

Long Term Key Learning Overview

Year 1/2 Cycle A

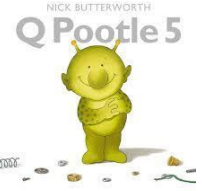
	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	<p>Texts:</p>  <p>Dogger by Shirley Hughes</p>  <p>The Slightly Annoying Elephant by David Walliams</p>  <p>Anna Hibiscus' Song by Atinuke</p>  <p>There's a Snake in my School by David Walliams</p>  <p>Cottonwool Colin by Jeanne Willis</p> 	<p>Texts:</p>  <p>How to Catch a Star – Oliver Jeffers</p>  <p>A Squash & A Squeeze – Julia Donaldson</p>  <p>Sweep – Louise Greig</p>  <p>What the Ladybird Heard – Julia Donaldson</p>  <p>One Snowy Night – Nick Butterworth</p>	<p>Texts:</p>  <p>Beegu- Alexis Deacon</p>  <p>Billy and the Beast- Nadia Shereen</p>  <p>Giraffes can't dance- Giles Andreae</p>  <p>The Koala who could- Rachel Bright</p>  <p>The Lion Inside- Rachel Bright</p>	<p>Texts:</p>  <p>Emily Browne and the thing- Cressida Cowell</p>  <p>Gorilla- Anthony Browne</p>  <p>Sulwe- - Lupita Nyong</p>  <p>This Moose Belongs to Me- Oliver Jeffers</p>  <p>The Invisible- Tom Percival</p>	<p>Texts:</p>  <p>'The True Story of the Three Little Pigs' by Jon Scieszka</p>  <p>'The Highway Rat' by Julia Donaldson</p>  <p>'The Flower' by John Light</p>  <p>'Jim and the Beanstalk' by Raymond Briggs</p> 	<p>Texts:</p>  <p>Spyder By Matt Carr</p>  <p>The Dragon Machine by Helen Ward</p>  <p>Anansi and the Golden Pot an African Folk Tale</p>  <p>Gregory Cool by Caroline Binch</p>  <p>The Egg by M.P Robertson</p>

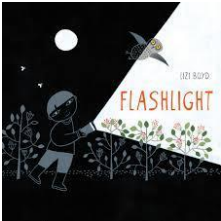
<p>On the Way Home by Jill Murphy</p>  <p>The Way Back Home by Oliver Jeffers</p> <p>Y1 Key Learning Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes that have been taught.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words that have been taught, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p>	<p>MOG the Forgetful Cat</p>  <p>Mog the Forgetful Cat – Judith Kerr</p>  <p>How to Catch a Reindeer – Alice Walstead</p> <p>Y1 Key Learning: Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes that have been taught.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words that have been taught, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p>	<p>"YOU'RE CALLED WHAT?!"</p>  <p>You're called what?!- Kes Gray</p> <p>Y1 Key Learning: Re-read books to build up their fluency and confidence in word reading Read other words of more than one syllable that contain taught GPCs Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings Discuss the significance of the title and events Understand the way that information texts are organised and use this when reading simple texts Discuss and understand the significance of the title of a range of books Identify major points in a story or some key facts from an information text Explain clearly their understanding of what is read to them Talk about significant features of layout, e.g., enlarged text, bold, italic, etc. Make inferences on the basis of what is being said and done Make predictions, talk about what characters are like, their motivations and what they might do</p>	<p>Traction Man is Here- Mini Gray</p>  <p>Y1 Key Learning: Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes that have been taught. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read common exception words that have been taught, noting unusual correspondences between spelling and sound and where these occur in the word. Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. Understand both the books they can already read accurately and fluently, and those they listen to. Check that the text makes sense to them as they read and correct inaccurate reading.</p>	<p>'The Night Gardener' by The Fan Brothers</p>  <p>'George and the Dragon' by Chris Wormell</p> <p>Y1 Key Learning: Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes that have been taught. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read common exception words that have been taught, noting unusual correspondences between spelling and sound and where these occur in the word. Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. Listen to texts read aloud, joining in and asking questions Make simple predictions based on what has happened so far</p>	<p>Jack and the Flum-Flum Tree by Julia Donaldson</p>  <p>Y1 Key Learning: Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes that have been taught. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read common exception words that have been taught, noting unusual correspondences between spelling and sound and where these occur in the word. Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. Understand both the books they can already read accurately and fluently, and those they listen to. Check that the text makes sense to them as they read and correct inaccurate reading.</p>
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	<p>Understand both the books they can already read accurately and fluently, and those they listen to.</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read, or hear read, to their own experiences.</p> <p>Ask questions and express opinions about main ideas</p> <p>Y2 Key Learning</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain the graphemes taught so far</p> <p>Read words containing</p>	<p>Understand both the books they can already read accurately and fluently, and those they listen to.</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read, or hear read, to their own experiences.</p> <p>Ask questions and express opinions about main events and characters in stories.</p> <p>Recognise and join in with predictable phrases.</p> <p>Y2 Key Learning:</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain the graphemes taught so far</p> <p>Read words containing common suffixes</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p>	<p>Y2 Key Learning:</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Re-read books to build up their fluency and confidence in word reading</p> <p>Use the context/ grammar of the sentence to decipher new or unfamiliar words</p> <p>Discuss the sequence of events in books and how items of information are related</p> <p>Understand how to use alphabetically ordered texts to retrieve information</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p> <p>Make simple inferences about characters' thoughts and feelings and reasons for actions</p> <p>Discuss favourite words and phrases</p> <p>Identify how vocabulary choice affects meaning</p> <p>Read non-fiction books that are structured in different ways</p>	<p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read, or hear read, to their own experiences.</p> <p>Ask questions and express opinions about main events and characters in stories.</p> <p>Recognise and join in with predictable phrases .</p> <p>Develop understanding ... by drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Recall the main points of a narrative in the correct sequence</p> <p>Y2 Key Learning:</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain the graphemes taught so far</p> <p>Read words containing common suffixes</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately,</p>	<p>Learn familiar stories by heart</p> <p>Participate in discussions about what is read</p> <p>Key Learning:</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain the graphemes taught so far</p> <p>Read words containing common suffixes</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Use self-correction strategies when monitoring comprehension</p> <p>Retell a range of familiar stories</p> <p>Locate key information within a text</p> <p>Make simple inferences based on what has been read</p> <p>Explain and discuss their understanding of what has been read</p> <p>Make simple predictions on the basis of what has been said and done</p>	<p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read, or hear read, to their own experiences.</p> <p>Ask questions and express opinions about main events and characters in stories.</p> <p>Recognise and join in with predictable phrases .</p> <p>Develop understanding by drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Recall the main points of a narrative in the correct sequence</p> <p>Make inferences on the basis of what is being said and done</p> <p>Y2 Key Learning:</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain the graphemes taught so far</p> <p>Read words containing common suffixes</p> <p>Read aloud books closely matched to their improving phonic knowledge,</p>
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	<p>common suffixes</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Identify and discuss the main events or key points in a text.</p> <p>Retell a story clearly and with appropriate detail.</p> <p>Answer questions. Ask questions.</p> <p>Extract information from the text and discuss orally with reference to the text.</p> <p>Recognise simple recurring literary language in stories and poetry.</p> <p>Participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p>	<p>Identify and discuss the main events or key points in a text.</p> <p>Retell a story clearly and with appropriate detail</p> <p>Answer questions</p> <p>Ask questions</p> <p>Extract information from the text and discuss orally with reference to the text.</p> <p>Recognise simple recurring literary language in stories and poetry.</p> <p>Participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p>		<p>automatically and without undue hesitation.</p> <p>Answer questions</p> <p>Ask questions</p> <p>Extract information from the text and discuss orally with reference to the text.</p> <p>Recognise simple recurring literary language in stories and poetry.</p> <p>Participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>Discuss the sequence of events in books and how items of information are related</p> <p>Make simple inferences about characters' thoughts and feelings and reasons for actions</p> <p>Discuss favourite words and phrases</p> <p>Identify how vocabulary choice affects meaning</p>	<p>cognise key features of texts</p> <p>Compare stories</p>	<p>sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Answer questions</p> <p>Ask questions</p> <p>Extract information from the text and discuss orally with reference to the text.</p> <p>Recognise simple recurring literary language in stories and poetry.</p> <p>Participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>Discuss the sequence of events in books and how items of information are related</p> <p>Make simple inferences about characters' thoughts and feelings and reasons for actions</p> <p>Discuss favourite words and phrases</p> <p>Identify how vocabulary choice affects meaning</p>
