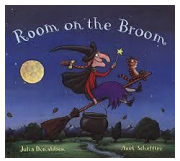
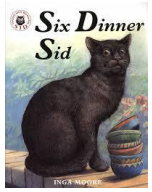
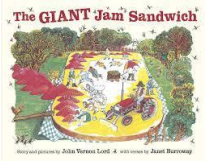
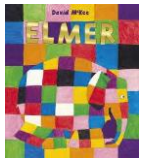
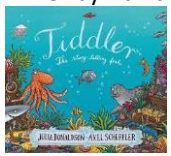
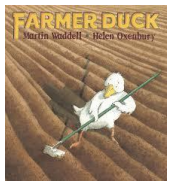
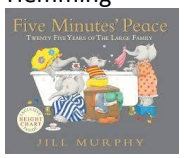
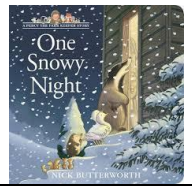
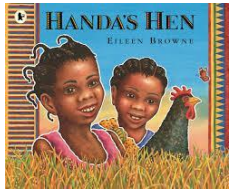
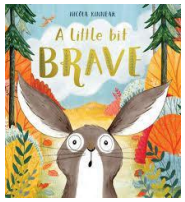
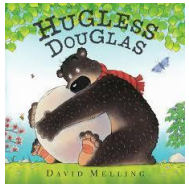
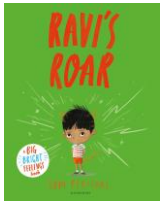
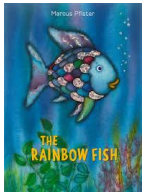
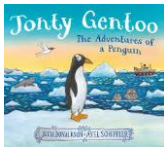
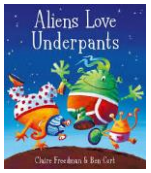
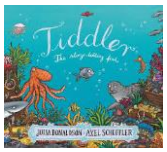
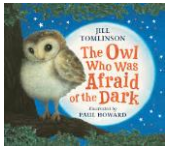
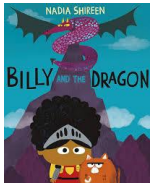
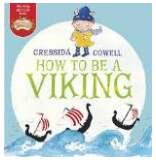
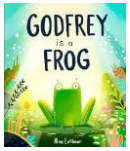
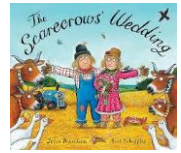
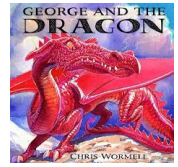
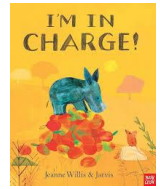
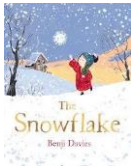
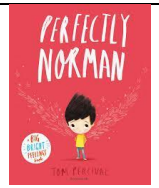
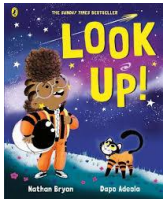
Long Term Key Learning Overview

Year 1/ 2 Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	**Texts:**  Room on the Broom by Julia Donaldson  Six Dinner Sid by Inga Moore  The Giant Jam Sandwich by Janet Burroway and John Vernon Lord  Elmer by David Mckee  Tiddler by Julia Donaldson	**Texts:**  Farmer Duck by Martin Waddell  The Leaf Thief by Alice Hemming  Five Minutes Peace by Jill Murphy  Stick Man by Julia Donaldson  	**Texts:**  Lost and Found by Oliver Jeffers  Handa's Hen by Eileen Browne  A Little Bit Brave by Nicola Kinnear  Hugless Douglas by David Melling	**Texts:**  Ruby's Worry – Tom Percival  Ravi's Roar – Tom Percival  The Rainbow Fish – Marcus Pfister  Jonty Gentoo – Julia Donaldson  	**Texts:**  Tiddler – Julia Donaldson  The Owl Who was Afraid of the Dark – Jill Tomlinson  Billy and the Dragon – Nadia Shireen  How to be a Viking – Cressida Cowell  Godfrey is a Frog – Alex Latimer	**Texts:**  Supertato – Sue Hendra and Paul Linnet  The Scarecrow's Wedding – Julia Donaldson  George and the Dragon – Chris Wormell  The Bear and the Piano – David Litchfield  I'm in Charge – Jeanne Willis

	 Leo and the Octopus by Isabelle Marinov and Chris G. Paling **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.	One Snowy Night by Nick Butterworth  The Snowflake by Benji Davies **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	 Perfectly Norman by Tom Percival **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.	Aliens Love Underpants – Claire Freedman and Ben Cort  Look Up! – Nathan Bryon **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. 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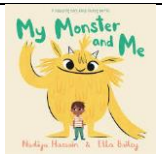
Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what	 My Monster and Me – Nadiya Hussain **Y1 Key Learning:** Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, 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. 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	Participate in discussion about what is read to them, taking turns and listening to what others say. 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. Ask questions and express opinions about main events and characters in stories. Recognise and join in with predictable phrases. Y2 Key Learning Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Read accurately words of two or more syllables that contain the graphemes taught so far Read words containing common suffixes Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Identify and discuss the main events or key points in a text. Retell a story clearly and with appropriate detail. Answer questions. Ask questions.	and correct inaccurate reading. Participate in discussion about what is read to them, taking turns and listening to what others say. 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. Ask questions and express opinions about main events and characters in stories. Recognise and join in with predictable phrases. **Key Learning:** ad accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes ad accurately words of two or more syllables that contain the graphemes taught so far ad words containing common suffixes ad aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. ntify and discuss the main events or key points in a text. 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Develop understanding … by drawing on what they already know or on background information and vocabulary provided by the teacher Recall the main points of a narrative in the correct sequence Make inferences on the basis of what is being said and done **Y2 Key Learning:** ad accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes ad accurately words of two or more syllables that contain the graphemes taught so far ad words containing common suffixes ad aloud books closely matched to their improving phonic	and correct inaccurate reading. Participate in discussion about what is read to them, taking turns and listening to what others say. 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. Ask questions and express opinions about main events and characters in stories. 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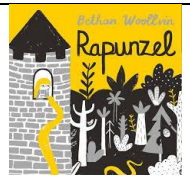
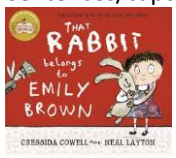
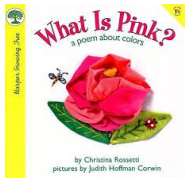
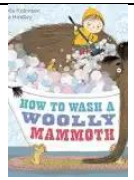
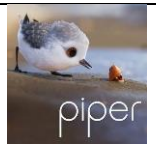
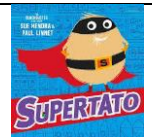
Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read, or hear read, to their own experiences. Ask questions and express opinions about main events and characters in stories. Recognise and join in with predictable phrases . Develop understanding … by drawing on what they already know or on background information and vocabulary provided by the teacher Recall the main points of a narrative in the correct sequence Make inferences on the basis of what is being said and done **Y2 Key Learning:** Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Read accurately words of two or more syllables that contain the graphemes taught so far Read words containing common suffixes Read aloud books closely matched to their improving phonic knowledge,

