

Ingrave Johnstone C of E Primary School Year Group Curriculum Overview

Year Group: 2			
Subject	Autumn Term	Spring Term	Summer Term
English	Overview of Knowledge The Great Fire Of London <ul style="list-style-type: none"> Poems with a structure Non-chronological report Be Yourself <ul style="list-style-type: none"> Stories as a theme Poems on a theme 	Overview of Knowledge Masterchef <ul style="list-style-type: none"> Instructions Traditional tales with a twist King and Queens <ul style="list-style-type: none"> Stories with a familiar setting Persuasion 	Overview of Knowledge Our Local Area <ul style="list-style-type: none"> Animal adventure story Classical poems Non-European country focus – teacher to decide <ul style="list-style-type: none"> Stories by the same author
	Overview of Skills <i>See Lancashire Grid Units</i>	Overview of Skills <i>See Lancashire Grid Units</i>	Overview of Skills <i>See Lancashire Grid Units</i>
	Overview of Knowledge <ul style="list-style-type: none"> Number: Place Value (within 100) Number: Addition and Subtraction (including no bonds to 20 and 100) Number: Addition and Subtraction ctd Measurement: Money (count money and make quantities, total, find change etc) Number: Multiplication and Division (equal groups, intro to x sign, 2 5 and 10 x table) 	Overview of Knowledge <ul style="list-style-type: none"> Number: Multiplication and Division (equal groups, divide by 2, 5 and 10) Statistics (tally, pictograms, block diagrams) Geometry: Properties of Shape (count properties, lines of symmetry, pattern making) Number: Fractions (half, quarter, third, equivalence, count in fractions) Measurement: Length and Height (measure length in cm and m, compare and order) Consolidation 	Overview of Knowledge <ul style="list-style-type: none"> Position and Direction (describing movement and turns) Problem Solving and Efficient Methods (SATs prep) Measurement: Time (o'clock, half past, quarter past/to, telling time to 5 mins) Measurement: Time ctd Measurement: Mass, Capacity and Temperature (compare mass, g and kg, ml and l) Investigations
Maths	Overview of Skills <i>See White Rose Units</i>	Overview of Skills <i>See White Rose Units</i>	Overview of Skills <i>See White Rose Units</i>

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<p style="text-align: center;">Science</p> <p style="text-align: center;">Ongoing</p> <ul style="list-style-type: none"> • Asking simple questions and recognising that they can be answered in different ways • Observing closely, using simple equipment • Performing simple tests • Identifying and classifying • Using their observations and ideas to suggest answers to questions • Gathering and recording data to help in answering questions 	<p style="text-align: center;">Overview of Knowledge</p> <p style="text-align: center;">Materials Monster</p> <ul style="list-style-type: none"> • Understand how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <p style="text-align: center;">Move it</p> <ul style="list-style-type: none"> • Understand how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching 	<p style="text-align: center;">Overview of Knowledge</p> <p style="text-align: center;">Little Masterchefs</p> <ul style="list-style-type: none"> • Understand and describe the basic needs of humans for survival (water, food and air) • Explain the importance for humans of eating the right amounts of different types of food and hygiene. <p style="text-align: center;">Healthy Me</p> <ul style="list-style-type: none"> • Understand the importance of exercise, eating the right amounts of different types of food and hygiene. 	<p style="text-align: center;">Overview of Knowledge</p> <p style="text-align: center;">Young Gardeners</p> <ul style="list-style-type: none"> • Name and recognise a variety of plants. • Understand how seeds grow into mature plants <p style="text-align: center;">Mini Worlds</p> <ul style="list-style-type: none"> • Understand that most living things live in habitats and micro habitats to which they are suited. • Explain how animals obtain their food from plants and other animals. • Explain how different habitats provide the basic needs of different kinds of animals and plants.
	<p style="text-align: center;">Overview of Skills</p> <p style="text-align: center;">Materials Monster</p> <ul style="list-style-type: none"> • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. • Observe closely • Perform simple tests • Identify and classify • Use observations and ideas to suggest answers to questions • Gather and record data to help in answering questions. <p style="text-align: center;">Move it</p> <ul style="list-style-type: none"> • Observe closely • Perform simple tests 	<p style="text-align: center;">Overview of Skills</p> <p style="text-align: center;">Little Masterchefs</p> <ul style="list-style-type: none"> • Observe and describe how seeds and bulbs grow into mature plants. • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. • Observe closely • Perform simple tests • Identify and classify • Use observations and ideas to suggest answers to questions • Gather and record data to help in answering questions. <p style="text-align: center;">Healthy Me</p> <ul style="list-style-type: none"> • Observe closely 	<p style="text-align: center;">Overview of Skills</p> <p style="text-align: center;">Young Gardeners</p> <ul style="list-style-type: none"> • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. • Observe and describe how seeds grow into mature plants. • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. • Observe closely using simple equipment. • Ask simple questions and recognise that they can be answered in different ways. • Perform simple tests • Identify and classify

