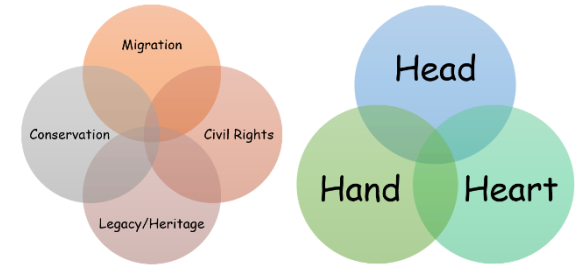


Riversdale Primary School

Medium Term Planning



Year Group	Year 2
Term	Autumn 1

Learning Overview

Within this half term, pupils will begin to develop an understanding of what constitutes living things by discussing the seven main processes that living things undertake. They will use this knowledge to identify things that are no longer living or have never lived. They will build on this, by discussing the concept of nutrition and what living things require to survive. Linked to this, the pupils will continue to explore nutrition in design and technology, where they will discuss different nutrients in our food, balanced diets, as well as where our food comes from. The pupils will also look at health and hygiene in history, where they will begin to research significant nurses from the past and their different contributions to healthcare. Finally, in geography, pupils will begin to explore the different countries of the United Kingdom.

Possible Engaging Starting Points/Hooks

- Creating a character from a non-living thing, exploring personification, leading towards what is and is not living.

Quality Stimulus Text(s)

<ul style="list-style-type: none"> • First week themed book • The Hodgeheg • The Owl Who Was Afraid of the Dark 	
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Significant People Past & Present

<ul style="list-style-type: none"> • Florence Nightingale (History) 	<ul style="list-style-type: none"> • Mary Seacole (History)
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Linked UNCRC Articles

- Article 8: Protection and preservation of identity,
- Article 6: Life, survival, and development.

Subject	Consolidating: What skills specific to this topic are being built upon? What knowledge specific to this topic is being consolidated?	Head* What substantive KNOWLEDGE should the children learn?	Hand* What disciplinary knowledge and SKILLS should the children learn?	Heart* What VALUES and EMOTIONAL INTELLIGENCE concepts should the children develop?
English:	Year 1: <ul style="list-style-type: none"> • Phase 5 Grapheme/Phoneme Correspondence (Little Wandle Letters and Sounds). • Consistently read words which use Phase 5 GPCs by sound-blending and exploring alternative sounds where applicable. • Text type features of a recount through postcard. • Text type features of a 3rd person narrative. • Recognising and applying the grammatical concepts of: capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, conjunction (and). • Recognising and applying the word structures: <ul style="list-style-type: none"> - Regular plural noun suffixes – s or –es including the effects of these suffixes on the meaning of the noun. - Suffixes that can be added to verbs where no change is needed in the spelling of root words - How the prefix un- changes the meaning of verbs and adjectives. 	<ul style="list-style-type: none"> • Identify simple past tense in a piece of writing, including the related vocabulary. • Explain the purpose of an adjective and that these are used to build a clear picture of an event and engage the reader. • Explain the meaning and purpose of an expanded noun phrase. • Know that recounts are a retelling of events in the order they happened, using the past tense. • Explain the format and structure of a postcard, including the recipient's address, the date, a greeting, the main message, and a closing. • Understand the text read as a class, extracting key details, events, and emotions. • Explain the format and structure of a 3rd person narrative, including a beginning, middle and end. • Identify a range of simple time conjunctions to support the progression of a narrative. E.g., first, next, later, then, soon after, etc. • Explain the format and structure of a non-chronological report, including an introduction, dedicated/thematic sections, pictures/diagrams. 	Pupils to apply grammar, purpose for writing and specific text type features in Writing to Entertain: <ol style="list-style-type: none"> 1. Recount through postcard of an event from a text read as a class. 2. 3rd Person Narrative based on an animal native to the local area/Southeast England. Pupils to apply grammar, purpose for writing and specific text type features in Writing to Inform: <ol style="list-style-type: none"> 3. Non-chronological report about animals native to the local area/Southeast England OR a country of the UK. Handwriting: <ul style="list-style-type: none"> • Form lower case letters of the correct size relative to one another in most of their writing • Begin to use the diagonal and horizontal strokes needed to join letters in some of their writing • Write capital letters and digits of the correct size, orientation and relationship to each other • Use spacing between words that reflects the size of the letters. Composition: <ul style="list-style-type: none"> • Plan writing before beginning by noting down ideas and vocabulary. • Apply basic editing skills to correct spelling, punctuation, and grammar mistakes based on current learning. 	<ul style="list-style-type: none"> • Work collaboratively, listening to one another and sharing ideas. • Enjoying writing and listening to stories. • Building confidence in reading and writing. • Reflect on own writing and set targets for improvement, with support. • Respect the work of others and show empathy when providing feedback.
Mathematics:	Year 1:	<ul style="list-style-type: none"> • Recognise the 1s and 10s places in any given number and associated value of the digits within them. 	Number & Place Value:	<ul style="list-style-type: none"> • Working collaboratively with partners and in groups.