	Extract information from the text and discuss orally with reference to the text. Recognise simple recurring literary language in stories and poetry. 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.	swer questions k questions tract information from the text and discuss orally with reference to the text. Recognise simple recurring literary language in stories and poetry. 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	knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. swer questions k questions tract information from the text and discuss orally with reference to the text. Recognise simple recurring literary language in stories and poetry. 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 Discuss the sequence of events in books and how items of information are related Make simple inferences about characters' thoughts and feelings and reasons for actions Discuss favourite words and phrases Identify how vocabulary choice affects meaning	words accurately, automatically and without undue hesitation. Answer questions Ask questions Extract information from the text and discuss orally with reference to the text. Recognise simple recurring literary language in stories and poetry. 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 Discuss the sequence of events in books and how items of information are related Make simple inferences about characters' thoughts and feelings and reasons for actions Discuss favourite words and phrases Identify how vocabulary choice affects meaning	Recognise simple recurring literary language in stories and poetry. 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 Discuss the sequence of events in books and how items of information are related Make simple inferences about characters' thoughts and feelings and reasons for actions Discuss favourite words and phrases Identify how vocabulary choice affects meaning	sounding out unfamiliar words accurately, automatically and without undue hesitation. Answer questions Ask questions Extract information from the text and discuss orally with reference to the text. Recognise simple recurring literary language in stories and poetry. 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 Discuss the sequence of events in books and how items of information are related Make simple inferences about characters' thoughts and feelings and reasons for actions Discuss favourite words and phrases Identify how vocabulary choice affects meaning

Writing	 Text: Rapunzel by Bethan Woollvin Purpose: retell Form: Narrative sentences/captions  Text: That Rabbit Belongs to Emily Brown by Cressida Cowell Purpose: describe/retell Form: Labelling/descriptive sentences  Text: What Is Pink? (poem) – Christina Rossetti Purpose: entertain/describe Form: Poetry **Y1 Key Learning:** Say out loud what they are going to write about Have an awareness that ideas can be organised into a sequence Compose a sentence orally before writing it Leave spaces between words Use capital letter for names Begin to punctuate sentences using a capital letter and a full stop	 Text: The Queen's Hat by Steve Anthony Purpose: Retell/Inform Form: Diary/Information sentences  Text: Stick Man by Julia Donaldson Purpose: retell Form: Narrative **Y1 Key Learning:** Spell words containing each of the 40+ phonemes already taught. Say out loud what they are going to write about. Discuss what they have written with the teacher or other pupils. Use simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary. Has an awareness that ideas can be organised into a sequence. Compose a sentence orally before writing it. Write a simple sentence starting with a noun/proper noun.	 Text: Lost and Found by Oliver Jeffers Purpose: retell/innovate Form: narrative  Mr Tiger Goes Wild by Peter Brown Purpose: inform/describe Form: letter **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 Sequence sentences to form short narratives Select basic ideas and content linked to the purpose of a task Re-read what they have written to check that it makes sense	 Text: How to Wash A Woolly Mammoth – Michelle Robinson and Kate Hindley Purpose: To inform Audience: pet shop visitors Form: instructions Outcome: Own instructions for how to look after an animal  Text: Meerkat Mail by Emily Gravett Purpose: retell/inform Form: letter **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 Sequence sentences to form short narratives Select basic ideas and content linked to the purpose of a task	 Text: Piper (Pixar Shorts) Purpose: retell/entertain Audience: children Form: narrative Outcome: retell of the story  Text: The Day the Crayons Quit Purpose: to inform Audience: children in Wickham school Form: letter Outcome: A letter from the different crayons or different furniture to explain why they need a break **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 stops Begin to spell words using contracted forms Sequence sentences to form short narratives	 Text: Supertato by Sue Hendra Purpose: retell/entertain Audience: children Form: narrative Outcome: own superhero story  Text: The River Purpose: to inform Audience: visitors to the water meadows Form: narrative/information text Outcome: Information sentences about the River Meon /a story about the journey of a fish down the river Real Life Writing Opportunity: Purpose: to retell Audience: parents Form: recount Outcome: a retell of the trip to the Sea City museum **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

	Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these. Use simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary. Use capital letter for names. Write a simple sentence starting with a noun/proper noun. **Y2 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. Appropriately sequences ideas. Use capital letters, full stops and exclamation to demarcate sentences. Form lower-case letters of the correct size relative to one another. Use a brief opening and ending. Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly.	Leave spaces between words Use capital letter for names Use capital letter for the personal pronoun 'I' Begin to punctuate sentences using a capital letter and a full stop. Join words using 'and' Begin to punctuate sentences using a question mark. Write a simple sentence starting with a personal pronoun. **Y2 Key Learning:** Use capital letters, full stops, question marks and exclamation to demarcate sentences Use the present and past tenses correctly and consistently Write expanded noun phrases to describe and specify Write questions (beginning with who/ what/ when/ where/ how etc) Write statements Use coordinating conjunctions (or/and/but) Use a brief opening and ending. Appropriately sequences ideas. Use capital letters, full stops and exclamation to demarcate sentences. Spell by segmenting spoken words into phonemes and represent these by	Spell words containing each of the 40+ phonemes already taught Begin to spell words using contracted forms Sequence sentences to form short narratives Join clauses using 'and' Use a capital letter for days of the week Spell the days of the week **Y2 Key Learning** Use capital letters, full stops, question marks and exclamation to demarcate sentences Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience Use adventurous vocabulary appropriate to task Link related sentences through the use of pronouns and adverbials where appropriate Add suffixes to spell longer words, including –ful, –less (to create adjectives) Use capital letters, full stops, question marks and exclamation to demarcate sentences Use subordinating conjunctions (when/ if /that /because) Use commas to separate items in a list Use apostrophes to mark where letters are missing in spelling	Re-read what they have written to check that it makes sense Begin to spell words using contracted forms Join clauses using 'and' Use a capital letter for days of the week Spell the days of the week **Y2 Key Learning** Use capital letters, full stops, question marks and exclamation to demarcate sentences Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience Use adventurous vocabulary appropriate to task Link related sentences through the use of pronouns and adverbials where appropriate Use commas to separate items in a list Use subordinating conjunctions (when/ if /that /because) Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience Use apostrophes to mark where letters are missing in spelling Spell more words with contracted forms	Select basic ideas and content linked to the purpose of a task Re-read what they have written to check that it makes sense Join clauses using 'and' Write reliably formed simple and compound sentences Use simple prepositions Can add prefixes and suffixes using –er and –est where no change is needed in the spelling of root words Begin to punctuate sentences using an exclamation mark **Y2 Key Learning:** Use capital letters, full stops, question marks and exclamation to demarcate sentences Use subordinating conjunctions (when/ if /that /because) Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience Use apostrophes to mark where letters are missing in spelling Spell more words with contracted forms Expanded noun phrases Use the suffixes –er, -est, in adjectives Link related sentences through the use of pronouns and adverbials where appropriate	information and ideas, e.g. story or topic related vocabulary Begin to punctuate sentences using a capital letter and a full stops 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 Re-read what they have written to check that it makes sense Join clauses using 'and' Spell regular plurals Use adjectives Write reliably formed simple and compound sentences Join clauses using 'and' Use simple prepositions Can add prefixes and suffixes using –er and –est where no change is needed in the spelling of root words Begin to punctuate sentences using an exclamation mark **Y2 Key Learning:** Use capital letters, full stops, question marks and exclamation to demarcate sentences Use subordinating conjunctions (when/ if /that /because) Selection of relevant content shows an awareness of purpose and