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Writing	<p>Text: Little Red by Bethan Woollvin</p>  <p>Key Learning: Say out loud what they are going to write about Has an awareness that ideas can be organised into a sequence Compose a sentence orally before writing it Use simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary Leave spaces between words Use capital letter for names Begin to punctuate sentences using a capital letter and a full stop Yr 2 Key Learning Consider what they are going to write before beginning by planning or saying out loud what they are going to write about Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence Use brief opening and ending</p>	<p>Text: The Pirate Cruncher by Jonny Duddle</p>  <p>Purpose: To inform/instruct Form: letter/ instructions</p> <p>Text: Storm Whale by Beji Davies</p>  <p>Purpose: Inform Form: postcard/narrative retell</p> <p>Text: The Gruffalo's Child by Julia Donaldson</p>  <p>Purpose: describe/ make someone feel nervous or excited about the setting and characters Form: setting/character description</p> <p>Y1 Key Learning: Write a simple sentence starting with a noun/proper noun Write reliably formed simple and compound sentences</p>	<p>Text: Tidy by Emily Gravett</p>  <p>Purpose: to apologise and ask for help Form: letter</p> <p>Text: Voices in the park by Anthony Brown</p>  <p>Purpose: to entertain Form: Narrative retell/innovation</p> <p>Y1 Key Learning: Spell words containing each of the 40+ phonemes already taught Say out loud what they are going to write about Use simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary Begin to punctuate sentences using a capital letter and a full stop Begin to spell words using contracted forms Sequence sentences to form short narratives Select basic ideas and content linked to the purpose of a task</p>	<p>Text: La Luna by Enrico Casarosa</p>  <p>Purpose: Entertain Form: narrative</p> <p>Text: Man on the Moon by Simon Bartram</p>  <p>Purpose: retell Form: recount</p> <p>Cross-Curricular Writing Purpose: to retell events from the moon landings Form: recount</p> <p>Y1 Key Learning: Join clauses using 'and' Re-read what they have written to check for sense Sequence sentences to form a short narrative To write simple sentences To extend a sentence with 'and' 'so' 'but' (if appropriate) To sequence a narrative</p>	<p>Text: Journey by Aaron Becker</p>  <p>Purpose: Entertain Form: narrative</p> <p>Text: Tell Me A Dragon by Jackie Morris</p>  <p>Purpose: inform Form: non-chronological report</p> <p>Cross-curricular writing Purpose: inform Form: non-chronological report about the Great Fire of London</p> <p>Y1 Key Learning: Appropriately sequence ideas Use adventurous vocabulary appropriate to task Use prepositions to link writing To write a simple sentence using 'and' Simple sentences joined with a compound word Er/est suffixes To reread writing to check for sense</p>	<p>Text: Tinga Tinga Tales (African Folk Tales)</p>  <p>Purpose: to entertain Form: narrative</p> <p>Text: Dear Greenpeace Purpose: to inform Audience: pet owners Form: instructions Outcome: How to look after a...</p> <p>Y1 Key Learning: Begin to organise ideas/events using simple time related words, numbers, ordering of pictures/caption Use simple noun phrases (adjective + noun) Use capital letters and full stops to demarcate sentences Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far Can use the following terminology to discuss their writing: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p>
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<p>Appropriately sequences ideas</p> <p>Use capital letters, full stops and exclamation to demarcate sentences</p> <p>Text: Q Pootle 5 by Nick Butterworth</p>  <p>Y1 Key Learning</p> <p>Spell words containing each of the 40+ phonemes already taught</p> <p>Spell common exception words that have been taught</p> <p>Compose a sentence orally</p> <p>Leave spaces between words</p> <p>Use capital letter for names</p> <p>Begin to punctuate sentences using a capital letter and a full stop</p> <p>Form letters of the right size and shape</p> <p>Use simple noun phrases</p> <p>Y2 Key Learning</p> <p>Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly</p>	<p>Re-read what they have written to make sure it makes sense</p> <p>Use known phonemes to spell</p> <p>Y2 Key Learning:</p> <p>Write down ideas and/or key words, including new vocabulary</p> <p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>Use expanded noun phrases to describe and specify</p> <p>Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>Learn new ways of spelling including a few common homophones</p> <p>Write for different purposes</p>	<p>Re-read what they have written to check that it makes sense</p> <p>Join clauses using 'and'</p> <p>Use a capital letter for days of the week</p> <p>Spell the days of the week</p> <p>Y2 Key Learning:</p> <p>Use capital letters, full stops, question marks and exclamation to demarcate sentences</p> <p>Use subordinating conjunctions (when/ if /that /because)</p> <p>Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience</p> <p>Use adventurous vocabulary appropriate to task</p> <p>Add suffixes to spell longer words, including –ful, –less (to create adjectives)</p> <p>Link related sentences through the use of pronouns and adverbials where appropriate</p> <p>Use commas to separate items in a list</p> <p>Use apostrophes to mark where letters are missing in spelling</p> <p>Spell more words with contracted forms</p> <p>Write questions (beginning with who/ what/ when/ where/ how etc)</p>	<p>Use capital letters for days of the week</p> <p>Re-read writing to check for sense</p> <p>–es – s to plurals</p> <p>Y2 Key Learning:</p> <p>Appropriately sequence ideas</p> <p>Write questions (beginning with who/ what/ when/ where/ how)</p> <p>Add suffixes to spell longer words, including –ful, –less (to create adjectives)</p> <p>Use adventurous vocabulary appropriate to task</p> <p>Link related sentences through the use of pronouns and adverbials where appropriate</p> <p>Use the possessive apostrophe (singular)</p> <p>Proof-read to check for errors in spelling, grammar and punctuation</p> <p>Make simple additions,</p>	<p>Y2 Key Learning:</p> <p>To extend a sentence with a compound word</p> <p>Spell the days of the week correctly</p> <p>Appropriately sequence ideas</p> <p>Use simple prepositions</p> <p>Appropriately sequence ideas</p> <p>Use adventurous vocabulary appropriate to task</p> <p>Use prepositions to link writing</p> <p>Review, edit and revise writing.</p> <p>Use subordinating conjunctions (when/ if /that /because)</p> <p>Use the suffixes –er, –est, in adjectives</p> <p>Select content appropriate to audience/purpose/form (features of a text)</p> <p>Proof-read to check for errors in spelling, grammar and punctuation</p> <p>Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils</p> <p>Use –ly to turn adjectives into adverbs – slow/slowly</p>	<p>Begin to organise ideas/events using simple time related words, numbers, ordering of pictures/caption</p> <p>To write reliably formed compound sentences (using and/but)</p> <p>Y2 Key Learning:</p> <p>Use capital letters, full stops, question marks and exclamation to demarcate sentences</p> <p>Use 'was' as a verb to introduce the past progressive tense</p> <p>Sequence ideas to give the reader information in a clear manner</p> <p>Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience</p> <p>Use expanded noun phrases to add detail to writing</p> <p>Spell plural forms</p> <p>Use the suffixes –er, –est, in adjectives</p> <p>Link related sentences through the use of pronouns and adverbials where appropriate</p> <p>Use sentences with different forms: statement, question, exclamation, command</p> <p>Write commands using the imperative form</p> <p>Use apostrophes to mark singular possession in nouns</p>
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	<p>Spell by learning new ways of spelling phonemes for which one or more spellings are already known</p> <p>Form lowercase and capital letters the right size and shape in relation to each other</p> <p>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Write expanded noun phrases to describe and specify</p> <p>Text: Flashlight by Lizi Boyd</p>  <p>Y1 Key Learning</p> <p>Write a simple sentence starting with a personal pronoun</p> <p>Orally compose a sentence for writing</p> <p>Use -ed where no change is needed to the spelling of root words</p> <p>Sequence sentences to form short narratives</p>			<p>revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils</p> <p>Write expanded noun phrases to describe and specify</p> <p>Use the suffixes –er, -est, in adjectives</p> <p>Use –ly to turn adjectives into adverbs – slow/ slowly</p>		
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	<p>Re-read what they have written to check that it makes sense</p> <p>Form lower case letters the right size and shape</p> <p>Y2 Key Learning</p> <p>Spell by</p> <ul style="list-style-type: none">segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly <p>Spell by learning new ways of spelling phonemes for which one or more spellings are already known</p> <p>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Join clauses using ‘and’</p> <p>Write expanded noun phrases to describe and specify</p>					
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Maths	<p><i>The objectives taught may not follow this order but many of these key skills will be drawn upon when solving problems.</i></p>					
	<p>Y1 Key Learning: Count to at least 50 forwards, beginning with 1 and backwards from 10. Count in 10s to 50. Given a number, identify one more and one less by counting out objects and reducing the group by one. Identify and represent numbers using objects, mathematical manipulatives and pictorial representations. Read numbers from 1 to 20 in numerals. Introduce the number-line with practical objects to develop understanding of how numbers relate to one another and to support ordering. Make collections of 10, 20 and 30 objects. Order numbers up to 30 starting from any number between 1 and 10. Use a context to solve problems involving one more and one less. Use the language of one more than 6 is 7; one less than 7 is 6. Sequence events in chronological order using language such as before and after, next and first. Partition 5 into two parts in different ways using</p>	<p>Y1 Key Learning: Recognise and know the value of different denominations of coins e.g. 1p and 10p coins - Including £10 notes for counting in 10s. Sort coins into different types. Note what is the same and what is different. Put pennies on a number-line and step-count. Compare and describe lengths and heights using non-standard units. Use comparative language long/short; longer/shorter; tall/short; double/half. Partition 5,6 and 7 into two parts in different ways using concrete objects. Use a context to problem-solve with number bonds to 5,6 and 7. Record partitions using part-whole diagrams alongside number sentences. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Count reliably in 2s. Link counting in 2s to grouping objects and to the pattern of numbers on a number-line</p>	<p>Y1 Key Learning: Count to at least 50 forwards, beginning with 1 and backwards from 30. Count in 2s to 20, modelling on a number-line. Count in 10s to 100, modelling on a number-line. Read numbers from 20 to 50. Order numbers up to 50 starting from any number between 1 and 10. Count back from any given number between 11-20 to zero. Given a number, identify one more and one less to 20. Use partitions of 5,6 and 7 to derive associated subtraction facts. Use partitioning and part-whole diagrams to read, write and interpret mathematical statements to 10. Solve one-step problems that involve addition and subtractions, using concrete objects and pictorial representations. Derive the partitions for 8,9 and 10. Use partitions of 5,6,7,8,9 and 10 to derive associated subtraction facts. Use partitioning and part-whole diagrams to read,</p>	<p>Y1 Key Learning: Tell the time to the hour and half past the hour. Begin to draw the hands on a clock-face. Know how many minutes there are in an hour and half an hour. Solve practical problems involving mass or weight using the language of heavy/light; heavier than/lighter than. Recognise and name common 2D shapes including squares and circles, rectangles and triangles. Recognise and name a half as one of two equal parts of a shape. Recognise, find and name a quarter as one of four equal parts of a shape. Count reliably in 2s and 10s. Link counting in 10s to grouping objects and to the pattern of numbers on a number-line. Solve one-step problems involving multiplication, focussing on groups of 2 and 10, using concrete objects, pictorial representations and arrays. Rehearse together the language of 'How many groups of 2 (10) are there?' ~ 'There are 3 groups of 2'</p>	<p>Y1 Key Learning: Recognise and know the value of different denominations of coins and notes. Count to at least 100 forwards, beginning with 0 or 1, or from any given number. Make links with counting in pennies. Count in 2ps to 20p, modelling on a number-line. Count in 10ps to 100p, modelling on a number-line. Develop understanding that 100p = £1. Read numbers from 0 to 100. Write numbers from 1 to 20. Order amounts of any money up to 100p using 1p and 10p coins. Link to a number-line marked with pence. Count back in pennies from any amount up to 50p. Given a total, identify one penny more and one penny less. Use coins to model the amount and record on a number-line to explore patterns. Add and subtract 10p to and from an amount of money using 10p and 1p coins and a number-line. Solve practical problems involving mass or weight</p>	<p>Y1 Key Learning: Capacity/volume (full/empty, more than, less than, quarter). Solve problems for lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half). Addition and subtraction in the context of mass and weight using non-standard units other than cubes. Describe position, directions and movements, including half, quarter and three-quarter turns. Simple tally charts and pictograms. Recognise and name 3-D shapes including cuboids, pyramids and spheres.</p> <p>Y2 Key Learning: Choose and use appropriate standard units to estimate and measure volume/capacity(ml,l) and temperature. Reading scales in 2s 5s 10s. Compare and order volume/capacity, and temperature and record the results using more (>) than, less than (<) and equals (=). Choose and use appropriate standard units to estimate and measure length / height in any direction (m / cm);</p>

	<p>concrete objects (e.g. 2-coloured counters or 2-coloured multi-link bars). Record pictorially. Recognise and know the value of different denominations of coins e.g. 1p and 10p coins - Including £10 notes for counting in 10s. Sort coins into different types. Note what is the same and what is different. Put pennies on a number-line and step-count. Compare and describe lengths and heights using non-standard units. Use comparative language long/short; longer/shorter; tall/short; double/half. Partition 5,6 and 7 into two parts in different ways using concrete objects. Use a context to problem-solve with number bonds to 5,6 and 7. Record partitions using part-whole diagrams alongside number sentences. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Y2 Key Learning: Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count in 10s to 100. Estimate numbers using concrete resources and</p>	<p>Solve problems involving pairs of objects, groups of 2 using pictorial recording Rehearse together the language of 'How many groups of 2 are there?' ~ 'There are 3 groups of 2' Share objects equally by counting how many in each group Recognise and name a half as one of two equal parts of a quantity Recognise and name common 2D shapes including squares and circles Recognise and name a half as one of two equal parts of a shape.</p> <p>Y2 Key Learning: Find different combinations of coins that equal the same amounts of money Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value Put coins on a number-line to step-count in 2ps, 5ps and 10ps. Solve problems in a practical context involving addition and subtraction of money of the same unit Solve problems with addition and subtraction, applying their increasing knowledge of mental recall of number bonds to 20 Add and subtract numbers using concrete objects, pictorial representations and mentally, including a 2-</p>	<p>write and interpret mathematical statements to 20 ~ focus on teen numbers and the language of 'ten and some more' (teen numbers) Use tens frames to develop understanding and the recall of the set of calculations showing 'ten plus some ones' Solve one-step problems that involve addition, using concrete objects and pictorial representations and the language of 'ten and some more' (teen numbers).</p> <p>Y2 Key Learning: Count in steps of 10 from any number forward or backwards, modelling on a number-line Read and write numbers to at least 100 in numerals and in words Compare and order numbers from zero up to 100 using <, > and =. Count back from any given number Given a number, identify one (ten) more and one (ten) less within 100. Use structured number-lines to record addition and subtraction number sentences; 2-digit number to add or subtract some ones. Solve one-step problems that involve addition and subtractions, using concrete objects and</p>	<p>Share objects equally by counting how many in each group and record pictorially. Count to at least 100 forwards, beginning with 0 or 1, or from any given number Count in 2s to 20, modelling on a number-line Count in 10s to 100, modelling on a number-line Read numbers from 0 to 100. Write numbers from 1 to 20 Order numbers up to 100 starting from any number crossing the tens boundaries. Count back from any given number up to 50. Given a number, identify one more and one less Add 10 to a number using concrete resources and a number-line. Revise and use partitions of all numbers up to 10, recalling and deriving associated subtraction facts to solve problems. Use partitioning and part-whole diagrams to read, write and interpret mathematical statements to 10 when solving problems. Develop children's fluency with using known or derived number facts, moving on from counting in ones (on fingers). Solve one-step problems that involve addition and subtraction to 20, using</p>	<p>using comparative language such as heavy/light; heavier than/ lighter than. Pictorial recording. Measure and begin to record mass and weight using non-standard units to compare the mass of two or three objects. Combine the mass of two objects (measured using non-standard units such as 'cubes') to find the total and the difference between the number of cubes. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Solve simple one-step word problems in the context of mass that involve addition and subtraction to 20, using concrete objects and pictorial representations. Count reliably in 2s and 10s. Introduce counting in 5s. Link counting in 5s to grouping objects and to the pattern of numbers on a number-line. Solve problems involving groups of 5 objects using pictorial recording. Rehearse together the language of 'How many groups of 5 are there?' ~ 'There are 3 groups of 5' Solve one-step problems involving multiplication, focussing on groups of 5, using concrete objects, pictorial representations</p>	<p>Compare and order lengths and record the results using more (>) than, less than (<) and equals (=) Choose and use appropriate standard units to estimate and measure mass (kg/g) Compare and order mass and record the results using more (>) than, less than (<) and equals (=) Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise) Interpret and construct simple tally chart, block diagrams and tables. Ask and answer questions about totalling and comparing and categorical data. Compare and sort common 2-D and 3-D shapes and everyday objects.</p>
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	<p>relative position on a number-line</p> <p>Read and write numbers to at least 100 in numerals and in words.</p> <p>Use the number-line with structured resources to develop understanding of how numbers relate to one another.</p> <p>Order numbers up to 100 starting from any number.</p> <p>Compare and order numbers from 0 up to 100, use < , > and = signs.</p> <p>Identify and represent numbers using a range of pictorial representations including the number-line.</p> <p>Count in steps of 10 from any number, forward or backward.</p> <p>Given a number, identify one/ten more and one/ ten less bridging through tens and through one hundred.</p> <p>Use the language of two more than 19 is 21; two less than 31 is 29.</p> <p>Use a context to solve problems involving ten more and ten less.</p> <p>Partition all numbers up to 10 into two parts in different ways using concrete objects. Record pictorially.</p> <p>Revise and develop fluency in the use of partitions of all numbers up to 20, recalling and deriving associated subtraction facts to solve problems.</p> <p>Revise and develop fluency in using partitioning and</p>	<p>digit number and ones; a 2-digit number and tens</p> <p>Add three one-digit numbers</p> <p>Count reliably in 2s, 5s and 10s from zero. Introduce counting in 3s from zero. (multiples)</p> <p>Link counting in 2s, 5s ,10s to grouping objects and to the pattern of numbers on a number-line</p> <p>Link counting in 5s to counting in minutes on a clock face</p> <p>Solve problems involving groups of 2, 5 and 10 objects using pictorial recording</p> <p>Rehearse together the language of 'How many groups of 2 (5, 10) are there?' ~ 'There are 3 groups of 2 (5,10)'</p> <p>Construct arrays with concrete objects. Notice that $2 \times 5 = 5 \times 2$ etc. (Commutativity). Record pictorially</p> <p>Develop the concept of sharing and grouping into different sized groups (not just 2s)</p> <p>Identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line</p> <p>Identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid.</p>	<p>pictorial representations including on a number-line.</p> <p>Construct simple pictograms and tally charts.</p> <p>Ask and answer simple questions by counting the number of objects in each category and sorting categories by quantity.</p> <p>Add and subtract numbers using concrete objects, pictorial representations (number lines) and mentally, including a two-digit number and ones and a two-digit number and tens.</p> <p>Add three one-digit numbers.</p> <p>Use partitions of 5, 6, 7, 8 and 9 to bridge through 10 when adding and subtracting. Record on number-lines and as a number sentence.</p> <p>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</p> <p>Tell and write the time including quarter past / to the hour and draw the hands on a clock face to show these times.</p> <p>Know how many minutes there are in an hour, half an hour and quarter of an hour.</p> <p>Know the number of hours in a day.</p>	<p>concrete objects and pictorial representations.