the area studied.</p> <p>Create keys for symbols on a map.</p> <p>Draw maps of real life and made up places.</p> <p>Draw around objects to make a plan.</p> <p>Can draw a route showing features.</p>	<p>Explain geographical similarities and differences between an area of the UK and a non-European country.</p> <p>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.</p> <p>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.</p> <p>Identify seasonal and daily weather patterns in the UK.</p> <p>Use aerial photographs to identify key landmarks, and basic human and physical features of the area studied.</p> <p>Create keys for symbols on a map.</p> <p>Draw maps of real life and made up places.</p> <p>Draw around objects to make a plan.</p> <p>Can draw a route showing features.</p>	<p>studied at KS1.</p> <p>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.</p> <p>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.</p> <p>Identify seasonal and daily weather patterns in the UK.</p> <p>Use aerial photographs to identify key landmarks, and basic human and physical features of the area studied.</p> <p>Identify and describe patterns and changes within the local environment.</p>	<p>and describe key physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Identify seasonal and daily weather patterns in the UK.</p> <p>Use aerial photographs to identify key landmarks, and basic human and physical features of the area studied.</p> <p>Can follow directions on a map: North, South, East, West.</p> <p>Can follow directions: up, down, left, right, forwards and backwards.</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</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>George Glower, Armada and portraits</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>Lowry</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>John Dyer</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>Karl Longbottom – kite maker</p> <p>Year 1</p> <p>Identify, describe and use shape for purpose.</p> <p>Year 2</p> <p>Compose geometric designs by adapting the work of other artists to suit their own ideas.</p>
	<p>Structures (e.g. windmill)</p> <p>Year 1</p> <p>Designing for a client considering their preferences and requirements, following a basic list of criteria.</p> <p>Using template and nets</p> <p>Selecting from basic crafting tools and materials to create functional mechanical structure (houses)</p> <p>Developing awareness of different structure formats, forming an understanding of how to turn 2D nets into 3D shapes</p> <p>Year 2</p> <p>Designing for others using criteria and applying knowledge of structures through planning</p> <p>Identifying flaws in a pre-modelled design and thinking about ways to fix or strengthen them, cutting and assembling accurately</p>	<p>Mechanisms (e.g. story book)</p> <p>Year 1</p> <p>Planning and sketching mechanical elements</p> <p>Assembling mechanisms to create various movements</p> <p>Reflecting on the finished product by expressing likes, dislikes and improvements</p> <p>Exploring how levers and slider work in a paper card format</p> <p>Year 2</p> <p>Devising and using design criteria, planning for design and creation by drawing simple diagrams</p> <p>Cutting and assembling accurately selecting appropriate from materials and tools</p> <p>Carrying out primary research exploring and discussing existing objects which have linkages, levers and pivots</p> <p>Identifying inputs and outputs as part of a</p>	<p>Textiles (e.g. puppet / pouch)</p> <p>Year 1</p> <p>Design a puppet based on a character, using a template considering which features and colours will be needed</p> <p>Cutting and joining fabric</p> <p>Testing and exploring different methods of joining fabrics and determining which would be best reflecting on the finished product</p> <p>Year 2</p> <p>Developing and sketching design ideas using a template</p> <p>Threading a needle, sewing a running stitch</p> <p>Tying a secure knot</p> <p>Discussing the making process and finished product reviewing other’s final outcome</p>	<p>Mechanisms wheels and axles</p> <p>Year 1</p> <p>Sketching, measuring and planning the chassis of a vehicle</p> <p>Adapting mechanisms measuring and cutting accurately to a design brief, working to scale and identifying commonly used materials for wheels</p> <p>Researching and testing mechanism</p> <p>Investigating how wheels work as part of a full mechanism</p> <p>Year 2</p> <p>Measuring and cutting accurately working to scale</p> <p>Selecting materials chosen on their characteristics</p> <p>Testing and adapting mechanism</p> <p>Understanding and consolidating how an axle, axle holder and wheel work in harmony,</p>	<p>Food (e.g. smoothie and balanced diet)</p> <p>Year 1</p> <p>Design a smoothie carton based on a chosen ingredient combination selecting fruits and veg</p> <p>Preparing, chopping and blending</p> <p>Trialling and exploring combinations of ingredients, specifying favourite combinations.</p> <p>Recognising the different between fruit and veg describing texture and taste, developing knowledge about where they grow</p> <p>Year 2</p> <p>Planning for a set brief, following simple criteria designing a healthy snack</p> <p>Preparing food safely and hygienically, chopping and slicing using a bridge or claw grip</p> <p>Conducting product research, trialling and</p>	

	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	mechanism, developing an understanding of how linkages, levers and pivots operate		understanding the properties of basic materials	feeding back on food’s taste, texture and aroma	
Computing Kapow Primary schemes of work	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.	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 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.	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.