	Write questions (beginning with who/ what/ when/ where/ how etc).	graphemes, spelling many correctly Use the present and past tenses correctly and consistently Use –ly to turn adjectives into adverbs – slow/ slowly Add suffixes to spell longer words, including –ly	Spell more words with contracted forms		Use sentences with different forms: statement, question, exclamation, command Use apostrophes to mark singular possession in nouns Add suffixes to spell longer words –ment, –ness Form nouns using suffixes –ness, -er and by compounding e.g. whiteboard, superman Use a range of prepositions (behind, before, above, along) Use adventurous vocabulary appropriate to task	an emerging awareness of their audience Use adventurous vocabulary appropriate to task Expanded noun phrases Spell plural forms Use the suffixes –er, -est, in adjectives Link related sentences through the use of pronouns and adverbials where appropriate Use sentences with different forms: statement, question, exclamation, command Use apostrophes to mark singular possession in nouns Add suffixes to spell longer words –ment, –ness Form nouns using suffixes –ness, -er and by compounding e.g. whiteboard, superman

Maths	***The objectives taught may not follow this order but many of these key skills will be drawn upon when solving problems.*** **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 that 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	***The objectives taught may not follow this order but many of these key skills will be drawn upon when solving problems.*** **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	***The objectives taught may not follow this order but many of these key skills will be drawn upon when solving problems.*** **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 and7 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,	***The objectives taught may not follow this order but many of these key skills will be drawn upon when solving problems.*** **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'	***The objectives taught may not follow this order but many of these key skills will be drawn upon when solving problems.*** **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	***The objectives taught may not follow this order but many of these key skills will be drawn upon when solving problems.*** **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 that 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

	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**.** **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	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. **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-	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). **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	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	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	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**.** **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

	relative position on a number-line Read and write numbers to at least 100 in numerals and in words. Use the number-line with structured resources to develop understanding of how numbers relate to one another. Order numbers up to 100 starting from any number. Compare and order numbers from 0 up to 100, use < , > and = signs. Identify and represent numbers using a range of pictorial representations including the number-line. Count in steps of 10 from any number, forward or backward. Given a number, identify one/ten more and one/ ten less bridging through tens and through one hundred. Use the language of two more than 19 is 21; two less than 31 is 29. Use a context to solve problems involving ten more and ten less. Partition all numbers up to 10 into two parts in different ways using concrete objects. Record pictorially. Revise and develop fluency in the use of partitions of all numbers up to 20, recalling and deriving associated subtraction facts to solve problems. Revise and develop fluency in using partitioning and	digit number and ones; a 2-digit number and tens Add three one-digit numbers Count reliably in 2s, 5s and 10s from zero. Introduce counting in 3s from zero. (multiples) Link counting in 2s, 5s ,10s to grouping objects and to the pattern of numbers on a number-line Link counting in 5s to counting in minutes on a clock face Solve problems involving groups of 2, 5 and 10 objects using pictorial recording Rehearse together the language of 'How many groups of 2 (5, 10) are there?' ~ 'There are 3 groups of 2 (5,10)' Construct arrays with concrete objects. Notice that 2 x 5 = 5 x 2 etc. (Commutativity). Record pictorially Develop the concept of sharing and grouping into different sized groups (not just 2s) Identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line Identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid.	pictorial representations including on a number-line. Construct simple pictograms and tally charts. Ask and answer simple questions by counting the number of objects in each category and sorting categories by quantity. 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. Add three one-digit numbers. 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. Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Tell and write the time including quarter past / to the hour and draw the hands on a clock face to show these times. Know how many minutes there are in an hour, half an hour and quarter of an hour. Know the number of hours in a day.	concrete objects and pictorial representations. 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). **Y2 Key Learning:** Tell and write the time including quarter past / to the hour and draw the hands on a clock face to show these times. Know how many minutes there are in an hour, half an hour and quarter of an hour. Know the number of hours in a day. Identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line. Identify 2-D shapes on the surface of 3-D shapes. Identify and describe the properties of 3-D shapes. Order and arrange combinations of mathematical objects in patterns. Recognise, find, name and write fractions as equal parts of a shape (½, ¼, 2/4 = ½. Introduce 1/3 and ¾ of a shape.) Count reliably in 2s, 5s and 10s. Recall and use multiplication and division	and arrays with the support of the teacher. 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. Recognise that 5 is half of 10 and show using concrete resources and diagrams. Recognise, find and name a half as one of two equal parts of a quantity (division by 2) **Y2 Key Learning:** Solve simple problems in practical contexts involving addition and subtraction of money of the same unit, including giving change. Recognise, find, name and write fractions 1/3, ¼, 2/4 and ¾ of a quantity Write simple fractions e.g. ½ of 6 = 3 and recognise the equivalence of 2/4 Add and subtract numbers using concrete objects, pictorial representations and mentally including two 2- digit numbers. Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities, and measures. Solve problems involving multiplication and division, using materials, arrays,	relative position on a number-line Read and write numbers to at least 100 in numerals and in words. Use the number-line with structured resources to develop understanding of how numbers relate to one another. Order numbers up to 100 starting from any number. Compare and order numbers from 0 up to 100, use < , > and = signs. Identify and represent numbers using a range of pictorial representations including the number-line. Count in steps of 10 from any number, forward or backward. Given a number, identify one/ten more and one/ ten less bridging through tens and through one hundred. Use the language of two more than 19 is 21; two less than 31 is 29. Use a context to solve problems involving ten more and ten less. Partition all numbers up to 10 into two parts in different ways using concrete objects. Record pictorially. Revise and develop fluency in the use of partitions of all numbers up to 20, recalling and deriving associated subtraction facts to solve problems. Revise and develop fluency in using partitioning and