	<ul style="list-style-type: none"> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s. Given a number, identify 1 more and 1 less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Read and write numbers from 1 to 20 in numerals and words. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Represent and use number bonds and related subtraction facts within 20. Add and subtract one-digit and two-digit numbers to 20, including 0. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$. 	<ul style="list-style-type: none"> Understand addition and be able to add 2, 3, or 5 to any given number. Understand that adding or subtracting 10s only affects the 10s place. Explain addition and subtraction in relation to the 10s place. Explain how to represent numbers visually, e.g., drawing pictures, using manipulatives, or placing them on a number line. Identify the meaning of estimation. Know that estimation involves approximating based on given information/evidence. Explain the concepts of greater than and less than in terms of relative value. Know the meaning of the equality/inequality symbols: $<$, $>$, and $=$ Explain the concept of partitioning numbers into their 10s and 1s for the purpose of comparison. Know the names of numbers and how these can be representing using numerals and words. Quickly recall basic addition facts and number bonds up to 20. Recognise the associated subtraction facts. Define the term inverse and the relationship between addition and subtraction. Describe the part/part/whole diagram and how this relates to addition and subtraction. Identify a range of words meaning addition. Identify a range of words meaning subtraction. Recognise the operation that a word problem is asking for. 	<ul style="list-style-type: none"> Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward. Recognise the place value of each digit in a two-digit number (10s, 1s). Identify, represent, and estimate numbers using different representations, including the number line. Compare and order numbers from 0 up to 100. Use $<$, $>$ and $=$ signs. Read and write numbers to at least 100 in numerals and in words. Use place value and number facts to solve problems. <p>Addition & Subtraction:</p> <ul style="list-style-type: none"> Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures. Solve problems with addition and subtraction applying their increasing knowledge of mental and written methods. Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s, a two-digit number and 10s, 2 two-digit numbers, adding 3 one-digit numbers. Show that addition of 2 numbers can be done in any order (commutative) and subtraction of one number from another cannot. Recognise and use the inverse relationship between addition and subtraction and use this to check 	<ul style="list-style-type: none"> Using appropriate listening skills and turn taking in group discussion. Showing empathy and kindness by helping each other to understand. Knowing that giving your partner the answer is not helpful but explaining it is. To recognise the value in making mistakes. To identify the importance of resilience in problem solving. To find different ways to solve the same problem.
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<p>Science:</p>	<p>Year 1:</p> <ul style="list-style-type: none"> • Identify and name a variety of common animals including fish, amphibians, reptiles, birds, and mammals. • Identify and name a variety of common animals that are carnivores, herbivores, and omnivores. • Describe and compare the structure of a variety of common animals. • Develop the ability to ask questions. • Use practical resources provided to gather evidence to answer questions generated by themselves or the teacher. • Make careful observations to support identification. • Use appropriate senses, aided by equipment such as magnifying glasses or digital microscopes, to make observations. • Record observations, for example: using photographs, videos, drawings, labelled diagrams or in writing. • Sort and group things identifying their own criteria for sorting. 	<p>Living Things & Their Habitats:</p> <ul style="list-style-type: none"> • All living things do seven processes. • We can use MRS GREN to remind us of the processes. • Dead things have stopped doing the seven processes. • Things that have never been alive have never and will never do the seven processes. • Different animals and plants need different homes to survive. • Habitats can be forests, ponds, deserts, and more. • Animals and plants find food, water, and shelter in their habitats. <p><i>Vocabulary:</i> <i>observe, experiment, move, respiration, sense, grow, reproduce, excrete, nutrition, habitat</i></p>	<p>Ask Questions:</p> <ul style="list-style-type: none"> • Develop the ability to ask questions such as: what something is, how things are similar and different, the ways things work, which alternative is better, how things change and how they happen. • Where appropriate, answer these questions. • Answer questions developed with the teacher through a scenario. <p>Enquiry:</p> <ul style="list-style-type: none"> • Describe the characteristics used to identify a living thing. • Use practical resources provided to gather evidence to answer questions generated by themselves or the teacher. • With support carry out: tests to classify. • Use their observations and testing to compare objects, materials and living things. • Use simple secondary sources (such as identification sheets) to name living things. <p>Observe:</p> <ul style="list-style-type: none"> • Make careful observations to support identification, comparison and noticing change. 	<p>Values: Individuality, Reflect, Respect, Value, Aspire,</p> <ul style="list-style-type: none"> • Support pupils in understanding that some of the most successful scientists had common traits, despite being individuals in their own right. • Encourage pupils to reflect on these traits and behaviours and to see if they can adopt them to become good scientists. • Respect for living things and understanding the importance of life. • Understanding the value of life and the differences between living, dead, and non-living things. • Aspire to learn more about the plants and animals in your local environment, setting goals to identify new species and understand their roles. • Respect the habitats of plants and animals by not disturbing them and understanding their importance for all living beings.