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	<ul style="list-style-type: none"> Identify and classify Use observations and ideas to suggest answers to questions Gather and record data to help in answering questions. 	<ul style="list-style-type: none"> Perform simple tests Identify and classify Use observations and ideas to suggest answers to questions Gather and record data to help in answering questions. 	<ul style="list-style-type: none"> Use observations and ideas to suggest answers to questions Gather and record data to help in answering questions. <p>Mini Worlds</p> <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Explore and compare the differences between things that are living, dead, and things that have never been alive. Use the idea of a simple food chain. Identify and name different sources of food. Observe closely Perform simple tests Identify and classify Use observations and ideas to suggest answers to questions Gather and record data to help in answering questions.
RE	<p>Overview of Knowledge</p> <p>Creation/Fall</p> <ul style="list-style-type: none"> Know that on the 7th day of creation God rests. Know that humans have a special responsibility to care for God's world. Understand that a creator may not feel happy if their creation is destroyed. Know that to care for the world we follow rules. <p>Judaism</p>	<p>Overview of Knowledge</p> <p>Continue and complete Incarnation from previous term</p> <p>Hinduism</p> <ul style="list-style-type: none"> Family prayer 'puja' is performed at home. When worshipping at home a home shrine is used. Hindus worship at a temple called a Mandir. 	<p>Overview of Knowledge</p> <p>Continue and complete Salvation from previous term</p> <p>Gospel</p> <ul style="list-style-type: none"> Name and locate the four main Gospels in the Bible. Explain what is meant by 'Good News' in a Christian context. Know how good news can make us feel.

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	<ul style="list-style-type: none"> • Jews celebrate Passover – Pesach. • Jewish boys and girls take on responsibilities of adulthood at a special ceremony – Bar / Bat Mitzvah. • Jewish people celebrate the festivals of Purim and Shavuot. • The Jewish Holy book is a Torah and it is read with a Yad. • Symbolism of the Star of David. <p style="text-align: center;">Incarnation</p> <ul style="list-style-type: none"> • An angel appeared to Joseph and told him he must name the baby Jesus. • There are other key characters in the Nativity, such as wise men. • To know Jesus was given gifts as he was considered a king. • Christians sing about God to learn and understand what he is like. 	<ul style="list-style-type: none"> • Garlands are placed around images of Gods, Goddesses and worshipers. • Mandirs look different around the world, but usually have an orange flag outside them. <p style="text-align: center;">Salvation</p> <ul style="list-style-type: none"> • Understand order of Easter story, including last supper and Jesus' trial. • Have knowledge of the words 'sin' and 'salvation'. • Jesus died on the cross to save Christians – putting things right can be costly. • Christians believe that the world is spoilt by 'sin'. • Understand significance of Jesus' words on the cross. 	<ul style="list-style-type: none"> • Know that god likes to give good things in answer to prayer. • Christians thank God for good gifts. <p style="text-align: center;">Pentecost</p> <ul style="list-style-type: none"> • Jesus didn't leave a physical gift but a spiritual one – The Holy Spirit. • Ascension: The disciples waited for the Holy Spirit to arrive , Acts 1:6-11. <p style="text-align: center;">Islam</p> <ul style="list-style-type: none"> • Muslims go on a special journey called a Hajj, to a place called Mecca. • Muslims worship in a Mosque. • Muslims believe Allah's creations are seen in the natural world. • Many Muslims wash before prayer – Wudu.
	<p style="text-align: center;">Overview of Skills</p> <p style="text-align: center;">Creation/Fall</p> <ul style="list-style-type: none"> • Recognise and recall features of religious, spiritual and moral stories. • Recognise symbols and features of religious life and practise. • Identify aspects of own experiences and feelings. • Demonstrate the beauty of God's world through art. <p style="text-align: center;">Judaism</p> <ul style="list-style-type: none"> • Recognise features and symbols of different religions. • Recognise religious practices of different religions. 	<p style="text-align: center;">Overview of Skills</p> <p style="text-align: center;">Continue and complete Incarnation from previous term</p> <p style="text-align: center;">Hinduism</p> <ul style="list-style-type: none"> • Recognise features and symbols of different religions in contrast to Christianity. • Recognise religious practices of different religions. • Recall features of religious and spiritual stories. • Identify what pupils may find interesting or puzzling. • Identify aspects of own experiences and feelings. 	<p style="text-align: center;">Overview of Skills</p> <p style="text-align: center;">Continue and complete Salvation from previous term</p> <p style="text-align: center;">Gospel</p> <ul style="list-style-type: none"> • Reflect on the theme of good news and what could be considered 'good news' by writing good news cards. • Realise that God gives many gifts, consider which are most important and why. • Recall features of religious practices (prayer) and consider why people do this. <p style="text-align: center;">Pentecost</p>