	part-whole diagrams to read, write and interpret mathematical statements to 20 when solving problems. Revise and develop fluency using known or derived number facts. Revise and develop fluency in solving problems that involve addition and subtraction to 20, using concrete objects and pictorial representations. Compare and order lengths using appropriate standard units (cm). Record the results using > , < and = 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-digit number and ones; a 2-digit number and tens. Add three one-digit numbers.	Recognise, name and write a half as one of two equal parts of a quantity Write a half as a word and as a number Recognise, find, name and write fractions as equal parts of a shape (link to symmetry and folding)- Focus on 12, 1 4 ,24 = 12 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.		facts for the 2, 5 and 10 multiplication tables, including recognising odds and evens. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods. Use the multiplication (x) and equals (=) signs to show solutions alongside other representations. Rehearse and use the language of 'How many groups of 2 (5, 10) are there?' Share objects equally by counting how many in each group and record pictorially (arrays). Recognise the link with multiplication facts represented as arrays. Develop the concept of sharing and grouping into different sized groups (not just 2s, 5s and 10s) Read and write numbers in numerals and in words to at least 100 Derive and use related facts up to 100. e.g. 3 + 7 and 30 + 70 Order numbers up to 100 starting from any number crossing the tens boundaries Count back from any given number up to 100 Given a number, identify one more and one less Add multiples of 10 to any number using concrete	repeated addition, mental methods. Use the multiplication (x) and equals (=) signs to show solutions alongside other representations e.g. arrays and number-lines Share objects equally by counting how many in each group and record pictorially (arrays). Recognise the link with multiplication facts represented as arrays. Use place value and number facts. 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. Solve problems with addition and subtraction applying their increasing knowledge of mental and written methods including partitioning tens and 1s in different ways Solve two-step problems, make decisions about the steps to be taken.	part-whole diagrams to read, write and interpret mathematical statements to 20 when solving problems. Revise and develop fluency using known or derived number facts. Revise and develop fluency in solving problems that involve addition and subtraction to 20, using concrete objects and pictorial representations. Compare and order lengths using appropriate standard units (cm). Record the results using > , < and = 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-digit number and ones; a 2-digit number and tens. Add three one-digit numbers.

				resources and a number-line Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems Revise and use partitions of all numbers up to 20. Represent using part-whole diagrams such as a bar model Use partitioning and part-whole diagrams to read, write and interpret mathematical statements to 20 when solving problems Solve one-step problems that involve addition and subtraction to 20. Count in 3s from zero to 30. Interpret and construct simple tally charts, block diagrams and tables. ` Ask and answer questions about totalling and comparing and categorical data.		

Science	**Enquiry Question:** What is growing around us? **Key Learning:** Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Observe plants and record observations. Identify different types of plant. Compare plants and describe them. Sort plants in different ways.	**Enquiry Question:** Which materials make the best coat? **Key Learning:** Know that there are different materials and name/identify some Know that materials have describable properties Know that different materials have different properties Classify materials by their properties Compare and group everyday materials from physical properties Know that materials can be changed by physical force (twisting, bending, squashing and stretching) Gather and record simple data Perform simple tests Discuss ideas about how to find things out Explain what happened in an investigation Say if results are surprising or not (and why) Use simple features to compare materials Say what is being observed and measured	**Enquiry Question:** Do all animals grow in the same way? **Key Learning:** Name parts of the human body and say what sense is associated with this Notice that animals, including humans, have offspring which grow into adults Find out about basic needs of animals (water, food and air) Describe the importance of exercise, food and hygiene Recognise similarities and differences between animals and their life cycles Recognise and describe some animal life cycles Distinguish between things living, dead and never alive All animals eventually die Animals reproduce new animals when they reach maturity Animals grow until they reach maturity and then don't grow any larger Observe closely Identify and classify Use observations to suggest answers to questions	**Enquiry Question:** How do pushes and pulls affect an object? **Key Learning:** Things can move in different ways. What is a push force? What is a pull force? Pushing and pulling can make things move or stop Pushing and pulling can make things move faster or slower Materials can be changed by physical force (twisting, bending, squashing and stretching) Pushing and pulling can change the shape of things Bigger pushes and pulls have bigger effects Ask questions Observe closely Use observations to suggest answers to questions Carry out a fair test	**Enquiry Question:** How does the River Meon change in the summer? **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 changes Asking questions Observing closely Identify and classify Using observations to suggest answers to questions Measuring data Recording and presenting data

History	**Enquiry Question:** How have boats changed over time? **Key Learning:** Demonstrate an understanding of the ways in which travel and transport has changed throughout history. Talk about what they know about the inventions of boats. Know some of the significant people involved in the development of different types of boats. 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.		**Enquiry Question:** How has exploring changed throughout history? **Key Learning:** Talk about the lives of explorers Neil Armstrong and Matthew Henson. Compare the lives and times in which the two explorers lived. Understand and use a range of time terms. Tell the difference between past and present in own and other people's lives. Understand key features of events. Show chronological understanding. Ask simple questions and produce answers to a few historical enquiries using historical terminology. Tell the difference between past and present in own and other people's lives.			**Enquiry Question:** Why do we remember the Titanic? **Key Learning:** What was the Titanic? Why was the Titanic popular with both rich and poor? What happened to the passengers? Why did the 'unsinkable' Titanic sink? 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

Geography		**Enquiry Question:** Where in the world are we? **Key Learning:** Label a map of the world or their local area by creating their own or learnt symbols. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Explore and recognise the weather patterns of the UK, seasonal and daily. Use plan perspectives to recognise landmarks and basic human and physical features. Explore and use picture maps, globes and a simple atlas. Use the 4-point compass directions; North, East, South, West, and use directional language to describe location features.		**Enquiry Question:** Where in our world are the hot and cold places and what are they like? **Key Learning:** Name and locate the world's seven continents and five oceans The location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to key physical features Use world maps, atlases and globes to identify continents and oceans Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map 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 school and its grounds and the key human and physical features of its surrounding environment.	**Enquiry Question:** Are all rivers the same? **Key Learning:** What do we already know about rivers? What do all rivers have? Where do rivers come from? Where do they go? What is their purpose? What questions do they have of their own about rivers? Where are the River Thames and the River Meon? What are the human and physical features of the River Thames and River Meon? What is the route to the River Meon from school? What observations and data can we make of the River Meon? What do these tell us? What are the similarities and differences between the River Thames and the River Meon? Understand securely and use a wider range of geographical terms to refer to geographical skills and fieldwork. Ask a series of questions about places and environments. Explore and use picture maps, globes and a simple atlas. Use the 4-point compass directions and use	

					directional language to describe location features. Carry out fieldwork and use observations to answer a question. Notice patterns and changes from carrying out fieldwork in their local area. Devise a simple map and use agreed realistic symbols to make a simple key.	

