



Leigh and Bransford Primary School

Key Stage One – Long term plan

Year 1

	Term 1 Topic - My Family and I	Term 2 Topic – Poles Apart	Term 3 Topic - Who puts the GREAT in Great Britain?	Term 4 Topic – From Field to Fork	Term 5 Topic – Wacky Races	Term 6 Topic - Under the sea
Science	<p><u>NATIONAL CURRICULUM LINKS:</u> Humans (under animals including humans)</p> <ol style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> Draw simple pictures. Talk about what they see and do. Use first hand experiences to answer questions. Children compare some living things. Make observations using appropriate senses. 	<p><u>NATIONAL CURRICULUM LINKS:</u> Seasonal changes</p> <ol style="list-style-type: none"> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> Draw simple pictures. Talk about what they do. Use simple charts to communicate findings. Identify key features and ask questions. Test ideas suggested to them. Say what they think will happen and why. 	<p><u>NATIONAL CURRICULUM LINKS:</u> Everyday materials:</p> <ol style="list-style-type: none"> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties. <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> Say what they think will happen and why. 	<p><u>NATIONAL CURRICULUM LINKS:</u> Plants:</p> <ol style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees. <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> Use first hand experiences to answer questions. Make simple comparisons and groupings. Children compare some living things. Use simple charts to communicate 	<p><u>NATIONAL CURRICULUM LINKS:</u> Animals,</p> <ol style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) <p><u>PROGRESSION</u></p>	<p><u>NATIONAL CURRICULUM LINKS:</u> Animals,</p> <ol style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) <p><u>PROGRESSION</u></p>

		<ul style="list-style-type: none"> • Use first hand experiences to answer questions. • Make and record observations. • Communicate observations orally, in drawing, labelling, simple writing and using ICT. 	<ul style="list-style-type: none"> • Use first hand experiences to answer questions. • Make simple comparisons and groupings. 	findings. Identify key features and ask questions.	<ul style="list-style-type: none"> • Draw simple pictures. Talk about what they do. • Use simple charts to communicate findings. Identify key features and ask questions. • Test ideas suggested to them. • Say what they think will happen and why. • Use first hand experiences to answer questions. • Children compare some living things. • Make and record observations. • Communicate observations orally, in drawing, labelling, simple writing and using ICT. • Make simple comparisons and groupings. 	<ul style="list-style-type: none"> • Draw simple pictures. Talk about what they do. • Use simple charts to communicate findings. Identify key features and ask questions. • Test ideas suggested to them. • Say what they think will happen and why. • Use first hand experiences to answer questions. • Children compare some living things. • Make and record observations. • Communicate observations orally, in drawing, labelling, simple writing and using ICT. • Make simple comparisons and groupings.
Computing	<p><u>NATIONAL CURRICULUM LINKS:</u></p> <ol style="list-style-type: none"> 1. 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 2. Use technology purposefully to create, organise, store, manipulate 	<p><u>NATIONAL CURRICULUM LINKS:</u></p> <ol style="list-style-type: none"> 1. create and debug simple programs 2. understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous 3. use logical reasoning to predict the behaviour of simple programs 	<p><u>NATIONAL CURRICULUM LINKS:</u></p> <ol style="list-style-type: none"> 1. Use technology purposefully to create, organise, store, manipulate and retrieve digital content 2. recognise common uses of information technology beyond school 3. use technology safely and respectfully, keeping personal information private; identify where to go for help and support 	<p><u>NATIONAL CURRICULUM LINKS:</u></p> <ol style="list-style-type: none"> 1. understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous 2. use logical reasoning to predict the behaviour of simple programs 3. recognise common uses of information 	<p><u>NATIONAL CURRICULUM LINKS:</u></p> <ol style="list-style-type: none"> 1. understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous 2. use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have 	<p><u>NATIONAL CURRICULUM LINKS:</u></p> <ol style="list-style-type: none"> 1. Use technology purposefully to create, organise, store, manipulate and retrieve digital content 2. recognise common uses of information technology beyond school 3. use technology safely and respectfully, <p><u>PROGRESSION</u></p>

	<p>and retrieve digital content</p> <p>3. recognise common uses of information technology beyond school</p> <p>PROGRESSION Unit 1.3 – We are painters (illustrating an e book)</p> <ul style="list-style-type: none"> • Use the web safely to find ideas for an illustration. • Select and use appropriate painting tools to create and change images on the computer. • Understand how this use of ICT differs from using paint and paper. • Create an illustration for a particular purpose. • Know how to save, retrieve and change their work • Reflect on their work and act on feedback received. 	<p>4. recognise common uses of information technology beyond school</p> <p>PROGRESSION Unit 1.1 – We are treasure hunters (using programmable toys)</p> <ul style="list-style-type: none"> • Understand that a programmable toy can be controlled by inputting a sequence of instructions • Develop and record sequences of instructions as an algorithm • Program the toy to follow their algorithm. • Debug their programs. · Predict how their programs will work. 	<p>when they have concerns about content or contact on the internet or other online technologies</p> <p>PROGRESSION Unit 1.6 – We are celebrating (creating a card electronically)</p> <ul style="list-style-type: none"> • Develop basic keyboard knowledge, through typing and formatting text. • Develop basic mouse knowledge • Use the web to find and select images. • Develop knowledge in storing and retrieving files. • Develop knowledge in combining text and images. • Discuss their work and think about whether it could be improved. 	<p>technology beyond school</p> <p>4. Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>PROGRESSION Unit 1.2 – We are TV chefs. (filming a recipe)</p> <ul style="list-style-type: none"> • Break down a process into simple, clear steps, as in an algorithm • Use different features of a video camera. • Use a video camera to capture moving images. • Develop collaboration knowledge • Discuss their work and think about how it could be improved. 	<p>concerns about content or contact on the internet or other online technologies</p> <p>3. recognise common uses of information technology beyond school</p> <p>4. Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>PROGRESSION Unit 1.4 – We are collectors (Finding images using the web.)</p> <ul style="list-style-type: none"> • Find and use pictures on the web • Know what to do if they encounter pictures that cause concern. • Group images on the basis of a binary (yes/no) question. • Organise images into more than two groups according to clear rules • Sort (order) images according to some criteria. • Ask and answer binary (yes/no) questions about their images. 	<p>Unit 1.5 – We are story tellers (producing a talking book)</p> <ul style="list-style-type: none"> • Use sound recording equipment to record sounds. • Develop knowledge in saving and storing sounds on the computer. • Develop collaboration knowledge as they work together in a group. • Understand how a talking book differs from a paper-based book. • Talk about and reflect on their use of ICT. • Share recordings with an audience.
Art and Design	<p>NATIONAL CURRICULUM LINKS:</p> <p>1. To use drawing, painting and sculpture to develop and share ideas,</p>	<p>NATIONAL CURRICULUM LINKS:</p> <p>1. About the work of a range of artists, craft makers and designers, describing</p>		<p>NATIONAL CURRICULUM LINKS:</p> <p>1. To use a range of materials creatively to design and make products.</p>		<p>NATIONAL CURRICULUM LINKS:</p> <p>1. Use a range of materials creatively to design and make products • Use</p>