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	<ul style="list-style-type: none"> Recall features of religious and spiritual stories. Identify what pupils may find interesting or puzzling. Identify aspects of own experiences and feelings. <p>Incarnation</p> <ul style="list-style-type: none"> Find relevant stories in the Bible, identify key characters. Recall and explain key religious words. Identify and explain significance of special gifts. Consider how beliefs can be demonstrated by actions. 	<p>Salvation</p> <ul style="list-style-type: none"> Recall and explain the Easter story in different ways – art, drama etc. Identify emotions relating to the Easter story, compare to own experiences. Explain what sin and salvation mean in simple terms. Demonstrate knowledge of Jesus teaching Christians how to live their lives – posters, rules etc. 	<ul style="list-style-type: none"> Recall and identify other stories in the Bible where the followers of Jesus had to wait and be patient. Compare to own experiences of waiting and being patient. Consider a gift that you could give that is invisible – how would it make the recipient feel? <p>Islam</p> <ul style="list-style-type: none"> Relate own journeys to that of a Hajj. Identify where Mecca is on a map. Experience visiting Christian and Islamic places of worship – similarities and differences? Understand that different religions have different customs – Wudu, explain why Muslims do this. Draw and paint signs of Allah's creation.
Computing	<p>Overview of Knowledge</p> <p>A1: We are astronauts-programming on-screen. A2: We are games testers-exploring how computer games work.</p> <ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. Recognise common uses of information technology beyond school. 	<p>Overview of Knowledge</p> <p>S1: We are photographers-taking better photos. S2: We are researchers-researching a topic.</p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	<p>Overview of Knowledge</p> <p>S1: We are detectives-collecting clues S2: We are zoologists-collecting data about bugs</p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

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	<ul style="list-style-type: none"> Use technology safely and respectfully, keeping personal information private. 		
	<p>Overview of Skills</p> <ul style="list-style-type: none"> Have a clear understanding of algorithms as sequences of instructions. Convert simple algorithms to programs. Predict what a simple program will do. Spot and fix (debug) errors in their programs. Describe carefully what happens in computer games. Use logical reasoning to make predictions of what a program will do and test these predictions. Think critically about computer games and their use be aware of how to use games safely and in balance with other activities. 	<p>Overview of Skills</p> <ul style="list-style-type: none"> Consider the technical and artistic merits of photographs. Use a digital camera or camera app. Take digital photographs, review and reject or pick the images they take, edit and enhance their photographs. Select their best images to include in a shared portfolio. Develop collaboration skills through working as part of a group. Develop research skills through searching for information on the internet. Improve note-taking skills through the use of mind mapping. Develop presentation skills through creating and delivering a short multimedia presentation. 	<p>Overview of Skills</p> <ul style="list-style-type: none"> Understand that email can be used to communicate develop skills in opening, composing and sending emails Gain skills in opening and listening to audio files on the computer. Use appropriate language in emails. Develop skills in editing and formatting text in emails. Be aware of online safety issues when using email. Sort and classify a group of items by answering questions. Collect data using tick charts or tally charts. Use simple charting software to produce pictograms and other basic charts. Take, edit and enhance photographs. Record information on a digital map.
History	<p>Overview of Knowledge</p> <p>Great Fire of London</p> <ul style="list-style-type: none"> The Great Fire of London was in 1666. It started in a baker's shop in Pudding Lane. It burned for 5 days. Only 6 people are known to have died. 	<p>Overview of Knowledge</p> <p>Kings and Queens</p> <ul style="list-style-type: none"> Comparing and contrasting the reigns of Henry VIII and Queen Elizabeth II. Henry had 6 wives-two of whom were executed! He lived at Hampton Court and kept prisoners in the Tower of London. 	<p>Overview of Knowledge</p> <p><i>Not studied this term</i></p>