Music Kapow Primary schemes of work	Year 1 Pulse and rhythm (Theme: All about me) Timbre and rhythmic patterns (Theme: Fairytales) Recognising and understanding the difference between pulse and rhythm. Understand that different types of sounds are called timbres. Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower). Listen to and repeating short, simple rhythmic patterns. Using their voices expressively to speak and chant. Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.	Year 1 Classical music, dynamics and tempo (Theme: Animals) Pitch and tempo (Theme: Superheroes) Describing the character, mood, or ‘story’ of music they listen to, both verbally and movement. Describing the differences between two pieces of music. Expressing a basic opinion about music (like/dislike) Listening and responding to other performers by playing as part of a group. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Combining instrumental and vocal sounds within a given structure.	Year 1 Musical vocabulary (Under the sea) Vocal and body sounds (Theme: By the sea) Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. Performing from graphic notation. Maintaining the pulse (play on the beat) using hands, and un-tuned instruments. Copying back short rhythmic and melodic phrases on percussion instruments. Creating simple melodies using a few notes. Choosing a dynamics, tempo and timbre for a piece of music. Creating a simple graphic score to represent a composition. Beginning to make improvements to their work as suggested by the teacher.	Year 2 Musical me Dynamics, timbre, tempo and motifs (Theme: Space) Recognise timbre changes in music they listen to. Recognising structural features in music they listen to. Identifying melodies that move in steps. Listening to and repeating short, simple melody by ear. Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). Singing short songs from memory, with melodic and rhythmic accuracy. Performing expressively using dynamics and timbre to alter sounds as appropriate. Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.	Year 2 Orchestral instruments (Theme: Traditional Western stories) On this island: British songs and sounds Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. Copying longer rhythmic patterns on un-tuned percussion instruments, keeping a steady pulse. Listening to and recognising instrumentation. Beginning to use musical vocabulary to describe music. Identifying melodies that move in steps.	Year 2 African call and response song (Theme: Animals) Myths and legends Successfully combining and layering several instrumental and vocal patterns within a given structure. Creating a simple melodies from 5 or more notes. Choosing appropriate dynamics, tempo and timbre for a piece of music. Using letter name and graphic notation to represent the details of their composition. Beginning to suggest improvements to their work. Suggesting improvements to their own and others’ work.
Languages	French Colours, Numbers, All About Me 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 Head, shoulders, knees and toes, Animals 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	French Head, shoulders, knees and toes, Animals 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	Spanish Yo amo España, Nice to meet you, Classroom instructions 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 J’adore la france, Nice to meet you, Classroom instructions 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 Colours, Numbers, All About Me 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

		songs and repeat simple words in rhymes and songs.	and repeat simple words in rhymes/songs. Respond to simple questions about pictures and objects.		Identify patterns and sounds in rhymes and songs and repeat simple words in rhymes and songs.	and repeat simple words in rhymes / songs. Respond to simple questions about pictures and objects.
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