</p> <p>Deepen understanding of the relationship between the concrete and ordinal for numbers up to 20. e.g. '11 is ten and one' (using concrete objects) and also '11 is one more than 10' (position on a number-line).</p> <p>Y2 Key Learning:</p> <p>Tell and write the time including quarter past / to the hour and draw the hands on a clock face to show these times.</p> <p>Know how many minutes there are in an hour, half an hour and quarter of an hour.</p> <p>Know the number of hours in a day.</p> <p>Identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line.</p> <p>Identify 2-D shapes on the surface of 3-D shapes.</p> <p>Identify and describe the properties of 3-D shapes.</p> <p>Order and arrange combinations of mathematical objects in patterns.</p> <p>Recognise, find, name and write fractions as equal parts of a shape ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4} = \frac{1}{2}$. Introduce $\frac{1}{3}$ and $\frac{2}{3}$ of a shape.)</p> <p>Count reliably in 2s, 5s and 10s.</p> <p>Recall and use multiplication and division</p>	<p>and arrays with the support of the teacher.</p> <p>Solve one-step problems involving multiplication and division, focussing on groups of 2 and 10, using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p>Recognise that 5 is half of 10 and show using concrete resources and diagrams.</p> <p>Recognise, find and name a half as one of two equal parts of a quantity (division by 2)</p> <p>Y2 Key Learning:</p> <p>Solve simple problems in practical contexts involving addition and subtraction of money of the same unit, including giving change.</p> <p>Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a quantity</p> <p>Write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$</p> <p>Add and subtract numbers using concrete objects, pictorial representations and mentally including two 2- digit numbers.</p> <p>Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities, and measures.</p> <p>Solve problems involving multiplication and division, using materials, arrays,</p>	
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	<p>part-whole diagrams to read, write and interpret mathematical statements to 20 when solving problems.</p> <p>Revise and develop fluency with using known or derived number facts.</p> <p>Revise and develop fluency in solving problems that involve addition and subtraction to 20, using concrete objects and pictorial representations.</p> <p>Compare and order lengths using appropriate standard units (cm). Record the results using > , < and =</p> <p>Find different combinations of coins that equal the same amounts of money.</p> <p>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</p> <p>Put coins on a number-line to step-count in 2ps, 5ps and 10ps.</p> <p>Solve problems in a practical context involving addition and subtraction of money of the same unit.</p> <p>Solve problems with addition and subtraction, applying their increasing knowledge of mental recall of number bonds to 20.</p> <p>Add and subtract numbers using concrete objects, pictorial representations and mentally, including a 2-digit number and ones; a 2-digit number and tens.</p> <p>Add three one-digit numbers.</p>	<p>Recognise, name and write a half as one of two equal parts of a quantity</p> <p>Write a half as a word and as a number</p> <p>Recognise, find, name and write fractions as equal parts of a shape (link to symmetry and folding)-</p> <p>Focus on 12, 1 4 ,24 = 12</p> <p>Tell and write the time to five minutes, including quarter past/ to the hour and draw the hands on the clock face to show these times.</p>		<p>facts for the 2, 5 and 10 multiplication tables, including recognising odds and evens.</p> <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods.</p> <p>Use the multiplication (x) and equals (=) signs to show solutions alongside other representations.</p> <p>Rehearse and use the language of 'How many groups of 2 (5, 10) are there?'</p> <p>Share objects equally by counting how many in each group and record pictorially (arrays).</p> <p>Recognise the link with multiplication facts represented as arrays.</p> <p>Develop the concept of sharing and grouping into different sized groups (not just 2s, 5s and 10s)</p> <p>Read and write numbers in numerals and in words to at least 100</p> <p>Derive and use related facts up to 100. e.g. 3 + 7 and 30 + 70</p> <p>Order numbers up to 100 starting from any number crossing the tens boundaries</p> <p>Count back from any given number up to 100</p> <p>Given a number, identify one more and one less</p> <p>Add multiples of 10 to any number using concrete</p>	<p>repeated addition, mental methods.</p> <p>Use the multiplication (x) and equals (=) signs to show solutions alongside other representations e.g. arrays and number-lines</p> <p>Share objects equally by counting how many in each group and record pictorially (arrays).</p> <p>Recognise the link with multiplication facts represented as arrays.</p> <p>Use place value and number facts.</p> <p>Add and subtract numbers using concrete objects, pictorial representations and mentally including: a 2-digit number and ones; a 2-digit number and tens; two 2-digit numbers; adding three 1-digit numbers.</p> <p>Solve problems with addition and subtraction applying their increasing knowledge of mental and written methods including partitioning tens and 1s in different ways</p> <p>Solve two-step problems, make decisions about the steps to be taken.</p>	
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				<p>resources and a number-line</p> <p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems</p> <p>Revise and use partitions of all numbers up to 20.</p> <p>Represent using part-whole diagrams such as a bar model</p> <p>Use partitioning and part-whole diagrams to read, write and interpret mathematical statements to 20 when solving problems</p> <p>Solve one-step problems that involve addition and subtraction to 20.</p> <p>Count in 3s from zero to 30.</p> <p>Interpret and construct simple tally charts, block diagrams and tables. `</p> <p>Ask and answer questions about totalling and comparing and categorical data.</p>		
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Science	<p>Enquiry Question: How do animals survive?</p> <p>Knowledge: Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Describe and compare the structure of variety of common animals Identify and name carnivores, herbivores and omnivores. Understand and identify predators and prey Identify and name a variety of plants and animals in their habitats including micro-habitats. Identify suitability of a habitat and dependency. Describe how animals obtain their food and simple food chains.</p> <p>Identifying and classifying Making careful observations to support identification, comparison and notice change. Classify using simple prepared tables and/or sorting rings.</p>	<p>Enquiry Question: How to make a tent?</p> <p>Key Learning: Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, paper and cardboard, glass, metal, water, and rock. Describe, compare and group the simple physical properties of a variety of everyday materials. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Observe materials carefully. Test materials for a purpose. Identify and classify different types of materials.</p>	<p>Enquiry Question: How does the conservation area woodland change with the seasons?</p> <p>Key Learning: Identify and classify plants and animals in a local environment. Understand how animals and their populations change during seasons. Link change in seasons to change in habitats. Identify seasonal features and changes e.g. day length Observe and record weather.</p> <p>Begin using standard units to measure and record. Observe changes over time. Identify, classify, compare and sort with some support by observing and describing. Begin to talk about Science in daily life and how it affects us.</p>	<p>Enquiry Question: What does a plant need to survive?</p> <p>Key Learning: 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> <p>Observe closely, using simple equipment Perform a simple test, beginning to understand variables Use their observations and ideas to suggest answers to questions Gather and record data to help in answering questions.</p>	<p>Enquiry Question: How does the conservation area woodland change with the seasons? (compare winter and summer)</p> <p>Key Learning: Identify and classify plants and animals in a local environment. Understand how animals and their populations change during seasons. Link change in seasons to change in habitats. Identify seasonal features and changes e.g. day length Observe and record weather.</p> <p>Revisit using standard units to measure and record. Perform simple investigations. Identify and classify, compare and sort with some support by observing and describing. Begin to talk about Science in daily life and how it affects us.</p>	<p>Enquiry Question: What are pushes and pulls and how do they change objects?</p> <p>Key Learning: Understand what pushes and pulls are Know what a force is Know that pushing or pulling harder makes an object move faster or more Know that a push needs to be harder to go up a slope or more gentle to go down.</p> <p>Asking questions Observing closely Using observations to suggest answers to questions Talking about how science affects our daily life</p>
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History	<p>Enquiry Question: What were toys like in the past compared to my toys?</p> <p>Key Learning: Order up to three or four similar toys correctly by age using terms such as; older, before, after etc. Explain that many toys today are made of plastic, but in the past more items were made of wood or metal. Identify differences between similar toys from different eras e.g. in terms of materials, wear, power source. Confidently use vocabulary associated with the past e.g. old/ new, then/ now. Describe how some aspects of life today differ from the past using simple historical vocabulary. Talk about similarities and differences between two or more historical sources using simple historical terms.</p>	<p>Enquiry Question: What was it like to live in Wickham in the past?</p> <p>Key Learning: Begin to identify and recount some details from the past (from pictures, artefacts) Show knowledge and understanding about the key features of events and the past in different ways (including; role play, drawing, writing, talking) Begin to ask simple questions and produce answers to an historical enquiry Understand and use historical terminology (e.g. plan, research, present, years, old/new, then/now, past/present). Identify some similarities, differences and changes between ways of life in different periods in their locality.</p>		<p>Enquiry Question: How have people changed the world we live in?</p> <p>Key Learning: Understand and use a range of time terms. Understand key features of events. Show chronological understanding. Ask simple questions and produce answers to a few historical enquiries using historical terminology. To place known events in the order of when they happened including recounting changes within living memory to show chronological understanding. Identify some similarities and differences and changes between ways of life in different periods.</p>	<p>Enquiry Question: What was the impact of the Great Fire of London?</p> <p>Key Learning: Begin to understand and use a range of time terms Begin to identify and recount some details from the past (pictures, artefacts) Show knowledge and understanding about the key features of events and the past in different ways (including; role play, drawing, writing, talking) Begin to ask simple questions and produce answers to a few historical enquiries using historical terminology through (e.g. plan, research, present). Identify some similarities and differences and changes between ways of life in different periods.</p>	