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	<ul style="list-style-type: none"> Thousands of people had to flee-many by water on boats in the River Thames. 13,000 houses were destroyed. St Paul's Cathedral was destroyed in the fire and rebuilt by Sir Christopher Wren. The King took control of the situation and ordered that houses were blown up or pulled down to help control the fire. Samuel Pepys wrote a famous account of the fire. 	<ul style="list-style-type: none"> The Queen has 1 husband and lives in Buckingham Palace. He reigned for 38 years; the queen has reigned for 68 years so far and is the longest reigning monarch in history! Henry was the first head of the Church of England. He loved music, jousting and writing when he was young. The Queen enjoys riding, horse racing and photography. Henry had 1 son and 2 daughters by 3 different wives. The Queen has 4 children-Prince Charles will be the next King of England when she dies. Henry would go everywhere on horseback. The Queen travels by car, train, helicopter and aeroplane. Henry had his portrait painted many times throughout his life. So has the Queen but there are also many photos of her and she has her own website and Facebook pages. 	
	<p>Overview of Skills</p> <ul style="list-style-type: none"> Sequence artefacts closer together in time - check with reference book Sequence photographs etc. from different periods of their life Describe memories of key events in lives Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different time Compare 2 versions of a past event 	<p>Overview of Skills</p> <ul style="list-style-type: none"> Sequence artefacts closer together in time - check with reference book Sequence photographs etc. from different periods of their life Describe memories of key events in lives Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different time Compare 2 versions of a past event 	<p>Overview of Skills</p> <p><i>Not studied this term</i></p>

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	<ul style="list-style-type: none"> • Compare pictures or photographs of people or events in the past • Discuss reliability of photos/ accounts/stories • Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. • Communicate their knowledge through: Discussion.... Drawing pictures...Drama/role play.. Making models..... Writing.. Using ICT... 	<ul style="list-style-type: none"> • Compare pictures or photographs of people or events in the past • Discuss reliability of photos/ accounts/stories • Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. • Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT... 	
Geography	Overview of Knowledge <i>Not studied this term</i>	Overview of Knowledge <ul style="list-style-type: none"> • Name four points of the compass • Name map features • Name and locate the world's seven continents and five oceans. 	Overview of Knowledge <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> ○ Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ○ Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
	Overview of Skills <i>Not studied this term</i>	Overview of Skills <ul style="list-style-type: none"> • I can use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. 	Overview of Skills <ul style="list-style-type: none"> • I can observe and talk about the geographical similarities and differences between Ingrave a contrasting non-European country.