DT	**Enquiry Question:** How do you make a smoothie? **Key Learning:** Experience of common fruit and vegetables. Undertaking sensory activities i.e. appearance, taste and smell. Experience of cutting soft fruit and vegetables Using appropriate utensils. Design appealing products for a particular user based on simple design criteria. Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. Taste and evaluate a range of fruit and vegetables To determine the intended user's preferences. Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of the 'eat-well' guide. Know and use technical and sensory vocabulary relevant to the project.		**Enquiry Question:** Which is the best joining technique to join materials? **Key Learning:** Design a functional and appealing product for a chosen user and purpose based on simple design criteria. Generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and information and communication technology. Select from and use a range of tools and equipment to perform practical tasks e.g. marking out, cutting, joining Select from and use textiles according to their characteristics. Explore and evaluate a range of existing textile products. Evaluate their ideas throughout and their final products against original design criteria. Understand how simple 3-D textile products are made, using a template to create two identical shapes. Understand how to join fabrics using different techniques e.g. sewing, gluing, stapling. Explore different finishing techniques e.g. using fabric paint, stitching, sequins, buttons.		**Enquiry Question:** How can I make a moving mechanism? **Key Learning:** Explore a range of existing books and everyday products that use simple sliders and levers. Generate ideas based on simple design criteria and their own experiences, explaining what they could make. Develop, model and communicate their ideas through drawings and mock-ups with card and paper. Plan by suggesting what to do next. Select and use tools, explaining their choices, to cut, shape and join paper and card. Use simple finishing techniques suitable for the product they are creating Explore and use sliders and levers. Understand that different mechanisms produce different types of movement. Know and use technical vocabulary relevant to the project Evaluate their product by discussing how well it works in relation to the	

			Know and use technical vocabulary relevant to the project.		purpose and the user and whether it meets design criteria.	
Art		**Enquiry Question:** What is a portrait? **Key Learning:** Paint familiar objects applying mixing and matching skills Use tools to apply paint e.g. brushes. Mix primary colours to create secondary colours on a colour wheel Know the names of all primary and secondary colours. Explore lightening and darkening paint. Investigate tone and texture by drawing light/ dark lines, patterns and shapes using a pencil e.g. by hatching, shading Start to record simple media explorations in a sketch book. Use a sketchbook to plan and develop simple ideas.		**Enquiry Question:** How can I create a frozen world in a paper collage? **Key Learning:** Can select, sort and modify by, cutting, tearing with care before adding other marks and colour to represent an idea. Use adhesives to select and place cut and torn shapes onto a surface to convey an idea. In collage, develop skills in overlapping and overlaying to create effects. Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Draw from observation, memory or imagination.		**Enquiry Question:** What is a sculpture? **Key Learning:** Create shapes and an effective sculpture with torn paper and paste. Discuss and develop ideas about how to create and attach. Use a range of tools to create a print Use a range of tools to create paper and paste sculpture. Use a sketchbook to plan and develop simple ideas Can select, sort and modify by, cutting, tearing with care before adding other marks and colour to represent an idea. Use adhesives to select and place cut and torn shapes onto a surface to convey an idea. In sculpture, develop skills in building layers and creating shape. Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Draw from observation, memory or imagination.

Computing	**Units:** Computing systems and networks – Technology around us Creating media - Digital writing **Enquiry Question:** How can we use computer technology to draw and write? **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.	**Unit:** Programming – Programming animations **Enquiry Question:** How can we program an animation? **Key Learning:** Choose a command for a given purpose. Show that a series of commands can be joined together. Identify the effect of changing a value. Explain that each sprite has its own instructions. Design the parts of a project. Use my algorithm to create a program.	**Unit:** Programming – Programming quizzes **Enquiry Question:** How can I create a quiz? **Key Learning:** Explain that a sequence of commands has a start. Explain that a sequence of commands has an outcome. Create a program using a given design. Change a given design. Create a program using my own design. Decide how my project can be improved.	**Unit:** Creating Media - Digital painting **Enquiry Question:** How can we make a digital painting? **Key Learning:** Describe what different freehand tools do. Use the shape tool and the line tools. Make careful choices when painting a digital picture. Explain why I chose the tools I used. Use a computer on my own to paint a picture. Compare painting a picture on a computer and on paper.	**Unit:** Creating Media – Digital photography **Enquiry Question:** How can we create and change digital photos? **Key Learning:** Use a digital device to take a photograph. Make choices when taking a photograph. Describe what makes a good photograph. Decide how photographs can be improved. Use tools to change an image. Recognise that photos can be changed.	**Unit:** Creating Media – Digital music **Key Learning:** Say how music can make us feel. Identify that there are patterns in music. Experiment with sound using a computer. Use a computer to create a musical pattern. Create music for a purpose. Review and refine our computer work.