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Geography			<p>Enquiry Question: Can my local park be perfect all year round?</p> <p>Key Learning: Identify seasonal and daily weather patterns in the United Kingdom. Use basic geographical vocabulary to refer to: key physical features. Use locational and directional language [for example, near and far; left and right] to describe the location of features and routes on a map. 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. Use simple fieldwork and observational skills to study the geography of their park and its grounds and the key human and physical features of its surroundings.</p>			<p>Enquiry Question: Is Lagos a world away from us?</p> <p>Key Learning: Name and locate the world's seven continents and five oceans Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country Use basic geographical vocabulary to refer to key physical features, including: beach, coast, forest, hill, mountain, ocean, vegetation, season and weather (other words to reflect the features of the local area). Use basic geographical vocabulary to refer to key human features, including: town, village, house, office and shop (other words to reflect the features of the local area).</p>
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DT	<p>Enquiry question: How can I create a layered salad?</p> <p>Understand where food comes from Understand the difference between fruits and vegetables. Know that vegetables can come from different parts of the plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber). Understand food can be combined to make different products as part of a recipe Use the basic principle of a healthy and varied diet to prepare dishes</p> <p>Design purposeful, functional, appealing products for themselves and other based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication. Select from a range of ingredients according to their characteristics Select from a range of tools to perform practical tasks Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</p>			<p>Enquiry Question: What makes a successful wheeled vehicle for transporting objects?</p> <p>Key Learning: Identify the main parts of a simple wheeled vehicle i.e. wheels, axles, axle holders, chassis, body. Know that axles and wheels together create a mechanism for movement. Make a working mechanism with wheels and axles. Design, make and evaluate a simple wheeled push/pull vehicle to transport small objects. Generate success criteria for a product Evaluate a product against success criteria, identifying what went well and what could be improved.</p> <p>Explore moving vehicles through play. Gain some experience of designing, making and evaluating products for a specified user and purpose. Develop cutting and joining skills. Generate initial ideas and simple design criteria through talking and using own experiences. Develop and communicate ideas. Select from and use a range of tools and equipment to perform practical tasks.</p>		<p>Enquiry Question: How can free-standing structures be made strong and stable?</p> <p>Key Learning: Know that free-standing structures can be strengthened and stabilised in different ways e.g. by creating a wide base. Develop techniques to make a strong, stable, free-standing structure with joined parts. Design, make and evaluate a toy model swing, slide or climbing frame. Generate success criteria for a product. Evaluate a product against success criteria, identifying what went well and what could be improved.</p> <p>Know and use technical vocabulary relevant to the project Explore playground equipment through observation and play. Gain experience of designing, making and evaluating products for a specified user and purpose. Develop cutting, rolling, folding and joining skills. Generate initial ideas and simple design criteria through talking and using own experiences.</p>
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Art		<p>Angels Collage Brian Wildsmith Enquiry Question: What is an angel?</p> <p>Key Learning: Draw using accuracy Mix colours Make a 3D sculpture Work on a range of scales</p> <p>To make drawings to show increasing detail and context. To mix and match basic colours and make them lighter or darker. To look at paintings of other artists representing a variety of cultures, relating them to their own work. To handle and manipulate a wide range of natural and man-made materials, making choices to match texture and colour to purpose.</p>	<p>Abstract Art Printing Paul Klee Enquiry Question: How can we create an artwork of Wickham?</p> <p>Key Learning: Make a clean print and print a repeated pattern. Be able to choose materials to print own picture and explain reasons for their choices.</p> <p>Use a range of materials creatively to design and make prints Use drawing and painting to develop and share their ideas and experiences Develop their range of art and design techniques in using colour (tints), pattern (tessellation), line, shape and space Explore the work of abstract artists (Paul Klee) and describe differences and similarities between different practices and disciplines, and make links to their own work.</p>		<p>Great Fire of London Painting/ Collage Jan Griffier the Elder Enquiry Question – How do you picture the Great Fire of London and how can we successfully create it?</p> <p>Key Learning: Create shapes and an effective collage with torn paper and paste. Discuss and develop ideas about how to create and attach. Make collages using a range of large and small objects. Experiment with a range of media- pencil, chalk, charcoal, pastel Draw on different surfaces Experiment with how to create tone and texture using resources e.g. by rubbing, hatching, stippling, blending etc. Investigate tone by drawing light/ dark lines, patterns and shapes using a pencil.</p>	
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Computing	<p>Units: Computing systems and networks – Technology around us Creating media - Digital writing</p> <p>Enquiry Question: How can we use computer technology to draw and write?</p> <p>Key Learning: Identify technology. Identify a computer and its main parts. Use a mouse or trackpad in different ways. Use a keyboard to type on a computer. Use a computer to write. Add and remove text on a computer. Identify that the look of text can be changed on a computer. Make careful choices when changing text. Explain why I used the tools that I chose. Compare typing on a computer to writing on paper.</p>	<p>Unit: Programming A - Moving a robot</p> <p>Enquiry question: How can we move a robot?</p> <p>Key Learning: Explain what a given command will do. Act out a given word. Combine ‘forwards’ and ‘backwards’ commands to make a sequence. Combine four direction commands to make sequences. Plan a simple program. Find more than one solution to a problem.</p>	<p>Unit: Programming A - Robot algorithms</p> <p>Enquiry question: How can we program a robot?</p> <p>Key Learning: Describe a series of instructions as a sequence. Explain what happens when we change the order of instructions. Use logical reasoning to predict the outcome of a program. Explain that programming projects can have code and artwork. Design an algorithm. Create and debug a program that I have written.</p>	<p>Unit: Computing systems and networks – IT around us</p> <p>Enquiry question: How can we use information technology?</p> <p>Key Learning: Recognise the uses and features of information technology. Identify the uses of information technology in the school. Identify information technology beyond school. Explain how information technology helps us. Explain how to use information technology safely. Recognise that choices are made when using information technology.</p>	<p>Unit: Data and information – Grouping data</p> <p>Enquiry question: How can we label and group data?</p> <p>Key Learning: Label objects. Identify that objects can be counted Describe objects in different ways. Count objects with the same properties. Compare groups of objects. Answer questions about groups of objects.</p>	<p>Unit: Data and information – Pictograms</p> <p>Enquiry question: How can we present data?</p> <p>Key Learning: Recognise that we can count and compare objects using tally charts. Recognise that objects can be represented as pictures. Create a pictogram. Select objects by attribute and make comparisons. Recognise that people can be described by attributes. Explain that we can present information using a computer.</p>

RE	<p>Key Religion: Christianity Enquiry Question: What do Christians think God is like? Key Concept: Love (as Forgiveness)</p> <p>Key Learning: Know Christians believe in God and find out about Him in the bible. Know Christians believe that God is loving, fair and forgiving. Know the story of The Lost Son. Know that forgiveness is important for Christians.</p> <p>Communicate Y1 – Talk about their own responses to their experiences of the concept.</p> <p>Communicate Y2 - Describe in simple terms their responses to their experiences of the concept.</p>	<p>Key Religion: Christianity Enquiry Question: Why does Christmas matter to Christians? Key Concept: Incarnation</p> <p>Key Learning: Know Christians believe that Jesus is God and was born as a baby in Bethlehem. Know the bible says that his birth shows that he was extraordinary. Know Christians celebrate Jesus’ birth. Know Advent for Christians is a time of getting ready for Jesus’ coming.</p> <p>Apply Y1 – Identify how their responses relate to events in their own lives.</p> <p>Apply Y2 – Identify simple examples of how their responses relate to their own lives and those of others.</p>	<p>Key Religion: Hinduism Enquiry Question: Is it important that good overcomes evil? Why / why not? Key Concept: Good and Evil</p> <p>Key Learning: Know Holi is a two-day Hindu festival in the spring. Know the story of Prahlad and Holika is told during Holi. Know key events of the story. Know the story is about good overcoming evil. Know how Hindus celebrate Holi.</p> <p>Inquire Y1 – Identify and talk about the key concepts studied that is common to all people.</p> <p>Inquire Y2 – Describe in simple terms the key concept explored that is common to all people Identify and talk about the concept that is common to many religions and used in the study of religions.</p>	<p>Key Religion: Christianity Enquiry Question: What sort of welcome did Jesus receive? Key Concept: Welcoming</p> <p>Key Learning: Know what welcoming means and give an example. Know Jesus rode into Jerusalem on Palm Sunday. Know he was welcomed by some but not by others. Know Christians celebrate Palm Sunday at the beginning of Easter week.