	<p>experiences and imagination.</p> <ol style="list-style-type: none"> To develop a wide range of art and design techniques in using line, shape, form and space. About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. <p><u>PROGRESSION:</u> <u>Art and Design</u></p> <ol style="list-style-type: none"> Sketch books Lego printing Craft printing Drawing – experimenting with media Painting colour mixing learning about Louis Wain <ul style="list-style-type: none"> Exploring mark making Using 2D mathematical shapes to draw 	<p>the differences and similarities between different practices and disciplines, and making links to their own work.</p> <ol style="list-style-type: none"> To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space, to use drawing to develop and share their ideas, experiences and imagination. Evaluate and analyse creative works using the language of art, craft and design. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. <p><u>PROGRESSION:</u> <u>Formal Elements of Art</u></p> <ol style="list-style-type: none"> Shape Abstract compositions Line 1 – exploring lines Line 2 – making waves Colour 1 making colours 		<ol style="list-style-type: none"> To use their experiences and imagination To develop a wide range of art and design techniques. Taught about the work of a range of artists, craft makers and designers Use sculpture to develop and share their ideas. • Develop art and design and techniques in using pattern. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Taught about the work of a range of artists, craft makers and designers Describing the differences and similarities between different practices and disciplines, and making links to their own work. <p><u>PROGRESSION:</u> <u>Sculptures and Collages</u></p> <ol style="list-style-type: none"> snail sculptures Junk model animals plant collage Giant spider – part 1 		<p>drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <ol style="list-style-type: none"> Learn about the work of a range of artists describing the differences and similarities between different practices and disciplines, and making links to their own work. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Become proficient in drawing, painting, sculpture and other art, craft and design techniques. <p><u>PROGRESSION:</u> <u>Landscapes using different media</u></p> <ol style="list-style-type: none"> Seaside landscape Beach textures Shades and colours of the sea Painting over textures Beach collage <ul style="list-style-type: none"> Mixing primary colours to create secondary colours Developing knowledge and control with painting Using a range of materials and
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	<ul style="list-style-type: none"> • Experimenting with line • Mixing primary colours to create secondary colours • Developing knowledge and control with painting • Using a range of materials and printmaking techniques • 2D Printing • Generating original ideas by looking at other artists' work • Creating original patterns and designs • Learning the names of the primary colours and that they can be mixed to make secondary colours • Creating and describing different shades of one colour using paint • Choosing and justifying appropriate colours to reflect a theme and purpose • Identifying, making and describing their use of shape for print • Artists – Louis Wain, Wassily Kandinsky, Renata Bernal, Ilya Bolotowsky 	<p>5. Colour 2 – Painting with colour</p> <ul style="list-style-type: none"> • Experimenting with line • Mixing primary colours to create secondary colours • Developing knowledge and control with painting • Using a range of materials and printmaking techniques • Generating original ideas by looking at other artists' work • Creating original patterns and designs • Learning the names of the primary colours and that they can be mixed to make secondary colours • Creating and describing different shades of one colour using paint • Choosing and justifying appropriate colours to reflect a theme and purpose • Using and expressing line to represent a landscape and water • Learning the vocabulary to describe different types of lines: vertical, horizontal, crosshatched, wavy • Artists – Beatriz Milhazes, Bridget Riley, David Hockney, 		<p>5. Giant spider – part 2</p> <ul style="list-style-type: none"> • Creating textured pieces • Clay etching • Generating original ideas by looking at other artists' work • Learning about form and space through 3D sculptures inspired by nature and animals • Developing language and understanding of form and space through whole class sculpture • • Artists – William Morris, John Henry Dearle, Louise Bourgeois, Susan Beatrice, Andrew Goldsworthy, Edouard Martinet 		<p>printmaking techniques</p> <ul style="list-style-type: none"> • Creating textured pieces • Exploring mark making • Using 2D mathematical shapes to draw • Generating original ideas by looking at other artists' work • Creating original patterns and designs • Selecting, describing and using appropriate materials to create different textures • Artists – Augustie Renoir, Joaquin Sorolla, Peder Severin Kropper, Vincent Van Gogh
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Design Technology	<p><u>NATIONAL CURRICULUM</u></p> <ol style="list-style-type: none"> 1. Explore and evaluate a range of existing products 2. Design purposeful, functional, appealing products for themselves or other users based on design criteria <p><u>PROGRESSION:</u> <u>Textiles Puppets</u></p> <ol style="list-style-type: none"> 1. Joining fabrics 2. Designing my puppet 3. Making and joining my puppet 4. Decorating my puppet <ul style="list-style-type: none"> • Using a template to create a design for a puppet 	<p><u>NATIONAL CURRICULUM</u></p> <ol style="list-style-type: none"> 1. Explore and evaluate a range of existing products 2. Generate, develop model and communicate their ideas through talking, drawing, templates, mock-ups and where appropriate, information and communication technology 3. Explore and use mechanisms in their product 4. Design purposeful, functional, appealing products for themselves and other users based on design criteria 5. Select from and use a range of tools and equipment to perform practical tasks 6. Evaluate their ideas and products against design criteria <p><u>PROGRESSION:</u> <u>Structures: constructing a windmill</u></p> <ol style="list-style-type: none"> 1. Designing the structure 2. Assembling the structure 3. Assembling the windmill 		<p><u>NATIONAL CURRICULUM</u></p> <ol style="list-style-type: none"> 1. understand where food comes from <p><u>PROGRESSION:</u> <u>Food: Fruit and Vegetables:</u></p> <ol style="list-style-type: none"> 1. Fruit or vegetable 2. Where fruit and vegetables grow 3. Smoothie ingredients tasting 4. Smoothie making 	<p><u>NATIONAL CURRICULUM</u></p> <ol style="list-style-type: none"> 1. Design purposeful, functional, appealing products for themselves and other users based on design criteria 2. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology 3. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] 4. Select from and use a wide range of materials and components, including construction materials, according to their characteristics 5. Evaluate their ideas and products against design criteria. 6. Build structures, exploring how they can be made stronger, stiffer and more stable 	<p><u>NATIONAL CURRICULUM</u></p> <ol style="list-style-type: none"> 1. Explore and evaluate a range of existing products 2. Explore and use mechanisms [for example, levers, sliders, wheels and axles] 3. Design purposeful, functional appealing products for themselves and other users based on design criteria. 4. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology 5. Evaluate their ideas against design criteria <p><u>PROGRESSION:</u> <u>Mechanisms: Making a moving story book</u></p> <ol style="list-style-type: none"> 1. Exploring sliders and movement 2. Design 3. Construction 4. Testing and evaluating <ul style="list-style-type: none"> • Explaining how to adapt mechanisms, using bridges or guides to control the movement