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		<ul style="list-style-type: none"> I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. I can devise a simple map I can use and construct basic symbols in a key. I can name and locate the world's seven continents and five ocean on a globe, atlas and map 	<ul style="list-style-type: none"> I can identify and talk and write about the human and physical geography of each of these two areas. I can talk and write about the geographical similarities and differences between the two, concentrating on specific physical features e.g. seaside, market town, village
<p>Art</p> <p>Autumn term focus</p> <ul style="list-style-type: none"> <u>Drawing</u>: Pencil, charcoal, inks, chalk, pastels, ICT software <u>Colour</u>: Painting, ink, dye, textiles, pencils, crayon, pastels <p>Spring term focus</p> <ul style="list-style-type: none"> <u>Texture</u>: Textiles, clay, sand, plaster, stone <u>Form</u>: 3D work, clay, dough, boxes, wire, paper sculpture, mod roc <p>Summer term focus</p> <ul style="list-style-type: none"> <u>Printing</u>: Found materials, fruit/veg, wood blocks, press print, lino, string <u>Pattern</u>: Paint, pencil, textiles, clay, printing 	<p>Overview of Knowledge and Skills</p> <p>Drawing</p> <ul style="list-style-type: none"> Experiment with tools and surfaces Draw a way of recording experiences and feelings Discuss use of shadows, use of light and dark Sketch to make quick records <p>Colour</p> <ul style="list-style-type: none"> Begin to describe colours by objects Make as many tones of one colour as possible (using white) Darken colours without using black Using colour on a large scale 	<p>Overview of Knowledge and Skills</p> <p>Texture</p> <ul style="list-style-type: none"> Overlapping and overlaying to create effects Use large eyed needles Running stitches Simple appliqué work Start to explore other simple stitches – collage 	<p>Overview of Knowledge and Skills</p> <p>Printing</p> <ul style="list-style-type: none"> Print with a growing range of objects Identify the different forms printing takes <p>Pattern</p> <ul style="list-style-type: none"> Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning Natural and manmade patterns Discuss regular and irregular
Design and Technology	<p>Overview of Knowledge</p> <p>Structures - Freestanding structures</p> <ul style="list-style-type: none"> Know how to make freestanding structures stronger, stiffer and more stable. 	<p>Overview of Knowledge</p> <p>Mechanisms - Sliders and levers</p> <ul style="list-style-type: none"> Explore and use sliders and levers. Understand that different mechanisms produce different types of movement. 	<p>Overview of Knowledge</p> <p>Mechanisms - Wheels and axles</p> <ul style="list-style-type: none"> Explore and use wheels, axles and axle holders. Distinguish between fixed and freely moving axles.

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	<ul style="list-style-type: none"> Know and use technical vocabulary relevant to the project. 	<ul style="list-style-type: none"> Know and use technical vocabulary relevant to the project. Early experiences of working with paper and card to make simple flaps and hinges. Experience of simple cutting, shaping and joining skills using scissors, glue, paper fasteners and masking tape. 	<ul style="list-style-type: none"> Know and use technical vocabulary relevant to the project.
	<p style="text-align: center;">Overview of Skills</p> <p style="text-align: center;">Designing</p> <ul style="list-style-type: none"> Generate ideas based on simple design criteria and their own experiences, explaining what they could make. Develop, model and communicate their ideas through talking, mock-ups and drawings. <p style="text-align: center;">Making</p> <ul style="list-style-type: none"> Plan by suggesting what to do next. Select and use tools, skills and techniques, explaining their choices. Select new and reclaimed materials and construction kits to build their structures. Use simple finishing techniques suitable for the structure they are creating. <p style="text-align: center;">Evaluating</p> <ul style="list-style-type: none"> Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings. Evaluate their product by discussing how well it works in relation to the 	<p style="text-align: center;">Overview of Skills</p> <p style="text-align: center;">Designing</p> <ul style="list-style-type: none"> Generate ideas based on simple design criteria and their own experiences, explaining what they could make. Develop, model and communicate their ideas through drawings and mock-ups with card and paper. <p style="text-align: center;">Making</p> <ul style="list-style-type: none"> Plan by suggesting what to do next. Select and use tools, explaining their choices, to cut, shape and join paper and card. Use simple finishing techniques suitable for the product they are creating. <p style="text-align: center;">Evaluating</p> <ul style="list-style-type: none"> Explore a range of existing books and everyday products that use simple sliders and levers. Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria. 	<p style="text-align: center;">Overview of Skills</p> <p style="text-align: center;">Designing</p> <ul style="list-style-type: none"> Generate initial ideas and simple design criteria through talking and using own experiences. Develop and communicate ideas through drawings and mock-ups. <p style="text-align: center;">Making</p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics. <p style="text-align: center;">Evaluating</p> <ul style="list-style-type: none"> Explore and evaluate a range of products with wheels and axles. Evaluate their ideas throughout and their products against original criteria.