</p> <p>Contextualise Y1 – Recognise that the concept is expressed in the way of life of the people studied.</p> <p>Contextualise Y2 – Simply describe ways in which the concept is expressed in the context of the ways of life of people living a religious life.</p>	<p>Key Religion: Christianity Enquiry Question: Why is it important for Christians to belong to a community? Key Concept: Community (as Belonging)</p> <p>Key Learning: Know what it means to ‘belong’ and give an example. Know that people belong to different groups for different reasons. Know Christians are a global group and may belong to a local church community. Know Christians show their belonging in different ways and give an example.</p> <p>Evaluate Y1 – Evaluate human experience of the concept by talking about it in simple terms and its importance to people living a religious life, and by identifying an issue raised.</p> <p>Evaluate Y2 – Evaluate the concept by describing in simple terms its value to people who are religious and, by talking with others, recognise an issue raised.</p>	<p>Key Religion: Hinduism Enquiry Question: Why is it important for Hindus to show protection at Raksha Bandhan? Key Concept: Protection</p> <p>Key Learning: Know what ‘protection’ means and give an example. Know that Raksha Bandhan is a Hindu festival about love and protection. Know the story of Indra and Vishnu which is remembered and celebrated at this time. Know that many Hindus give a special bracelet to show love during the festival.</p> <p>Evaluate Y1 – Evaluate human experience of the concept by talking about it in simple terms and its importance to people living a religious life, and by identifying an issue raised.</p> <p>Evaluate Y2 – Evaluate the concept by describing in simple terms its value to people who are religious and, by talking with others, recognise an issue raised.</p>
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Music	<p>Can I be helpful too? Focus dimension: Texture Yr 1 - Explore, use, respond to and recognise solo sounds and layers of sounds and texture Yr 2 - Respond to and begin to recognise and use different layers including simple accompaniments Dynamics Yr1 - Explore, use, respond to and recognise patterns of long and short sounds and to steady beats Yr 2 - Respond to, use, recognise and distinguish between steady beats and rhythm pattern and how they fit together</p> <p>Key Learning: Singing: Explore and use vocal sounds, chant and sing rhymes and songs building rhythmic memory. Rehearsing and performing: Sing and play in time starting to develop musical memory and follow a range of simple directions including ideas about how to improve and perform Notating: Respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical dimensions Listening and responding: Explore, respond to, recognise, and identify musical features (steady beat, rhythm pattern) and</p>		<p>Forests Focus dimension: Dynamics Y1: Explore, respond to, recognise and identify loud, moderate, quiet and silence Y2: Respond to, use, recognise and identify getting louder and quieter Timbre Y1: Use and identify families of school percussion instruments, their sound properties and explore how they could be played. Use and identify vocal sounds and explore how they could be used Y2: Identify and choose the way sounds are made and can be used Structure Y1: Explore, respond to and recognise simple structures including openings and endings (AB), beginning-middle-end, echoes and responses and simple repeated patterns (ostinato) Y2: Respond to, recognise and identify a range of repetition and contrast structures including Q and A, verse and chorus, ABA and repeated patterns (ostinato)</p> <p>Key Learning: Playing Explore and use an increased range of sounds (including body sounds) beginning to use correct percussion techniques and showing awareness of the use of the dominant hand. Demonstrate accuracy and control of correct technique on a range of untuned and tuned percussion instruments using both hands differentiating between left and right. Begin to play with musical intent Rehearsing and performing Sing and play in time starting to develop musical memory and follow a</p>	<p>The Great Fire of London Focus dimension: Pitch Y1 Explore, use, respond to, recognise and identify loud, moderate, quiet and silence Y2 Respond to, use, recognise and identify getting louder and quieter</p> <p>Key Learning: Playing: Explore and use an increased range of sounds (including body sounds) beginning to use correct percussion techniques and showing awareness of the use of the dominant hand. Demonstrate accuracy and control of correct technique on a range of untuned and tuned percussion instruments using both hands, differentiating between left and right. Begin to play with musical intent Rehearsing and performing: Sing and play in time starting to develop musical memory and follow a range of simple directions including ideas about how to improve and perform. Sing and play in time and follow a wider range of simple directions, developing musical memory and an awareness of why and how to improve and present a performance Notating: Respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical dimensions Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions including representations of rhythm and pitch Listening and responding: Explore, respond to, recognise and identify sounds from different sources and musical moods, features and changes/</p>	<p>Wispy Willow Focus dimension: Dynamics Y1 Explore, respond to, recognise and identify loud, moderate, quiet and silence Y2 Respond to, recognise and identify getting louder and quieter</p> <p>Key Learning: Playing: Demonstrate accuracy and control of correct technique on a range of untuned and tuned percussion instruments using both hands, differentiating between left and right. Begin to play with musical intent. Rehearsing and performing: Sing and play in time and follow a wider range of simple directions, develop awareness of why and how to improve and present a performance. Notating: Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions including representations of pitch Listening and responding: Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas Listen to People with Long Ears from Carnival of the Animals by Saint Saens Describing and discussing: Think and talk about what you hear, begin to explore the ideas behind the music and how they make you feel. Use key words relating to the dimensions</p>
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	<p>solo sounds and layers of sound</p>		<p>range of simple directions including ideas about how to improve and perform</p> <p>Sing and play in time and follow a wider range of simple directions, developing musical memory and an awareness of why and how to improve. and present a performance</p> <p>Notating</p> <p>Respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical dimensions</p> <p>Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions including representations of dynamics</p> <p>Listening and responding</p> <p>Explore, respond to, recognise and identify sounds from different sources and musical moods, features and changes/ contrasts and how music makes you feel</p> <p>Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas</p> <p>Describing and discussing</p> <p>Think and talk about sounds and music and how they make you feel. Use key words relating to the dimensions</p> <p>Think and talk about what you hear, begin to explore the ideas behind the music and how they make you feel</p>	<p>contrasts and how music makes you feel.</p> <p>Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas</p> <p>Describing and discussing: Think and talk about sounds and music and how they make you feel. Use key words relating to the dimensions</p> <p>Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas</p>	
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PSHE	<p>Concept: Me and my relationships</p> <p>Key Learning: Show the school Christian values of love, courage and respect and the school rules of ready, respectful and safe. Understand that classroom rules help everyone to learn and be safe. Understand the importance of attentive (active) listening skills and how to show them. Recognise how others might be feeling by reading body language/facial expressions. Identify a range of feelings and how these might make us behave Recognise that people's bodies and feelings can be hurt Suggest ways of dealing with different kinds of hurt. Identify simple qualities of friendship; Suggest simple strategies for making up.</p>	<p>Concept: Valuing Difference</p> <p>Key Learning: Identify and appreciate the differences and similarities between people Explain the difference between unkindness, teasing and bullying; Understand that bullying is usually quite rare. Understand that we should never be silent about bullying and we should always try to be kind. Recognise and explain what is fair and unfair Identify some of the people who are special to us and recognise why.</p>	<p>Concept: Keeping Safe</p> <p>Key Learning: Recognise the importance of sleep in maintaining a healthy, balanced lifestyle and identify helpful bedtime routines. Recognise emotions and physical feelings associated with feeling unsafe and identify people who can help them when they feel unsafe. Name parts of the body, understand and learn the PANTS rule and start thinking about who they trust and who they can ask for help. Understand that medicines can sometimes make people feel better when they're ill and explain simple issues of safety and responsibility about medicines. Recognise the range of feelings that are associated with loss.</p>	<p>Concept: Rights and Respect</p> <p>Key Learning: Recognise how a person's behaviour (including their own) can affect other people. Identify what they like about the school environment. Recognise who cares for and looks after the school environment. Demonstrate responsibility in looking after something and explain the importance of looking after things that belong to themselves or to others. Explain where people get money from and what it can be spent on. Explain the importance of keeping money safe and how we can do that.</p>	<p>Concept: Being My Best</p> <p>Key Learning: Recognise that they may have different tastes in food to others; Select foods from the Eatwell Guide in order to make a healthy lunch; Recognise which foods we need to eat more of and which we need to eat less of to be healthy. Recognise the importance of fruit and vegetables in their daily diet; Know that eating at least five portions of vegetables and fruit a day helps to maintain health. Recognise the importance of regular hygiene routines; Sequence personal hygiene routines into a logical order. Understand how diseases can spread; Recognise and use simple strategies for preventing the spread of diseases. Recognise that learning a new skill requires practice and the opportunity to fail, safely; Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. Demonstrate attentive listening skills;</p>	<p>Concept: Growing and Changing</p> <p>Key Learning: Understand that the body gets energy from food, water and air (oxygen); Recognise that exercise and sleep are important parts of a healthy lifestyle. Identify things they could do as a baby, a toddler and can do now; Identify the people who help/helped them at those different stages. Explain the difference between teasing and bullying; Give examples of what they can do if they experience or witness bullying; Say who they could get help from in a bullying situation. Understand some of the tasks required to look after a baby; Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding. Explain the difference between a secret and a nice surprise; Identify situations as being secrets or surprises; Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. Identify parts of the body that are private;</p>