RE	**Key Religion:** Christianity **Enquiry Question:** Who made the world? **Key Concept:** Special (as Creation) **Key Learning:** Know Christians believe God created the world and everything in it. Know the Christian creation story. Know that Christians believe God's world, and everything in it, is special and He wants people to take care of it. Know that Christians give thanks to God for the special things in our world. **Communicate Y1 –** **Talk** about their own responses to their experiences of the concept. **Communicate Y2 –** **Describe in simple terms** their responses to their experiences of the concept.	**Key Religion:** Christianity **Enquiry Question:** Why is light an important symbol for Christians? **Key Concept:** Light as a symbol (Advent) **Key Learning:** Know that for Christians, light can be a symbol of Jesus and God. Know that a Christingle is used in a special Christian church service often at Christmas. Know that the parts of a Christingle are symbols e.g. red ribbon is symbolic of love or Jesus's sacrifice. **Apply Y1 –** **Identify** how their responses relate to events in their own lives. **Apply Y2 –** **Identify** simple examples of how their responses relate to their own lives and those of others.	**Key Religion:** Christianity **Enquiry Question:** What is the good news that Jesus brings? **Key Concept:** Belonging, Gospel **Key Learning:** Know Christians believe Jesus is good news. Know Christians believe the good news of Jesus is communicated through the gospels. Know some reasons why Christians believe Jesus is good news. Know Christians share the good news Jesus brings in different ways. **Contextualise Y1 - Recognise** that the concept is expressed in the way of life of the people studied. **Contextualise Y2 - Simply describe ways** in which these concepts are expressed in the context of the ways of life of people living a religious life.	**Key Religion:** Christianity **Enquiry Question:** Why does Easter matter to Christians? **Key Concept:** Salvation (Rescue) **Key Learning:** Know that Easter is a Christian festival that occurs in spring Know that, at Easter, Christians remember a very important part of the bigger story in the Bible. Know the main events of Holy Week and what happened to Jesus. Know that Easter is important to Christians and begin to understand why. Know that Christians have different Easter traditions. **Inquire Y1** – **Identify and talk about** the key concept studied that is common to all people. **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.	**Key Religion:** Hinduism **Enquiry Question:** Why is it important to remember others? **Key Concept:** Remembering **Key Learning:** Know that Hindus celebrate the festival of Janmashtami to remember the birth of Krishna. Know the story of Krishna's birth. Know that Hindus believe Krishna is a human incarnation of the deity Vishnu. Know ways that Hindus remember Krishna during Janmashtami. **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. **Evaluate Y2 –** Evaluate the concepts by **describing in simple terms** their value to people who are religious and, by talking with others, recognise an issue raised.	**Key Religion:** Christianity & Hinduism **Enquiry Question:** Why is water precious for people of different faiths? **Key Concept:** Precious **Key Learning:** Know that water is precious to Christians and Hindus and begin to understand why. Know that water is a symbol of purity, life and renewal for Hindu's and Christians. Know some ways that water is used in Hindu and Christian ceremonies e.g. baptism, Kumbh Mela. **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. **Evaluate Y2 –** Evaluate the concepts by **describing in simple terms** their value to people who are religious and, by talking with others, recognise an issue raised.

MFL						

Music	**Three Bears** Focus dimension: **Pitch** Yr1 - Explore, use, respond to and recognise high, middle and low sounds Yr2 - Respond to, use, recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes **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. **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 sounds from different sources and musical moods, features and changes/ contrasts and how music makes you feel. **Describing and discussing:** Think and talk about sounds and music and how they		**Man on the Moon** Focus dimension: **Texture** Yr1 - Explore, use, respond to and recognise solo sounds and layers of sounds Yr 2 - Respond to and begin to recognise and use different layers including simple accompaniments **Timbre** Yr 1 - Describe, control and extend the use of getting louder and quieter Yr 2 - Identify, choose and use the way sounds are made and can be used **Playing:** Demonstrate accuracy and control of correct technique on an appropriate range of untuned percussion instruments using both hands differentiating between left and right. Begin to play with musical intent. **Rehearsing:** 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. Rehearsal and improvement opportunities: Aliens Hello, Michael Collins song and Man on the Moon music (class and small group). **Notating:** Respond to, identify and use symbols and other graphic notation illustrating timbre and texture. **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 - Mare Tranquillitas – Vangelis **Describing and discussing:**	**Dragons** Focus dimension: **Dynamics** Yr1 - Explore, use, respond to, recognise and identify loud, moderate, quiet and silence Yr 2 - Respond to, use, recognise and identify getting louder and quieter **Tempo** Yr1 - Explore, use, respond to, recognise and identify fast, moderate and slow Yr 2 - Respond to, use, recognise and identify getting faster and slower **Singing:** Explore and use vocal tones, chant and sing a wider variety of rhymes and songs with an awareness of character and/ or mood. Show an awareness of breathing and posture. Use simple vocal patterns as accompaniments **Playing:** Demonstrate accuracy and control of correct technique on a range of untuned 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. **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. **Describing and discussing:** Think and talk about what you hear, begin to explore the ideas behind the music	**Titanic** Focus dimension: **Duration** Yr 1 – 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 **Texture** Yr 1 – Explore, use, respond to and recognise solo sounds and layers of sounds Yr 2 - Respond to and begin to recognise and use different layers including simple accompaniments **Structure** Yr 1 – Explore, respond to and recognise simple repeated patterns (ostinato) Yr 2 – Respond to, recognise and identify repeated patterns (ostinato) **Singing:** explore and use vocal sounds, chant and sing rhymes and songs illustrating character and / or mood building rhythmic and melodic memory. Explore and use vocal tones, chant and sing a wider variety of rhymes and songs with an awareness of character and/ or mood. Show an awareness of breathing and posture. Use simple vocal patterns as accompaniments **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

	make you feel. Use key words relating to the dimensions.		Think and talk about what you hear, begin to explore the ideas behind the music and how they make you feel	and how they make you feel. Use key words relating to the dimensions.	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/ contrasts and how music makes you feel. Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas. **Describing and discussing:** Think and talk about sounds and music and how they make you feel. Use key words relating to the dimensions. Begin to explore the ideas behind the music and how they make you feel.

PSHE	**Concept:** Me and my relationships **Key Learning:** Suggest actions that will contribute positively to the life of the classroom. Take part in creating and agreeing classroom rules. Use a range of words to describe feelings. Recognise that people have different ways of expressing their feelings. Identify helpful ways of responding to others' feelings. Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two. Identify situations as incidents either of teasing or of bullying. Understand, describe and rehearse strategies for dealing with bullying.	**Concept:** Valuing Difference **Key Learning:** Identify some of the physical and non-physical differences and similarities between people Know and use words and phrases that show respect for other people Recognise and explain how a person's behaviour can affect other people. Explain how it feels to be part of a group; Explain how it feels to be left out from a group. Identify groups they are part of. Suggest and use strategies for helping someone who is feeling left out. Celebrating the difference in our class, the things about us that make us unique.	**Concept:** Rights and Respect **Key Learning:** Describe and record strategies for getting on with others in the classroom Explain, and be able to use, strategies for dealing with impulsive behaviour Identify special people in the school and community who can help to keep them safe; Know how to ask for help Understand that people have choices about what they do with their money Know that money can be saved for a use at a future time Explain how they might feel when they spend money on different things Recognise that they all have a responsibility for helping to look after the school environment	**Concept:** Being My Best **Key Learning:** Understand what are healthy and unhealthy choices in regards to food, drink and activities. Know and compare different foods and group them to be healthy or unhealthy. Understand the basic ways of keeping clean – washing hands, the prevention of germs. Know about vaccines and what they are for. Understand the importance of dental hygiene and how to brush our teeth.	**Concept:** Growing and Changing **Key Learning:** Understand how to give and receive positive feedback to others Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to Identify different stages of growth (e.g. baby, toddler, child, teenager, adult) Understand and describe some of the things that people are capable of at these different stages Explain what privacy means and given examples of different types of private information. Know that you are not allowed to touch someone's private belongings without their permission. Identify which parts of the human body are private and use the correct terminology for these areas. Describe ways in which private parts can be kept private by understanding and learning the PANTS rules. Explain the difference between appropriate and inappropriate touch and the right to say no to unwanted touch.	**Concept:** Keeping Safe **Key Learning:** Understand that medicines can sometimes make people feel better when they're ill; Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; Explain simple issues of safety and responsibility about medicines and their use. Identify situations in which they would feel safe or unsafe; Suggest actions for dealing with unsafe situations including who they could ask for help. Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. Identify safe secrets (including surprises) and unsafe secrets; Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.