	purpose, the user and whether it meets the original design criteria.		
PE	<p>Overview of Knowledge</p> <p>Invasion Games 'Primary Games, Reception and Key Stage 1', Val Sabin. Unit 2</p> <ul style="list-style-type: none"> I can explain the best ways to score points and stop points from being scored. I know how I work best with a partner. I know the different rules and tactics for invasion games. I can describe what I can see and ask to copy others' ideas, skills and tactics. I can recognise what is successful and how to use this <p>Gymnastics 'Primary School Gymnastics, Reception and Key Stage 1', Val Sabin. Units: H, I, J and K</p> <ul style="list-style-type: none"> I know that in gymnastics, you must have a clear start, middle and end. I can say when a movement or skill is performed well. I can describe what I have done. I can describe what I have seen. 	<p>Overview of Knowledge</p> <p>Dance 'Primary Dance, Reception and Key Stage 1', Val Sabin. Units: 1, 2, 3, 4</p> <ul style="list-style-type: none"> I can evaluate a dance performance. I can use a range of vocabulary to describe moods and how dances make me feel. <p>Net/Wall Games 'Primary Games, Reception and Key Stage 1', Val Sabin. Unit 4</p> <ul style="list-style-type: none"> I can watch others and describe what is happening. I can talk about what I have done and how I did it. 	<p>Overview of Knowledge</p> <p>Striking and Fielding 'Primary Games, Reception and Key Stage 1', Val Sabin. Unit 3</p> <ul style="list-style-type: none"> I can recognise good quality in a performance. I can use information to improve my work. I know and can describe simple tactics I can use. <p>Multi-Skills and Athletics 'Primary Games, Reception and Key Stage 1', Val Sabin. Unit 1</p> <ul style="list-style-type: none"> I can develop balance, agility and co-ordination in a range of games.
	<p>Overview of Skills</p> <p>Invasion Games 'Primary Games, Reception and Key Stage 1', Val Sabin. Unit 2</p>	<p>Overview of Skills</p> <p>Dance 'Primary Dance, Reception and Key Stage 1', Val Sabin. Units: 1, 2, 3, 4</p> <ul style="list-style-type: none"> I can improve a dance performance. 	<p>Overview of Skills</p> <p>Striking and Fielding 'Primary Games, Reception and Key Stage 1', Val Sabin. Unit 3</p>

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	<ul style="list-style-type: none"> I can use different rules and tactics for invasion games. I can make it difficult for opponents. I can keep the ball and find the best places to score. I can watch others accurately. I can participate in team games. I can develop tactics for attacking and defending. I can pass and receive a ball in different ways with control and increased accuracy. <p>Gymnastics 'Primary School Gymnastics, Reception and Key Stage 1', Val Sabin. Units: H, I, J and K</p> <ul style="list-style-type: none"> I can develop short sequences on my own. I can use my imagination to find different ways of using apparatus. I can form simple sequences of different actions using floor and apparatus. I have a clear focus when watching others perform. I can develop my balance, agility and co-ordination of travelling, stillness, jumping, timing, changing shape, size and direction. 	<ul style="list-style-type: none"> I can remember and repeat simple dance phases. I can perform dances using simple movement patterns. <p>Net/Wall Games 'Primary Games, Reception and Key Stage 1', Val Sabin. Unit 4</p> <ul style="list-style-type: none"> I can use my skills to play end to end games, games over a barrier and fielding games. I can use my ability to solve problems and make decisions. I can participate in team games. I can pass and receive a ball in different ways with control and increased accuracy. I can perform fielding techniques with increased control and co-ordination. 	<ul style="list-style-type: none"> I can choose, use and vary simple tactics. I can participate in team games. I can pass and receive a ball in different ways with control and increased accuracy. I can perform fielding techniques with increased control and co-ordination. <p>Multi-Skills and Athletics 'Primary Games, Reception and Key Stage 1', Val Sabin. Unit 1</p> <ul style="list-style-type: none"> I can improve my movement skills of balance, co-ordination and agility. I can take part in a range of multi-skill games. For example: bat and ball relay, throw clap and catch, slalom run, standing long jump. I can explore movement techniques with increased control. I can run, throw and jump and perform these with increased control and co-ordination.
<p>Music</p> <p>Autumn term focus</p> <ul style="list-style-type: none"> Hands Feet Heart (1st Term) Ho Ho Ho (2nd Term) <p>Spring Term Focus</p> <ul style="list-style-type: none"> I Wanna Play In A Band (1st Term) 	<p>Overview of Knowledge</p> <p>Listen and appraise</p> <ul style="list-style-type: none"> To know five songs off by heart. To know some songs have a chorus or a response/answer part. To know that songs have a musical style. 	<p>Overview of Knowledge</p> <p>Continue with listening and appraising and singing knowledge from Autumn Term</p> <p>Playing</p>	<p>Overview of Knowledge</p> <p>Continue with listening and appraising and singing knowledge, playing and improvisation from Autumn and Spring Term</p> <p>Composition</p>