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					<p>Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel.</p>	<p>Describe ways in which private parts can be kept private; Identify people they can talk to about their private parts.</p>
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PE	<p>Fundamentals 1 Key Learning: Physical – balance, jump, hop, run, speed, agility, dodge, skip and coordination Social – collaboration, work safely, support others Emotional – determination, self-regulation, honesty and perseverance Thinking- comprehension, select and apply skills</p> <p>Explore balance, stability and landing safely. Explore how the body moves differently when we are running at different speeds. Explore changing direction and dodging. Explore jumping, hopping and skipping actions. Explore coordination and combining jumps. Explore combining jumping and skipping in an individual rope.</p> <p>Fitness 1 Key Learning: Physical – run, jump, coordination, stamina, strength, agility, balance, throws Social – communication, cooperation, support, work safely, kindness Emotional – determination, kindness, honesty, independence, determination and perseverance</p>	<p>Gym 1 Key Learning: Physical – travelling action, shapes, balances, shape jumps, barrel roll, straight roll Social – collaboration, respect, sharing, work safely Emotional – confidence, self-regulation, perseverance Thinking- comprehension, select and apply action, creativity</p> <p>Explore travelling movements. Develop and combine travelling movements. Develop quality when performing and linking shapes. Develop quality when linking shapes. Develop quality when linking shapes. Develop stability and control when performing balances. Develop technique and control when performing shape jumps. Develop technique and control when performing shape jumps.</p> <p>Target Games 1 Key Learning: Physical – underarm throw, overarm throw, balance Social – collaboration, work safely, encourage others and leadership</p>	<p>Dance 1 Key Learning: Physical – actions, dynamics, space, relationships, balance, jumps Social – collaboration, respect, communication, work safely Emotional – confidence, empathy, acceptance, determination Thinking- creativity, select and apply actions, copy and repeat actions, provide feedback</p> <p>Use counts of 8 to move in time and make my dance look interesting. Explore pathways in my dance. Create my own dance using actions, pathways and counts. Explore speeds and actions in our pirate inspired dance. Copy, remember and repeat actions that represent the theme. Copy, repeat, create and perform actions that represent the theme. Explore speeds and actions. Use expression and create actions that relate to the story.</p> <p>Ball Skills 1 Key Learning: Physical – dribble with hands, roll, throw, catch, dribble with feet, track, balance, run</p>	<p>Sending and receiving 1 Key Learning: Physical – roll, throw, track, receive with feet, send with racket, balance Social – communication and support others Emotional –determination, honesty, independence Thinking- comprehension, select and apply skills</p> <p>Develop rolling and throwing a ball towards a target. Develop receiving a rolling ball and tracking skills. Be able to send and receive a ball with your feet. Develop throwing and catching skills over a short distance. Develop throwing and catching over a longer distance. Apply sending and receiving skills to small games.</p> <p>Invasion Games 1 Key Learning: Physical – dribble, throw, catch, kick, receive, run, jump, change direction, change speed, balance Social – supporting others, communication, cooperation, kindness Emotional – confidence, honesty, perseverance Thinking- comprehension, identifying strengths and areas for development, select and apply</p>	<p>Team Building 1 Key Learning: Physical – run, jump, balance, coordination Social – trust, communication, inclusion Emotional – confidence, determination Thinking- comprehension, identify, reflect and plan</p> <p>To co-operate with a partner to complete challenges. To explore and develop working as a team. To develop talking, listening and sharing skills. To use speaking and listening skills to lead a partner. To plan with a partner and small group to complete challenges. To use talking, listening and sharing skills to complete challenges.</p> <p>Net and Wall games 1 Key Learning: Physical – throw, catch, hit a ball, track a ball, balance, jump, run Social – support others, work safely, communication, cooperation Emotional – independence, determination, perseverance Thinking- comprehension, select and apply, reflect, identify areas of strength and areas for development, decision making</p>	<p>Striking and Fielding 1 Key Learning: Physical – underarm throw, overarm throw, catch, track, bat, balance, jump, run Social – collaboration, communication, support and encourage others, kindness Emotional – manage emotions, honesty, perseverance Thinking- comprehension, use tactics, select and apply decisions making</p> <p>Develop underarm throwing and catching. Develop overarm throwing. Develop hitting a ball. Develop collecting a ball. Learn how to get a batter out. Play games and understand how to score points.</p> <p>Athletics 1 Key Learning: Physical – run, balance, agility, coordination, hop, jump, leap, throw Social – work safely, collaboration Emotional – perseverance, independence, honesty, determination Thinking- reflections, comprehension, select and apply skills</p> <p>Move at different speeds over varying distances.</p>
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	<p>Thinking- comprehension, creativity, problem solving, reflection and feedback, Develop my understanding of how exercise can make you feel.</p> <p>Develop my understanding of how exercise can make you strong and healthy.</p> <p>Develop my understanding of how exercise relates to breathing.</p> <p>Develop my understanding of how exercise helps my brain.</p> <p>Develop my understanding of how exercise helps my muscles.</p> <p>Develop my understanding of the importance of daily exercise.</p>	<p>Emotional –honesty and perseverance</p> <p>Thinking- comprehension, select and apply, creativity</p> <p>Develop underarm throwing towards a target.</p> <p>Develop throwing for accuracy.</p> <p>Develop underarm and overarm throwing at a target.</p> <p>Develop throwing for accuracy and distance using underarm and overarm.</p> <p>Select the correct throw for the target.</p> <p>Develop throwing for accuracy and distance.</p>	<p>Social – communication, support others, cooperation</p> <p>Emotional – honesty, determination</p> <p>perseverance</p> <p>Thinking- exploration, make decisions, comprehension, use tactics</p> <p>Develop dribbling a ball with your hands.</p> <p>Explore accuracy when rolling a ball.</p> <p>Explore throwing with accuracy towards a target.</p> <p>Explore catching with two hands.</p> <p>Explore dribbling a ball with your feet.</p> <p>Explore tracking a ball that is coming towards me.</p>	<p>Understand the role of defenders and attackers.</p> <p>Recognise who to pass to and why.</p> <p>Move towards goal with the ball.</p> <p>Support a teammate when playing in attack.</p> <p>Move into space showing an awareness of defenders.</p> <p>Stay with a player when defending.</p>	<p>Defend space using the ready position.</p> <p>Play against an opponent and keep the score.</p> <p>Explore hitting with a racket.</p> <p>Develop racket and ball skills.</p> <p>Develop sending a ball using a racket.</p> <p>Develop hitting over a net.</p>	<p>Develop balance.</p> <p>Develop changing direction quickly.</p> <p>Explore hopping, jumping and leaping for distance.</p> <p>Develop throwing for distance.</p> <p>Develop throwing for accuracy.</p>
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Spirituality	<p>Opportunities for spirituality in the curriculum:</p>  <p>PSHE – How do I relate to others and how do they relate to me? (self, others) RE – What do others believe about God? What do I believe? (self, others, beyond) Science – How should we care for our world and its habitats? (our world) Music – What does this music make me feel? (self) PE – How can I develop my own skills? How can I support and encourage others? (self, others) My Happy Mind - How does Happy Breathing help you feel calm inside and what impact does that have around you? (self, others) When someone else feels big emotions like anger or worry, how could you help them use their brain to feel better? (self, others)</p>	<p>Opportunities for spirituality in the curriculum:</p> <p>PSHE – What do I think about difference? How do I value difference? How do I treat others and how do they treat me? (self, others) RE – Do I celebrate Christmas? Why? How do I celebrate? How do others celebrate? (self, others, beyond) PE – How can I develop my own skills? How can I be a sensitive but critical partner? (self, others) My Happy Mind - If you could grow one character strength to help make the world a better place, which would you choose and why? (self, our world)</p>	<p>Opportunities for spirituality in the curriculum:</p> <p>Art – What do I think and believe about angels? What do others think and believe? (self, others, beyond) RE – What do I believe about good and evil? What do others believe? (self, others) PSHE – Have I experienced loss? What was the impact and what are my feelings? What do I believe happens when living things die? What do others believe? (self, others, beyond) Science - How does our world change during the seasons and what is the impact of this on us? (self, our world) My Happy Mind - What’s something about you that you’re thankful for, and how does it make Team H-A-P feel when you appreciate yourself? (self) Can you think of a time when someone made you feel good—how did you show your appreciation, and how did it make you feel? (self, others)</p>	<p>Opportunities for spirituality in the curriculum:</p> <p>History – How do I respond to hearing about racial prejudice? How do others respond? Why? (self, others) PSHE – How does my behaviour affect others? How does their behaviour affect me? (self, others) Why and how should I care for the environment? RE – How do I welcome others and how do they welcome me? (self, others) Music – How does this music reflect the composer’s ideas (others) PE – How can I develop my own skills? How can I be a good partner? (self, others) Reading – how do I relate to other cultures different to mine? (self, others) Science – How can we ensure that plant life in the world around us thrives? (our world) My Happy Mind - How could using your character strengths help you build friendships that make the world a kinder place? (our world)</p>	<p>Opportunities for spirituality in the curriculum:</p> <p>PSHE – What are my tastes in food and what are those of others? (self, others) How does my hygiene affect myself and others? (self, others) How can I be responsible for preventing diseases which affect myself and others? (self, others) How can I be my best? (self) How can I resolve conflict with others? (self, others) How can I use praise to make others feel good? (self, others) RE – What are the communities I belong to and what is their value? (self, others) History – What is my response to hearing about the disaster of the Great Fire of London? (self, others) PE – How can I develop my own skills? How can I encourage others? (self, others) My Happy Mind - How can setting a class goal help everyone feel good and work together as a team? (self, others)</p>	<p>Opportunities for spirituality in the curriculum:</p> <p>Geography – What is my response to learning about another place in the world? (self, others, our world) RE – How do I protect others? How do others protect me? (self, others) PSHE – Who are my trusted adults? Why do I trust them? (self, others) PE – How can I develop my own skills? How can I be an effective teammate? (self, others) English – what is my role in protecting the world we live in? (self, world) Science – What do we understand and how do we feel about forces that we can’t see? e.g. gravity (our world, beyond) My Happy Mind – How do I connect with others when we have had a falling out? (self, others)</p>