					Explain the difference between a secret and a surprise. Identify who they can talk to if they feel uncomfortable about any secret they are told. Know who they trust and who they can ask for help Know how to make a clear and efficient call to emergency services if necessary. Understand the concepts of basic first-aid, for example dealing with common injuries, including head injuries.	

PE	**Fundamentals 2** **Key learning:** Physical – balance, jump, hop, run, speed, agility, dodge, skip and coordination Social – collaboration, work safely, respect, take turns, communication Emotional – determination, honesty and perseverance Thinking- comprehension, make decisions, creativity, use tactics Explore how the body moves when running at different speeds. Develop changing direction and dodging. Develop balance, stability and landing safely. Explore and develop jumping, hopping and skipping actions. Develop co-ordination and combining jumps. Develop combination jumping and skipping in an individual rope. **Fitness 2** **Key learning:** Physical – run, jump, coordination, stamina, strength, agility, balance, Social – communication, encourage others Emotional – determination, perseverance Thinking- comprehension, identify strengths and areas for improvement	**Gym 2** **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 Perform gymnastic shapes and link them together. Perform gymnastics shapes with control and link them together. Use shapes to create balances. Use shapes to create balances. Link travelling actions and balances using apparatus. Develop travelling actions and balances using apparatus. Demonstrate different shapes, take-off and landing when performing jumps. **Target Games 2** **Key learning:** Physical – underarm throw, overarm throw, balance, dodge, jump Social – collaboration, work safely, congratulate and leadership Emotional –honesty and manage emotions	**Dance 2** **Key learning:** Physical –actions, dynamics, space, relationships, balance, jump Social – collaboration, communication, work safely Emotional – confidence, independence, confidence, determination Thinking- provide feedback, comprehension, reflection, observation and creativity Remember, repeat and link actions to tell the story of my dance. Develop an understanding of dynamics and how they can show an idea. Use counts of 8 to help you stay in time with the music. Copy, remember and repeat actions using facial expressions to show different characters. Explore pathways and levels. Remember and rehearse our circus dance showing expression and character. Copy, repeat and create actions in response to a stimulus. Copy, create and perform actions considering dynamics. **Ball Skills 2** **Key learning:** Physical – roll, track, dribble with feet, kick, throw, catch, dribble with hands, balance, run	**Sending and receiving 2** **Key learning:** Physical – roll, throw, track, receive with feet, send and receive with racket, balance Social – communication, collaboration and leadership Emotional –determination, honesty Thinking- comprehension, to identify how to improve Roll a ball towards a target. Track and receive a rolling ball. Send and receive a ball with your feet. Develop catching skills. Develop throwing and catching skills. Send and receive a ball using a racket. **Invasion Games 2** **Key learning:** Physical – dribble, throw, catch, kick, receive, run, jump, change direction, change speed, balance Social – supporting others, communication, cooperation, kindness Emotional – empathy, perseverance, honesty, integrity, independence Thinking- comprehension, problem solving, creativity, provide feedback, elect and apply Understand what being in possession means and support a teammate to do this.	**Team Building 2** **Key learning:** Physical – run, jump, balance, coordination Social – trust, communication, inclusion, support and encourage others Emotional – confidence, determination, perseverance and accepting Thinking- comprehension, identify, problem solve, identify strengths and weaknesses Follow instructions and work with others. Co-operate and communicate in a small group to solve challenges. Create a plan with a group to solve the challenges. Communicate effectively and develop trust. Use teamwork skills to work as a group to solve problems. work with a group to copy and create a basic map. **Net and Wall games 2** **Key learning:** Physical – throw, catch, hit a ball, track a ball, balance, run Social – support others, respect cooperation Emotional – honesty perseverance Thinking- comprehension, select and apply, reflect, decision making	**Striking and Fielding 2** **Key learning:** Physical – underarm throw, overarm throw, catch, track, bat, balance, jump, run, bowl Social – collaboration, communication, support and encourage others, Emotional – determination, acceptance, honesty, perseverance Thinking- comprehension, use tactics, select and apply decisions making Track a rolling ball and collect it. Develop underarm throwing and catching to field a ball. Develop overarm throwing to limit a batter's score. Develop hitting for distance to score more points. Be able to get a batter out. Understand the rules of the game and use these to play fairly. **Athletics 2** **Key learning:** Physical – run, jump for distance, jump for height, throw for distance, throw for accuracy, balance Social – work safely, communication, work safely, support others Emotional –independence, determination Thinking- comprehension, observe and provide feedback, explore ideas, select and apply

	Learn how to run for a long time. Develop jumping in a long rope using timing. Develop co-ordination in individual skipping. Develop stamina and change of direction. Explore exercises to develop strength. Develop agility, balance and co-ordination.	Thinking- comprehension, select and apply, decision making, identify areas of strength and weakness Consider how much power to apply when aiming at a target. Understand how to score using overarm and underarm throwing. Develop striking to a target. To develop hitting a moving target. Select and apply the appropriate skill to the target game. Show an improvement in my personal best.	Social – communication, inclusion, collaboration, leadership Emotional – honesty, determination, perseverance, independence Thinking- comprehension, select and apply skills, use tactics Develop rolling a ball to hit a target. Develop stopping a rolling ball. Develop dribbling a ball with your feet. Develop kicking a ball. Develop throwing and catching. Develop dribbling a ball with your hands.	Understand that scoring goals is an attacking skill and to explore ways to do this. Understand that stopping goals is a defending skill and explore ways to do this. Explore how to gain possession. Mark an opponent and understand that this is a defending skill. Apply simple tactics for attacking and defending.	Use the ready position to defend space on court. Develop returning a ball with hands. Play against a partner. Develop racket skills and use them to return a ball. Develop returning a ball using a racket. Play against an opponent using a racket.	Develop the sprinting action. Develop jumping for distance. Develop jumping for height. Develop throwing for distance. Develop throwing for accuracy. Develop throwing for accuracy.