		<p>4. Testing and evaluating</p> <ul style="list-style-type: none"> • Learning the importance of a clear design criteria • Including individual preferences and requirements in a design 			<p>7. Explore and evaluate a range of existing products</p> <p>8. Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>PROGRESSION: Mechanisms: Wheels and axles</p> <ol style="list-style-type: none"> 1. How do wheels move 2. Fixing broken wheels 3. Designing a vehicle 4. Wacky races <ul style="list-style-type: none"> • Creating clearly labelled drawings which illustrate movement • Explaining how to adapt mechanisms, using bridges or guides to control the movement • Designing a vehicle that includes wheels, axles and axle holders, which will allow the wheels to move 	<ul style="list-style-type: none"> • Designing a moving story book for a given audience • Creating clearly labelled drawings which illustrate movement
Geography		<p><u>NATIONAL CURRICULUM</u> Human and physical geography</p> <ol style="list-style-type: none"> 1. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the 	<p><u>NATIONAL CURRICULUM</u> Locational knowledge</p> <ol style="list-style-type: none"> 1. Name and locate the world's seven continents and five oceans 2. Name, locate and identify characteristics of the four countries and capital cities of the 			<p><u>NATIONAL CURRICULUM</u> Geographical and fieldwork</p> <ol style="list-style-type: none"> 1. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

		<p>North and South Poles</p> <p>PROGRESSION:</p> <ul style="list-style-type: none"> Geographical enquiry: Teacher led enquiries, to ask and respond to simple closed questions. Use information books/ picture books as sources of information. Investigate their surroundings. 	<p>United Kingdom and its surrounding seas</p> <p>PROGRESSION:</p> <ul style="list-style-type: none"> Direction and Location: Follow directions (up, down, left, right, forwards and backwards) Using maps: Use a simple picture map to move around the school. Recognise that it is about place. 			<p>2. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>PROGRESSION:</p> <ul style="list-style-type: none"> Drawing maps: Draw picture maps of imaginary places and from stories Representation: Use own symbols on imaginary map. Geographical enquiry: Make observations about where things are e.g. within school or local area.
History	<p>NATIONAL CURRICULUM</p> <p>1. Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>PROGRESSION:</p> <ul style="list-style-type: none"> Sequence events in their life. Sequence 3 or 4 artefacts from distinctly different periods. Match objects to people of different ages 		<p>NATIONAL CURRICULUM</p> <p>1. The lives of significant individuals in the past who have contributed to national and international achievement.</p> <p>2. CHRISTOPHER COLUMBUS</p> <p>PROGRESSION:</p> <ul style="list-style-type: none"> They know and recount episodes from stories about the past. They know and recount episodes 		<p>NATIONAL CURRICULUM</p> <p>1. Significant historical events, people and places in their own locality.</p> <p>2. Events that go beyond living memory</p> <p>3. HENRY FREDRICK STANLEY MORGAN – MORGAN MOTOR CARS</p> <p>PROGRESSION:</p> <ul style="list-style-type: none"> Find answers about simple questions about the past from sources of information e.g. artefacts. 	♣

			from stories about the past.		<ul style="list-style-type: none"> • Use stories to encourage children to distinguish between fact and fiction. • Compare adults talking about the past – how reliable are their memories. 	
Music	<p><u>NATIONAL CURRICULUM</u></p> <ol style="list-style-type: none"> 1. Use their voices expressively and creatively by singing songs and speaking chants and rhymes 2. Play tuned and untuned instruments musically 3. Experiment with, create, select and combine sounds using the inter-related dimensions of music <p><u>PROGRESSION:</u></p> <ul style="list-style-type: none"> • Play tuned and untuned instruments musically. • Singing songs to do with class themes – tidy up songs etc. • Children to experiment with, create, select and combine sounds using the inter-related dimensions of music • To learn the difference between a pulse and rhythm. • To create their own graphic score to 	<p><u>NATIONAL CURRICULUM</u></p> <ol style="list-style-type: none"> 1. Use their voices expressively and creatively by singing songs and speaking chants and rhymes 2. Experiment with, create, select and combine sounds using the inter-related dimensions of music <p><u>PROGRESSION:</u></p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhyme • Begin talking about rhyme and clap their names and that of others. • To perform different rhythms over a steady pulse. • Call and response clapping, singing and percussion. Moving onto percussion instruments (xylophones, chimes and glockenspiels) 	<p><u>NATIONAL CURRICULUM</u></p> <ol style="list-style-type: none"> 1. Use their voices expressively and creatively by singing songs and speaking chants and rhymes 2. Play tuned and untuned instruments musically 3. Experiment with, create, select and combine sounds using the inter-related dimensions of music 4. Listen with concentration and understanding to a range of high-quality live and recorded music <p><u>PROGRESSION:</u></p> <ul style="list-style-type: none"> • Listen with concentration and understanding to a range of high-quality live and recorded music • Exploring the great composers • Talk about the musical elements when listening to tunes: Discussing 		<p><u>NATIONAL CURRICULUM</u></p> <ol style="list-style-type: none"> 1. Play tuned and untuned instruments musically 2. Experiment with, create, select and combine sounds using the inter-related dimensions of music <p><u>PROGRESSION:</u></p> <ul style="list-style-type: none"> • Talk about what music and dance they used to listen to years ago. • Discuss why it has changed. • Look at the instruments we have in school and discuss their original origin. 	