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British Values	 <p>Opportunities to focus on British Values in the curriculum:</p> <ul style="list-style-type: none"> • Democracy • The rule of law • Individual liberty • Mutual respect • Tolerance of different faiths and beliefs <p>Reading - ‘The Slightly Annoying Elephant’ helps children to understand consequences of actions. ‘Cotton Wool Colin’ explores being able to express preferences and personal boundaries.</p> <p>RE - Learning about Christianity helps children understand and appreciate religious diversity Learning to follow classroom and school rules and choosing a young governor to represent our class opinions.</p> <p>PE - Children practise working safely, following rules for movement, equipment use, and fair play.</p>	<p>Opportunities to focus on British Values in the curriculum:</p> <p>PE - Pupils explore personal strengths, make choices in movement and tactics, and express themselves creatively. Children practise working safely, following rules for movement, equipment use, and fair play.</p> <p>RE - Learning about Christianity helps children understand and appreciate religious diversity</p> <p>PSHE - Valuing Difference unit helps children to ask questions about differences and celebrate those differences.</p> <p>PE - Pupils learn to collaborate, take turns, and encourage others, fostering respect for teammates and opponents.</p>	<p>Opportunities to focus on British Values in the curriculum:</p> <p>PE - Pupils explore personal strengths, make choices in movement and tactics, and express themselves creatively. Pupils learn to collaborate, take turns, and encourage others, fostering respect for teammates and opponents.</p> <p>RE - Learning about Hinduism helps children understand and appreciate religious diversity</p>	<p>Opportunities to focus on British Values in the curriculum:</p> <p>PE - Pupils learn to collaborate, take turns, and encourage others, fostering respect for teammates and opponents. Opportunities to listen to the ideas of others and share with peers.</p> <p>RE - Learning about Christianity helps children understand and appreciate religious diversity</p> <p>Reading - ‘Sulwe’ celebrates differences in culture and background</p> <p>PSHE - Rights and respect unit teaches children about expressing preferences and respecting the beliefs and opinions of others.</p>	<p>Opportunities to focus on British Values in the curriculum:</p> <p>PE - Inclusion and celebration of diversity through team-building and shared goals. Pupils learn to collaborate, take turns, and encourage others, fostering respect for teammates and opponents.</p> <p>Reading - ‘The True Story of the Three Little Pigs’ helps children to learn right from wrong and recognise consequences of actions.</p> <p>RE - Learning about Christianity helps children understand and appreciate religious diversity</p>	<p>Opportunities to focus on British Values in the curriculum:</p> <p>PE - Pupils explore personal strengths, make choices in movement and tactics, and express themselves creatively. Opportunities to listen to the ideas of others and share with peers.</p> <p>RE - Learning about Hinduism helps children understand and appreciate religious diversity</p>
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My Happy Mind	<p>Meet Your Brain</p> <p>Key learning: Yr 1 Where their brain is in their body and what it looks like. That our brain helps us to control our body, manage our emotions and solve problems. That our brain has 3 main parts, and it works best when they work together. The 3 parts are called Team H-A-P: Hippocampus, Amygdala and Prefrontal Cortex. That when we feel big emotions, our Amygdala can react and take over our brain, sending the Hippocampus and Prefrontal Cortex to sleep. That Happy Breathing helps our entire body, including our brain, to relax and wakes up the Hippocampus and Prefrontal Cortex. That if they want to improve at something, they need to practise repeatedly, and our brain helps us get better each time. This is called Neuroplasticity.</p> <p>Yr 2 More about what their brain looks like and that it is fully grown by age6. That our brain helps us to make good decisions and remember what we have learnt. That the Amygdala causes them to Fight, Flight or Freeze. Children will be asked to reflect and think of examples of how they use each part of Team H-A-P. That when we learn something new, our brain remembers it and grows. They'll learn about</p>	<p>Celebrate</p> <p>Key learning: Yr1 What Character Strengths are and how they make us unique and special. About the 5 Character Strengths and what they mean: Love and Kindness 1.Bravery and Honesty 2.Exploring and Learning 3.Teamwork and Friendship 4.Love of Life and Our World 5.How the best way to learn more about your strengths is to notice them. That our Character Strengths are like superpowers and, when we use them, it helps us to be our best and feel happy. That it is nice to tell other people when they use their Character Strengths, as it makes them feel good.</p> <p>Yr 2 About the same 5 Character Strengths as Year 1, but they will be asked to think about what each strength means and of some examples of the strengths in action. That when we use our Character Strengths, we can be our very best selves, that we all have our own unique set of strengths and we are all different. What Neuroplasticity is and how we can grow our Character Strengths if we practise using them. About how to recognise the Character Strengths in themselves.</p>	<p>Appreciate</p> <p>Key learning: Yr1 What 'appreciate' means, what types of things we appreciate, and how we show appreciation. That we can appreciate others, experiences and ourselves and not just material things. They will be able to say the categories on the Wheel of Gratitude. How to develop an Attitude of Gratitude. They will learn that showing gratitude makes them feel good; when we make someone feel good, it makes us feel good too. How Happy Breathing exercises help to remind us to appreciate the things we might forget. By practising giving gratitude over and over again, our brains will improve at appreciating things and people. This is called Neuroplasticity. That when we give and receive gratitude, it makes Team H-A-P happy, and they can work well together</p> <p>Yr 2 That 'being thankful' or 'having gratitude' are other ways of saying 'appreciating'. What the Wheel of Gratitude is and that it is important to focus on all parts of the Wheel of Gratitude: themselves, others, and experiences. That when we show gratitude to someone it makes them feel good. When we make someone feel good, it makes us feel good too. This is because a special</p>	<p>Relate</p> <p>Key learning: Yr1 That 'relate' means to get along with others and to understand another person and that they can relate with family, friends, and teachers in different ways. How their Character Strengths help them get along with others and learn that it is okay that we are all different. What Active Listening is. What 'Stop, Understand and Consider' means and think about how this can help them with friendship issues. That Happy Breathing can help them if they have big emotions when falling out with friends.</p> <p>Yr 2 That we relate to different people in different ways, and that different people relate differently too. How their Character Strengths can help them get along with other people. They will learn that we all have different strengths, which is okay. That it is okay that some people react differently to them and that, just because their reaction is different to theirs, it isn't wrong. How to spot the characteristics of a good friend and recognise this in themselves. How to actively listen and why this helps them to get along with others. They will look at what happens if they don't actively listen and how this can affect their ability to get along with others.</p>	<p>Engage</p> <p>Key learning: Yr1 What 'engage' means. What types of things they can engage in. That when they engage in something and feel happy, they can do the activity better. That they can set goals; sometimes these can be to do with learning, and other times they are to do with a hobby. How to set a class goal using the 3 steps. That setting goals and achieving them can make Team H-A-P happy too. That we do not always achieve our goals, but, as long we have tried, we will learn something new. That just because they can't do something straight away, it doesn't mean they won't be able to in the future.</p> <p>Yr 2 When they feel good, they do good. Goal setting is a good way to help us achieve what we want. If we set goals, we are more likely to achieve them. The 3 steps to set a goal and practise setting goals as a class. How Happy Breathing can help when goals are tricky.</p>

	Neuroplasticity and think of examples of how they can use it to help them. How they can use Happy Breathing to help Team H-A-P work as a team, but also how Happy Breathing can help with Neuroplasticity	How to think about which Character Strengths they would like to grow or use more of.	chemical gets released into our brains which makes us feel amazing. That Team H-A-P love it when we appreciate ourselves, so it is important to be kind to ourselves and others. How being grateful for ourselves can be hard and how Happy Breathing can help us.	hat Team H-A-P feels happy when we actively listen because we are using all parts of the team. How to 'Stop, Understand and Consider' and why it is important to do this before responding. How Happy Breathing can help them with friendship issues by keeping them calm.	
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