Spirituality	 **Opportunities for spirituality in the curriculum:** **RE –** How do I think the world was created? (our world, beyond) Why should we take care of the world? How? (our world) **PSHE –** What are my relationships with other people? (self, others) **Music –** What does this music make me feel (self) **PE –** How can I improve my own skills? (self) **Science –** How do we feel about the variety of plant life in our world? (self, our world) **My Happy Mind -** When someone else feels big emotions like anger or worry, how could you help them use their brain to feel better? (self, others)	**Opportunities for spirituality in the curriculum:** **Geography –** How do we feel about our world and the planet we live on? **PSHE –** How am I different and similar to others? (self, others) How do my behaviour and my words affect others? (self, others) How do I feel when I am part / not part of a group? (self, others) **PSHE & Art -** What makes me unique? (self) **Church Visit –** How do I feel about the experience of visiting the church? (self, beyond) **PE –** How can I provide sensitive but critical feedback? (others) **My Happy Mind -** What makes me special? (self)	**Opportunities for spirituality in the curriculum:** **PSHE –** Why should we look after the school environment? How can we do that? (self, our world) How do I get on with others in the classroom? Who are my special people in school and in the community? (self, others) What choices would I like to make with my money? (self) **RE -** What does good news look like for you, for others and for the world? (self, others, our world) **History–** What is my response to learning about the experiences of Neil Armstrong and Matthew Henson? (self, others, our world) **Music –** How does this music reflect the composer's ideas (others) **My Happy Mind -** What's one part of the Wheel of Gratitude that helps you feel connected to the world around you? (our world, beyond)	**Opportunities for spirituality in the curriculum:** **PSHE –** How can I be my best? (self) **RE –** What is my response to hearing about the events of Holy Week? (self, beyond) Do I celebrate Easter? Why? How do I celebrate? How do others celebrate? (self, others, beyond) **Geography & Art –** How are the hot and cold places in the world being affected by global warming and by human activity? What can we do to help? (self, others, our world) **PE –** How can I improve my own skills? How can I be a supportive team member? (self and others) **Science –** How do I feel about the circle of life for living things including humans? (self, others, our world, beyond) **My Happy Mind -** Why is it important to listen carefully to others, even when they think or feel differently to you? (self, others)	**Opportunities for spirituality in the curriculum:** **PSHE –** Who are my trusted adults and why do I trust them? (self, others) 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) **RE –** Who do I remember? Why? (self, others) **Geography & Science River Visit –** How do I feel about the experience of visiting the river? (self, our world) How can we look after our rivers? (self, others, our world) **PE –** How can I improve my own skills? How can I be a good team member? (self and others) **My Happy Mind -** Why do you think practising something over and over helps your brain grow, and how could that help you make a difference in the world one day? (self, others, our world, beyond)	**Opportunities for spirituality in the curriculum:** **PSHE –** When do I feel safe or unsafe? (self) Who are my trusted adults and why do I trust them? (self, others) **RE –** What is precious to me? To others? (self, others) **Computing –** How does music make me feel? How does it make others feel? (self, others) **Art –** What are my responses to pictures of different insects? How should we treat these living things? Why? (self, our world) **History –** What is my response to hearing about the Titanic disaster? (self, others) **PE** – How can I improve my own skills? How can I encourage others to improve? (self and others **My Happy Mind -** Can you think of a goal you've set for yourself—how did it feel when you tried your best, even if it was tricky? (self)

British Values	 **Opportunities to focus on British Values in the curriculum:** • Democracy • The rule of law • Individual liberty • Mutual respect • Tolerance of different faiths and beliefs **Reading –** 'Elmer' (Tolerance & Mutual Respect) **Writing –** 'That Rabbit Belongs to Emily Brown' Rule of Law - understanding right vs wrong **RE -** Learning that Christians believe the world is special and created by God - mutual respect and celebrating differences. Explore and express their own thoughts about creation and the world. **PSHE -** Following classroom and school routines. Showing mutual respect nd celebrating differences through understanding what is bullying and teasing. **PE -** Pupils learn to collaborate, take turns, and encourage	**Opportunities to focus on British Values in the curriculum:** **PE -** Pupils learn to collaborate, take turns, and encourage others, fostering respect for teammates and opponents. Children practise working safely, following rules for movement, equipment use, and fair play. **Reading –** Use the story of Farmer Duck to explore feelings and personal boundaries. **RE -** Learning about Christianity helps children understand and appreciate religious diversity **PSHE -** Valuing Difference unit of learning explores celebrating differences in culture and background.	**Opportunities to focus on British Values in the curriculum:** **PE -** Pupils explore personal strengths, make choices in movement and tactics, and express themselves creatively. **RE -** Learning about Christianity helps children understand and appreciate religious diversity **PSHE -** Rights and respect unit of learning helps children to develop the skill of recognising consequences to their actions and celebrating uniqueness. English - Using 'Mr Tiger Goes Wild' children will learn to ask questions about differences and explore identity.	**Opportunities to focus on British Values in the curriculum:** **PE -** Pupils learn to collaborate, take turns, and encourage others, fostering respect for teammates and opponents. Opportunities to make decisions, share ideas, and reflect on group strategies (Democracy) **RE -** Learning about Christianity helps children understand and appreciate religious diversity (Tolerance of different faiths and beliefs)	**Opportunities to focus on British Values in the curriculum:** **PE -** Pupils learn to collaborate, take turns, and encourage others, fostering respect for teammates and opponents. Inclusion and celebration of diversity through team-building and shared goals.) **Writing –** 'The Day the Crayons Quit' explores ways to express opinions respectfully. **RE -** Learning about Hinduism helps children understand and appreciate religious diversity (Tolerance of different faiths and beliefs)	**Opportunities to focus on British Values in the curriculum:** **PE -** Pupils explore personal strengths, make choices in movement and tactics, and express themselves creatively. **Writing – 'Supertato'** Children will learn to understand right from wrong. **RE -** Learning about Hinduism and Christianity helps children understand and appreciate religious diversity (Tolerance of different faiths and beliefs)

	others, fostering respect for teammates and opponents. Children practise working safely, following rules for movement, equipment use, and fair play. Pupils explore personal strengths, make choices in movement and tactics, and express themselves creatively. Opportunities to make decisions, share ideas, and reflect on group strategies (					

	Meet Your Brain	Celebrate	Appreciate	Relate	Engage
My Happy Mind	**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. **Yr 2** More about what their brain looks like and that it is fully grown by age6. That our brain helps us to makegood 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	**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. **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.	**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 feelgood, 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 **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	**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. **Yr 2** That we relate to different people indifferent 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.	**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. **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.

	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.	