	represent their music.		<p>pitch, duration, timbre, dynamics.</p> <ul style="list-style-type: none"> • Look at some of the famous festivals around the world and explore how they are celebrated. • Learn some traditional songs and dance but also investigate the meaning behind the lyrics. • Understand the awareness and purpose of music in different societies, celebrations, rituals, customs, religion and work songs. • Start to compare to modern music from the same place by discussing. 			
PE	<p><u>NATIONAL CURRICULUM</u> Real PE Gymnastics</p> <ol style="list-style-type: none"> 1. master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities <p><u>PROGRESSION:</u></p>	<p><u>NATIONAL CURRICULUM</u> Real PE Dance</p> <ol style="list-style-type: none"> 1. Perform dances using simple movement patterns. <p><u>PROGRESSION:</u></p>	<p><u>NATIONAL CURRICULUM</u> Real PE Team Games</p> <ol style="list-style-type: none"> 1. master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities 2. participate in team games, developing simple tactics for attacking and defending <p><u>PROGRESSION:</u></p>	<p><u>NATIONAL CURRICULUM</u> Real PE Gymnastics</p> <ol style="list-style-type: none"> 1. master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities <p><u>PROGRESSION:</u></p>	<p><u>NATIONAL CURRICULUM</u> Real PE Team Games</p> <ol style="list-style-type: none"> 1. master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities 2. participate in team games, developing simple tactics for attacking and defending <p><u>PROGRESSION:</u></p>	<p><u>NATIONAL CURRICULUM</u> Real PE Dance</p> <ol style="list-style-type: none"> 1. Perform dances using simple movement patterns. <p><u>PROGRESSION:</u></p>

<p>PSHE. (Including SRE)</p>	<p>Life focus- Brave Briony</p> <p><u>PROGRESSION:</u></p> <p>Relationships</p> <ul style="list-style-type: none"> Recognise feelings in self; special people; behaviour and how peoples bodies and feelings can be hurt. Secrets and surprises; working together; boundaries and relationships; resolving conflict; teasing and bullying. 	<p>Life focus- Creative Clive</p> <p><u>PROGRESSION:</u></p> <p>Health and wellbeing</p> <ul style="list-style-type: none"> Keeping our bodies healthy; likes/dislikes and choices; recognising and managing different feelings; personal hygiene. <p><u>RSHE PROGRESSION</u></p> <ul style="list-style-type: none"> The importance of how to maintain personal hygiene. 	<p>Life focus- Thoughtful Theodore</p> <p><u>PROGRESSION:</u></p> <p>Health and well being</p> <ul style="list-style-type: none"> Change, loss, getting older; names of main body parts (including external genitalia); personal identity: likes; choices; strengths. What goes into our bodies; rules for keeping physically and emotionally safe; personal identity: family networks; people who are responsible for keeping us safe. <p><u>RSHE PROGRESSION</u></p> <ul style="list-style-type: none"> The names for the main parts of the body (including external genitalia.) The similarities and differences between boys and girls. About people who look after them, their family networks, who to go to if they are worried and how to attract their attention. 	<p>Life focus- Respectful Rhian</p> <p><u>PROGRESSION:</u></p> <p>Relationships</p> <ul style="list-style-type: none"> Attributes: kindness/fairness; sharing and respecting opinions; recognising and respecting similarities and differences. 	<p>Life focus - Determined Dotty</p> <p><u>PROGRESSION:</u></p> <p>Living in the wider Worlds</p> <ul style="list-style-type: none"> Rights and responsibilities: contributing to life in the classroom; constructing and following rules; awareness of needs of people and other living things; belonging to communities and groups. Taking care of the environment: improvements and harm to the local environments; ways of looking after local environments. 	<p>Life focus- Expressive Elliott</p> <p><u>PROGRESSION:</u></p> <p>Living in the wider Worlds</p> <ul style="list-style-type: none"> Money matters: sources of money; uses for money; spending and saving; role of money in their lives; managing money and keeping it safe; choices about spending; influences on spending choices.
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<p>RE</p>	<p>RE CURRICULUM 1.1 Christianity - What do Christians believe God is like?</p> <p>PROGRESSION: Make sense of belief:</p> <ul style="list-style-type: none"> Identify what a parable is. Tell the story of the lost son from the Bible, recognise a link with the Christian idea of God as a forgiving father. Give clear, simple accounts of what the story means to Christians. <p>Understand the impact:</p> <ul style="list-style-type: none"> Give at least two examples of a way in which Christians show their belief in God as loving and forgiving. E.g. – saying sorry, forgiving others. Give an example of how Christians put their beliefs into practise in worship, e.g. by saying sorry to God. <p>Make connections:</p> <ul style="list-style-type: none"> 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 	<p>RE CURRICULUM 1.3 Christianity - Why does Christmas matter to Christians (incarnation)?</p> <p>PROGRESSION: Make sense of belief:</p> <ul style="list-style-type: none"> Recognise that stories of Jesus life comes from the Gospels. Give a clear, simple account of Jesus birth and why Jesus is important for Christians. <p>Understand the Impact:</p> <ul style="list-style-type: none"> Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas. Make connections: Think, talk and ask questions about Christmas for people who are Christian and for people who are not. <p>Make Connections:</p> <ul style="list-style-type: none"> Decide what they personally have to be thankful for, giving a reason for their ideas. 	<p>RE CURRICULUM 1.4 – Christianity - what is the good news Christians believe Jesus brings (Gospel).</p> <p>PROGRESSION: Make sense of belief:</p> <ul style="list-style-type: none"> 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. <p>Understand the impact:</p> <ul style="list-style-type: none"> Give at least two examples of ways in which Christians follow the teaching studied about forgiveness and peace, bringing good news to the friendless Give at least two examples of how Christians put these beliefs into practise in the Church community and their own lives (e.g. charity, confession) <p>Make connections:</p> <ul style="list-style-type: none"> Think, talk and ask questions about whether Jesus “good 	<p>RE CURRICULUM 1.6 Islam – who is a Muslim and how do they live (part one)?</p> <p>PROGRESSION: Make sense of belief:</p> <ul style="list-style-type: none"> Recognise the words of the Shahadah and that it is very important for Muslims. <p>Understand the impact:</p> <ul style="list-style-type: none"> Give examples of how Muslims use the Shahadah to show what matters to them <p>Make connections:</p> <ul style="list-style-type: none"> Think, talk about and as questions about Muslim beliefs and ways of living. 	<p>RE CURRICULUM 1.7 Judaism – who is Jewish and how do they live (part one)?</p> <p>PROGRESSION: Make sense of belief:</p> <ul style="list-style-type: none"> Recognise the words of Shema as a Jewish prayer. <p>Understand the impact:</p> <ul style="list-style-type: none"> Give examples for how Jewish people celebrate special times (e.g. Shabbat, Sukkot and Chanukah) <p>Make connections:</p> <ul style="list-style-type: none"> Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas. 	<p>RE CURRICULUM 1.9 Christians, Jews and non-religious world views – how should we care for others and for the world and why does it matter?</p> <p>PROGRESSION: Make sense of belief:</p> <ul style="list-style-type: none"> 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. <p>Understand the impact:</p> <ul style="list-style-type: none"> Give an example of how people show they care for others (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. <p>Make connections:</p> <ul style="list-style-type: none"> Think, talk and ask questions about what
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	<p>the connections they make.</p>		<p>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.</p>			<p>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.</p>
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Leigh and Bransford Primary School