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<ul style="list-style-type: none"> Zootime (2nd Term) <p>Summer Term Focus</p> <ul style="list-style-type: none"> Friendship Song (1st Term) Reflect, Rewind & Replay (2nd Term) 	<ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments. <p>Singing</p> <ul style="list-style-type: none"> To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices. 	<ul style="list-style-type: none"> Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class. <p>Improvisation</p> <ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise, and you can use one or two notes. 	<ul style="list-style-type: none"> Composing is like writing a story with music. Everyone can compose. <p>Performance</p> <ul style="list-style-type: none"> A performance is sharing music with an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends.
	<p>Overview of Skills</p> <p>Listen and appraise</p> <ul style="list-style-type: none"> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea. To be able to find the pulse Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat. Create rhythms for others to copy Listen and sing back. Use your voices to copy back using 'la', whilst marching to the steady beat. 	<p>Overview of Skills</p> <p>Continue with listening and appraising and singing knowledge from Autumn Term</p> <p>Playing</p> <ul style="list-style-type: none"> Treat instruments carefully and with respect. Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader. 	<p>Overview of Skills</p> <p>Continue with listening and appraising and singing knowledge, playing and improvisation from Autumn and Spring Term</p> <p>Composition</p> <ul style="list-style-type: none"> Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary. <p>Performance</p> <ul style="list-style-type: none"> Choose a song they have learnt from the Scheme and perform it.

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	<ul style="list-style-type: none"> Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'. <p style="text-align: center;">Singing</p> <ul style="list-style-type: none"> Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices –you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader. 	<p style="text-align: center;">Improvisation</p> <ul style="list-style-type: none"> Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes. 	<ul style="list-style-type: none"> They can add their ideas to the performance. Record the performance and say how they were feeling about it.
PSHE	<p style="text-align: center;">Overview of Knowledge and Skills</p> <p style="text-align: center;">Living in the Wider World</p> <p style="text-align: center;">Autumn 1</p> <ul style="list-style-type: none"> <u>Rights and Responsibilities</u>: Group and class rules; respecting their own and others' needs; groups and communities they belong to; people who work in the community; getting help in an emergency. <u>Environment</u>: looking after the local environment. <u>Black History Month</u>: lesson focus. <u>Online safety</u>: lesson focus. <p style="text-align: center;">Autumn 2</p> <ul style="list-style-type: none"> <u>Money</u>: where money comes from; saving and spending money; making choices; keeping track of money spent/saved. <u>Anti Bullying Week</u>: lesson focus. <u>Firework Safety</u>: lesson focus. 	<p style="text-align: center;">Overview of Knowledge and Skills</p> <p style="text-align: center;">Relationships</p> <p style="text-align: center;">Spring 1</p> <ul style="list-style-type: none"> <u>Feelings and Emotions</u>: behaviour; bodies and feelings can be hurt; mental wellbeing is a normal part of daily life in the same way as physical health; how to judge whether what they are feeling and how they are. <u>Healthy Relationships</u>: listening to others and playing cooperatively; appropriate and inappropriate touch; teasing and bullying. <p style="text-align: center;">Spring 2</p> <ul style="list-style-type: none"> <u>Valuing Difference</u>: respecting similarities and differences in others; sharing views and ideas; practical steps they can take in a range of different contexts to improve or support respectful relationships. 	<p style="text-align: center;">Overview of Knowledge and Skills</p> <p style="text-align: center;">Health and Wellbeing</p> <p style="text-align: center;">Summer 1</p> <ul style="list-style-type: none"> <u>Healthy Lifestyles</u>: healthy choices; different feelings; managing feelings; isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support; the importance of building regular exercise into daily and weekly routines and how to achieve this. <u>Growing and Changing</u>: recognising what they are good at; setting goals; growing by changing and being more independent; correct names for body parts (including external genitalia) <p style="text-align: center;">Summer 2</p> <ul style="list-style-type: none"> <u>Keeping Safe</u>: keeping safe in different situations; how to ask for help if they

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	<ul style="list-style-type: none">• <u>Remembrance Day</u>: lesson focus.• <u>Children In Need</u>: lesson focus.		are worried about something; privacy in different contexts; what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context); where and how to report concerns and get support with issues online.
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