Key Stage One – Long term plan

Year 2

	Term 1 Topic- I am who I am	Term 2 Topic- A look back in time, The Great Fire of London	Term 3 Topic – Who puts the GREAT in Great Britain?	Term 4 Topic – Alive and Kicking	Term 5 Topic – Let’s Conquer Castles	Term 6 Topic – The place I call home Beatrix Potter, Elgar Centre
Science	<p><u>NATIONAL CURRICULUM LINKS</u> Animals, including humans</p> <ol style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults 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, eating the right amounts of different types of food, and hygiene. 	<p><u>NATIONAL CURRICULUM LINKS</u> Uses of everyday materials</p> <ol 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 Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<p><u>NATIONAL CURRICULUM LINKS</u> Uses of everyday materials</p> <ol 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 Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<p><u>NATIONAL CURRICULUM LINKS</u> Living things and their habitats</p> <ol style="list-style-type: none"> explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other identify and name a variety of plants and 	<p><u>NATIONAL CURRICULUM LINKS</u> Living things and their habitats</p> <ol style="list-style-type: none"> explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they 	<p><u>NATIONAL CURRICULUM LINKS</u> Plants</p> <ol style="list-style-type: none"> observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> Describe their observations using some scientific vocabulary. Use simple equipment provided to aid observation

	<p>1. 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> <p>PROGRESSION Unit 2.5 We are detectives (communicating clues)</p> <ul style="list-style-type: none"> • Understand that email can be used to communicate • Develop knowledge in opening, composing and sending emails. • Gain knowledge in opening and listening to audio files on the computer. • Use appropriate language in emails. • Develop knowledge in editing and formatting text in emails. • Be aware of e-safety issues when using email. 	<p>1. Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>PROGRESSION Unit 2.4 We are researchers (Researching a topic)</p> <ul style="list-style-type: none"> • Develop collaboration knowledge through working as part of a group. • Develop research knowledge through searching for information on the internet. • Improve note-taking knowledge through the use of mind mapping. • Develop presentation knowledge through creating and delivering a short multimedia presentation 	<p>1. Use logical reasoning to predict the behaviour of simple programs</p> <p>PROGRESSION Unit 2.2 We are games testers (Exploring how computer games work)</p> <ul style="list-style-type: none"> • Describe carefully what happens in computer games. • Use logical reasoning to make predictions of what a program will do. • 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>1. Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>PROGRESSION Unit 2.6 We are zoologists (recording bug hunt data)</p> <ul style="list-style-type: none"> • 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. 	<p>1. understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>2. create and debug simple programs</p> <p>PROGRESSION Unit 2.1 We are astronauts (Programming on screen)</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. 	<p>1. recognise common uses of information technology beyond school</p> <p>PROGRESSION Unit 2.3 We are photographers (Taking, selecting and editing digital images.)</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 rate the images they take. • Edit and enhance their photographs. • Select their best images to include in a shared portfolio.
Art and design	<p>NATIONAL CURRICULUM LINKS: To use a range of materials creatively to design and make products.</p>	<p>NATIONAL CURRICULUM LINKS 1. To use drawing, painting and sculpture to develop and share their</p>	<p>NATIONAL CURRICULUM LINKS: 1. To use drawing, painting and sculpture to develop and share their ideas,</p>	<p>NATIONAL CURRICULUM LINKS: 1. To use a range of materials creatively to design and make products.</p>	<p>NATIONAL CURRICULUM LINKS: 1. To use drawing, painting and sculpture to develop and share their</p>	<p>NATIONAL CURRICULUM LINKS: 1. To use drawing, painting and sculpture to develop and share their</p>

	<p>2. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>3. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>4. Be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> <p>PROGRESSION: Sculpture and mixed media:</p> <ol style="list-style-type: none"> 1. Superhero figures 2. Drawing expressions 3. Superheroes Part 1, 2 and 3 <ul style="list-style-type: none"> • Representing themselves through art • Creating art on themes of personal interest • Reflecting on preferences about their work in order to improve it • Creating a giant piece of mixed media work in a pop 	<p>ideas, experiences and imagination.</p> <p>2. To develop a wide range of art and design techniques in using line, shape, form and space.</p> <p>3. About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>PROGRESSION Art and Design - painting</p> <ol style="list-style-type: none"> 1. Clarice Cliff plates 2. Painting- Great fire of London <ul style="list-style-type: none"> • Composing geometric designs by adapting and synthesising the work of others • Developing their knowledge of mixing primary colours to create secondary colours (paint and pastels) • Describing their use of colour to achieve a specified intention • Recreating Clarice Cliff's Circle Tree plate designs • Mixing, refining and applying more sophisticated colours 	<p>experiences and imagination.</p> <p>2. To develop a wide range of art and design techniques in using line, shape, form and space.</p> <p>3. About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> <p>4. To use a range of materials creatively to design and make products</p> <p>5. Be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>PROGRESSION Formal Elements of Art</p> <ol style="list-style-type: none"> 1. Repeating patterns 2. Take rubbings 3. Frottage 4. 3D pencil drawings 5. 3D colour drawings <ul style="list-style-type: none"> • Creating a pattern of their choosing <p>Identifying and relating manmade and natural</p>	<p>2. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>3. To use drawing, painting and sculpture to develop their ideas, experiences and imagination.</p> <p>4. Be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>PROGRESSION Human Form</p> <ol style="list-style-type: none"> 1. Human Alphabet 2. Skulls 3. Making faces 4. Opie Style portraits 5. Clothes Peg figures <ul style="list-style-type: none"> • Creating portraits by controlling and defining their use of line for expression. • Studying natural forms in the world around them and relating it to their own artwork • Using a range of materials to design and make products <p>Using the work of Edwina Bridgeman as inspiration for creating clothes peg figures and evaluating her.</p> <ul style="list-style-type: none"> • Analysing the work of 	<p>ideas, experiences and imagination.</p> <p>2. To develop a wide range of art and design techniques in using line, shape, form and space.</p> <p>3. To use a range of materials creatively to design and make products</p> <p>PROGRESSION CRAFT: Clay (free lesson)</p> <ol style="list-style-type: none"> 1. To use sculpture a 3D piece of art work to develop and share their ideas, experiences and imagination 2. To develop a wide range of art and design techniques in using shape in the form of an on object 3. About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work <ul style="list-style-type: none"> • Working instinctively with clay to create unique designs • Using 3D clay to create sculptural forms 	<p>ideas, experiences and imagination.</p> <p>2. To develop a wide range of art and design techniques in using line, shape, form and space.</p> <p>3. About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>PROGRESSION Art and design - drawing</p> <ol style="list-style-type: none"> 1. Introduction to sketchbooks 2. Shading 3. Drawing for Fun 4. Weaving a picture <ul style="list-style-type: none"> • Exploring drawing techniques • Drawing lines with increased knowledge, awareness and control • Applying tone to create form • Developing knowledge and control with art materials including blending pastels • Craft Weaving
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	art style inspired by Roy Lichtenstein	<ul style="list-style-type: none"> Improving painting knowledge, developing control when painting 	<p>repeating patterns</p> <ul style="list-style-type: none"> Learning a range of techniques to express their knowledge of repeating and nonrepeating pattern Identifying and describing different textures <p>Selecting and using appropriate materials to create textures</p> <ul style="list-style-type: none"> Experimenting with pencils to create more complex tones - learning that different ways of holding a pencil affects the tone created Extending their ability to articulate 3D form and space through practical activities. Creating 3D drawings <p>Using tone to create 3D form when drawing</p> <ul style="list-style-type: none"> Discussing art using an increasingly sophisticated use of language (formal elements) 	Julian Opie and creating portraits in his style		
Design Technology	<p><u>NATIONAL CURRICULUM LINKS:</u></p> <ol style="list-style-type: none"> Explore and evaluate a range of existing products Evaluate their ideas and products 	<p><u>NATIONAL CURRICULUM LINKS:</u></p> <ol style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks 		<p><u>NATIONAL CURRICULUM LINKS:</u></p> <ol style="list-style-type: none"> Understand where food comes from Use the basic principles of a healthy and varied diet to prepare dishes 	<p><u>NATIONAL CURRICULUM LINKS:</u></p> <ol style="list-style-type: none"> Explore and evaluate a range of existing products Explore and use mechanisms [for example, 	<p><u>NATIONAL CURRICULUM LINKS:</u></p> <ol style="list-style-type: none"> Explore and evaluate a range of existing products Generate, develop and communicate their ideas through

	<p>against design criteria</p> <ol style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable Select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Design purposeful, functional, appealing products for themselves and other users based on design criteria <p>PROGRESSION: Structure – baby bears chair</p> <ol style="list-style-type: none"> Exploring stability Strengthening materials Making baby bears chair 	<ol style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users Evaluate their own ideas and products against a design criteria <p>PROGRESSION: Textiles- Pouches</p> <ol style="list-style-type: none"> Running stitch using a template making a pouch decorating a pouch <ul style="list-style-type: none"> Selecting and cutting fabrics for sewing Decorating a pouch using fabric glue or running stitch Evaluating the quality of the stitching on others' work Discussing as a class, the success of their stitching against the success criteria Identifying aspects of their peers' work that they particularly like and why 		<p>PROGRESSION: A Balanced Diet</p> <ol style="list-style-type: none"> Hidden sugars in drinks Taste testing combinations Designing and making a wrap Making and evaluating <ul style="list-style-type: none"> Designing a healthy wrap based on a food combination which work well together Slicing food safely using the bridge or claw grip Constructing a wrap that meets a design brief Describing the taste, texture and smell of fruit and vegetables • Taste testing food combinations and final products • Describing the information that should be included on a label • Evaluating which grip was most effective Understanding what makes a balanced diet Knowing where to find the nutritional information on packaging Knowing the five food groups 	<p>levers, sliders wheels and axles] in their products</p> <ol style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking and drawing, templates, mock-ups and, where appropriate, information and communication technology Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a range of materials and components, including construction materials, according to their characteristics Build structures, exploring how they can be made stronger, stiffer and more stable <p>PROGRESSION: Mechanisms- Moving dragons</p> <ol style="list-style-type: none"> Pivots, levers and linkages 	<p>talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <ol style="list-style-type: none"> Explore and use mechanisms in their products Design purposeful, functional, appealing products for themselves and other users based on design criteria Evaluate their own ideas and products against a design criteria Build structures exploring how they can be made stronger, stiffer, and more stable Select from and use a range of tools and equipment to perform practical tasks <p>PROGRESSION: Mechanisms- Fairground wheel</p> <ol style="list-style-type: none"> Design a Ferris wheel Planning the build Building the frame and wheels Adding pods and decorations
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	<p>4. Fixing and testing</p> <ul style="list-style-type: none"> • Generating and communicating ideas using sketching and modelling • Learning about different types of structures, found in the natural world and in everyday objects • Exploring the features of structures Comparing the stability of different shapes Testing the strength of own structures Identifying the weakest part of a structure Evaluating the strength, stiffness and stability of own structure • Understanding that the shape of a structure affects its strength • Using the vocabulary: strength, stiffness and stability 				<p>2. Designing my monster 3. Making linkages 4. Making my monster</p> <ul style="list-style-type: none"> • Creating a class design criteria for a moving monster Designing a moving monster for a specific audience in accordance with a design criteria Selecting a suitable linkage system to produce the desired motions • Making linkages using card for levers and split pins for pivots • Experimenting with linkages adjusting the widths, lengths and thicknesses of card used • Cutting and assembling components neatly Selecting materials according to their characteristics • Following a design brief • Learning that a lever is something that turns on a pivot 	<ul style="list-style-type: none"> • Selecting appropriate materials based on their properties • Making a structure according to design criteria • Creating joints and structures from paper/card and tape • Evaluating own designs against design criteria Using peer feedback to modify a final design Evaluating different designs • Testing and adapting a design • Exploring wheel mechanisms • Learning how axels help wheels to move a vehicle
Geography	<p><u>NATIONAL CURRICULUM LINKS</u> Geographical and fieldwork:</p> <p>1. use simple compass directions (North, South, East and West) and locational and directional</p>	<p><u>NATIONAL CURRICULUM LINKS</u></p>	<p><u>NATIONAL CURRICULUM LINKS</u> Place knowledge</p> <p>1. understand geographical similarities and differences through studying the human and physical</p>	<p><u>NATIONAL CURRICULUM LINKS</u></p>	<p><u>NATIONAL CURRICULUM LINKS</u> Human and Physical Geography</p> <p>1. use basic geographical vocabulary to refer to:</p>	<p><u>NATIONAL CURRICULUM LINKS</u> Geographical and fieldwork:</p> <p>1. use simple fieldwork and observational knowledge to study the geography of their school and its</p>

	<p>language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>PROGRESSION:</p> <ul style="list-style-type: none"> Follow directions (up, down, left, right, forwards, backwards, north, south, east, west) Follow a route on a map Use a plan view Make appropriate observations about why things happen. 		<p>geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>PROGRESSION:</p> <ul style="list-style-type: none"> Children encouraged to ask simple geographical questions: where is it? What's it like? Use NF books, stories, maps, pictures/photos and internet as sources of information. Make simple comparisons between features of different places. Locate the world seven continents and five oceans. Find land/sea on the globe. Use an infant atlas. Begin to specifically match places 		<p>2. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>3. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>PROGRESSION:</p> <ul style="list-style-type: none"> Children encouraged to ask simple geographical questions: where is it? What's it like? Use NF books, stories, maps, pictures/photos and internet as sources of information. Draw a map of an imaginary place 	<p>grounds and the key human and physical features of its surrounding environment.</p> <p>PROGRESSION:</p> <ul style="list-style-type: none"> Investigate their surroundings. Locate and name on UK map major features e.g. London, River Thames, home location, seas. Use teacher drawn base maps. Use large scale OS maps. Draw a map of a real place Begin to understand the need for a key. Use class agreed symbols to make a simple key
History		<p>NATIONAL CURRICULUM LINKS</p> <p>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>2. the lives of significant</p>		<p>NATIONAL CURRICULUM LINKS</p> <p>2. the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>3. Mary Seacole</p> <p>PROGRESSION:</p>	<p>NATIONAL CURRICULUM LINKS 1. significant historical events, people and places in their own locality – Edward Elgar</p> <p>PROGRESSION:</p> <ul style="list-style-type: none"> Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. 	

		<p>individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>3. Samuel Pepys</p> <p>PROGRESSION:</p> <ul style="list-style-type: none"> Describe memories of key events in their lives. Sequence photographs etc. from different periods of their life. Compare 2 versions of a past event. 		<ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result. Identify differences between ways of life at different times. Compare pictures or photographs of people or events in the fact. Discuss reliability of photos/accounts/stories. 		<ul style="list-style-type: none"> Sequence artefacts closer together in time.
Music	<p>PROGRESSION</p> <ul style="list-style-type: none"> Singing songs to do with class theme. Embedded in daily learning. Clapping rounds progressing to singing rounds. Tidy up songs, songs related to our environment and the seasons: 	<p>NATIONAL CURRICULUM LINKS</p> <ol style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes <p>PROGRESSION:</p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Using percussions instruments (un-tuned) to accompany singing. 	<p>NATIONAL CURRICULUM LINKS</p> <ol style="list-style-type: none"> play untuned instruments musically Experiment with, create, select and combine sounds using the inter-related dimensions of music. <p>PROGRESSION:</p> <ul style="list-style-type: none"> Play un-tuned instruments musically. Explore how music is used in religion across the world Start to compare to modern music from the same place by discussing. Making geographical links with music Learn some traditional songs and 	<p>PROGRESSION</p> <ul style="list-style-type: none"> Singing songs to do with class theme. Embedded in daily learning. Clapping rounds progressing to singing rounds. 	<p>NATIONAL CURRICULUM LINKS</p> <ol style="list-style-type: none"> listen with concentration and understanding to a range of high-quality live and recorded music <p>PROGRESSION:</p> <ul style="list-style-type: none"> Listen with concentration and understanding to a range of high-quality live and recorded music Learn some traditional songs and dance but also investigate the meaning behind the lyrics and movements 	<p>NATIONAL CURRICULUM LINKS</p> <ol style="list-style-type: none"> listen with concentration and understanding to a range of high-quality live and recorded music play untuned instruments musically <p>PROGRESSION:</p> <ul style="list-style-type: none"> Play un-tuned instruments musically. Exploring the great composers Making geographical links with music Listen with concentration and understanding to a range of high-quality

			<p>dance but also investigate the meaning behind the lyrics and movements</p> <ul style="list-style-type: none"> Understanding and awareness of the purpose of music in different societies. Experiment with, create, select and combine sounds using the inter-related dimensions of music. 			<p>live and recorded music</p> <ul style="list-style-type: none"> Experiment with, create, select and combine sounds using the inter-related dimensions of music. Manipulate sounds using grids to compose using graphic notation – seeing links between language (syllables) and rhythm
PE	<p><u>NATIONAL CURRICULUM LINKS</u> Real PE - personal Team Games</p> <ol style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending <p><u>PROGRESSION:</u></p>	<p><u>NATIONAL CURRICULUM LINKS</u> Real PE - creative Gym</p> <ol style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities <p><u>PROGRESSION</u></p>	<p><u>NATIONAL CURRICULUM LINKS</u> Real PE - social Dance</p> <ol style="list-style-type: none"> Perform dances using simple movement patterns. <p><u>PROGRESSION</u></p>	<p><u>NATIONAL CURRICULUM LINKS</u> Real PE – health and Fitness Gym</p> <ol style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities <p><u>PROGRESSION</u></p>	<p><u>NATIONAL CURRICULUM LINKS</u> Real PE - physical Dance</p> <ol style="list-style-type: none"> Perform dances using simple movement patterns. <p><u>PROGRESSION</u></p>	<p><u>NATIONAL CURRICULUM LINKS</u> Real PE - cognitive Team Games</p> <ol style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending <p><u>PROGRESSION</u></p>
PSHE	<p>Life focus- Brave Briony</p> <p><u>PROGRESSION:</u> Growing and changing:</p>	<p>Life focus- Creative Clive</p> <p><u>PROGRESSION:</u> Money matters:</p>	<p>Life focus- Thoughtful Theodore</p> <p><u>PROGRESSION:</u> Rights and responsibilities:</p>	<p>Life focus- Respectful Rhian</p> <p><u>PROGRESSION:</u> Healthy Relationships:</p>	<p>Life focus- Determined Dotty</p> <p><u>PROGRESSION:</u> Healthy lifestyles: Keeping</p>	<p>Life focus- Expressive Elliott</p> <p><u>PROGRESSION:</u> Taking care of the environment:</p>

	<ul style="list-style-type: none"> Change, loss and getting older; names of main body parts (including external genitalia); personal identity: likes; choices; strengths <p>Keeping safe:</p> <ul style="list-style-type: none"> What goes into our bodies; rules for keeping physically and emotionally safe; personal identity: family networks; people who are responsible for keeping us safe 	<ul style="list-style-type: none"> sources of money; uses for money; spending and saving; role of money in their lives; managing money and keeping it safe; choices about spending; influences on spending choices 	<ul style="list-style-type: none"> contributing to life in the classroom; constructing and following rules; awareness of needs of people and other living things; belonging to communities and groups <p>Feelings and emotions:</p> <ul style="list-style-type: none"> recognise feelings in self; special people; behaviour and how people's bodies and feelings can be hurt 	<ul style="list-style-type: none"> secrets and surprises; working together; boundaries and relationships; resolving conflict; teasing and bullying <p>Valuing difference:</p> <ul style="list-style-type: none"> Attributes: kindness/fairness; sharing and respecting opinions; recognising and respecting similarities and differences. <p>RSHE PROGRESSION</p> <ul style="list-style-type: none"> About the process of growing from young to old and how people's needs change The names for the main parts of the body (including external genitalia). The similarities and differences between boys and girls Notice that animals, including humans, have off spring which grow into adults 	<ul style="list-style-type: none"> our bodies healthy; likes/dislikes and choices; recognising and managing different feelings; personal hygiene 	<ul style="list-style-type: none"> improvements and harm to local environments; ways of looking after local environments
RE	<p>RE CURRICULUM LINKS</p> <p>1.2 Christianity – Who do Christians say made the world (creations)?</p> <p>PROGRESSION: Make sense of beliefs</p> <ul style="list-style-type: none"> Read the story of Creation from Genesis 1:1 - 2:3 	<p>RE CURRICULUM LINKS</p> <p>1.7 Judaism – who is Jewish and how do they live (part 2)?</p> <p>PROGRESSION: Make sense of beliefs</p> <ul style="list-style-type: none"> Retell simply some stories told in Jewish celebrations e.g. Chanukah 	<p>RE CURRICULUM LINKS</p> <p>1.6 Islam – Who is a Muslim and how do they live (part 2)?</p> <p>PROGRESSION: Make sense of beliefs</p> <ul style="list-style-type: none"> Identify some of the key Muslim beliefs about god, found in the Shahadah and the 	<p>RE CURRICULUM LINKS</p> <p>1.5 Christianity – Why does Easter matter to Christians (salvation)?</p> <p>PROGRESSION: Make sense of beliefs</p> <ul style="list-style-type: none"> Recognise that Incarnation and Salvation are part of the “big story” of the Bible 	<p>RE CURRICULUM LINKS</p> <p>1.8 Christians and Muslims – What makes some places sacred to believers?</p> <p>PROGRESSION: Make sense of beliefs</p> <ul style="list-style-type: none"> Recognise that there are special places that people go to 	<p>RE CURRICULUM LINKS</p> <p>1.10 Christians, Jews, Muslims and non-religious world views – What does it mean to belong to a faith community?</p> <p>PROGRESSION: Make sense of beliefs</p> <ul style="list-style-type: none"> Recognise that loving others is

	<ul style="list-style-type: none"> 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. <p>Understand the impact</p> <ul style="list-style-type: none"> Give at least one example of what Christians do to say "thank you" to God for Creation <p>Make connections</p> <ul style="list-style-type: none"> Think, talk and ask questions about living in an amazing world. Give a reason for the ideas they have and the connections they make about the Jewish/Christian Creation story and the world they live in. 	<ul style="list-style-type: none"> Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like <p>Understand the impact</p> <ul style="list-style-type: none"> Make links between Jewish ideas of god, found in stories and how people live Give an example of how some Jewish people might remember god in different ways. (e.g. – Mezuzah, on Shabbat) <p>Make connections</p> <ul style="list-style-type: none"> Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too. 	<p>99 names of Allah, and give a simple description of what some of them mean.</p> <ul style="list-style-type: none"> Give examples about the Prophet show what Muslims believe about Muhammad <p>Understand the impact</p> <ul style="list-style-type: none"> Give examples of how Muslims use stories about the prophet to guide their beliefs and actions (e.g. careful Creation, fast in Ramadhan.) Give examples of how Muslims put their beliefs about prayer into action. <p>Make connections</p> <ul style="list-style-type: none"> 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 prayer, respect, celebration and self-control; have something to say about them too. 	<ul style="list-style-type: none"> Tells stories of Holy Week and Easter from the Bible and recognise a link with the ideas of Salvation (Jesus rescuing people.) <p>Understand the impact</p> <ul style="list-style-type: none"> Give at least three examples of how Christians show their beliefs about Jesus death and resurrection in Church worship at Easter. <p>Make connections</p> <ul style="list-style-type: none"> Think, talks and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupil about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas. 	<p>worship, and talk about what people do there.</p> <ul style="list-style-type: none"> 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 beliefs about God, connecting these beliefs simply to a place of worship. <p>Understand the impact</p> <ul style="list-style-type: none"> Give examples of stories, objects, symbols and actions, using 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 community. <p>Make connections</p> <ul style="list-style-type: none"> Think, talk and ask good questions about what happens in a Church, Synagogue or Mosque saying what they think about 	<p>important in lots of communities.</p> <ul style="list-style-type: none"> Say simply what Jesus and one other religious leader taught about loving other people. <p>Understand the impact</p> <ul style="list-style-type: none"> Gove an account of what happens at a traditional Christian 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.) <p>Make connections</p> <ul style="list-style-type: none"> Give examples of ways in which people express their identity and belonging within the faith community and other communities responding sensitively to differences. Talk about what they think is good about being in the community for people in faith communities and themselves giving good reason for their ideas.
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					<p>these questions, giving good reason for their ideas.</p> <ul style="list-style-type: none">• Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.	
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