	<ul style="list-style-type: none"> With support carry out pattern seeking enquiries. 		<ul style="list-style-type: none"> Use appropriate senses, aided by equipment such as magnifying glasses or digital microscopes, to make observations. <p>Record/Present:</p> <ul style="list-style-type: none"> Classify using simple prepared tables and sorting rings. Record observations, for example: using photographs, videos, drawings, labelled diagrams or in writing. <p>Conclusions:</p> <ul style="list-style-type: none"> Use experiences of the world around them to suggest appropriate answers to questions. 	
<p>Art:</p>	<p>Year 1:</p> <ul style="list-style-type: none"> Start to record simple media explorations in a sketch book. Begin to build information on colour theory. Talk about own work, explaining simply the process they have used. Look at and talk about the work of other artists expressing their likes and dislikes in simple terms. Begin to explore the work of a range of artists and designers, describing simple differences and similarities. Explore a range of drawing implements, e.g. pencils, crayons, pastels, charcoal, chalks, to make marks. Name and draw a range of lines, shapes and marks from observation. Produce a range of patterns using different lines, shapes and marks. Begin to show control of the lines, shapes and marks made. Draw from imagination. Draw on different surfaces. 	<ul style="list-style-type: none"> Lines can vary in thickness. Thick lines can make things look strong, bold, or important. Thin lines can be used to show details. Different pressures on the pencil create light and dark lines. Hatching and cross hatching, can be used to add texture and to make areas of light and dark. Patterns with lines, dots and squiggles can mimic textures found in nature. Different art materials, like crayons, pastels, and charcoal, create different textures in drawings. Different tools, like fingers or blending sticks, can help to blend and smudge media. Pencils come in various grades. Hard pencils create lighter tones, while soft pencils create darker tones. Combining different pencil grades in one drawing can help to make the drawing more realistic. <p><i>Vocabulary:</i> weight, light, dark, texture, tone, hatching,</p>	<p>Exploring & Developing Ideas:</p> <ul style="list-style-type: none"> Use a sketchbook to record media experimentations including textures and patterns to inform own work. Use a sketchbook to plan and develop simple ideas based on experimentation. <p>Responding to Art:</p> <ul style="list-style-type: none"> Talk about how a piece of art makes them feel. Talk about own work, explaining the process they have used and begin to identify likes and dislikes. <p>Drawing:</p> <ul style="list-style-type: none"> Experiment with a range of drawing implements on different surfaces. Investigate tone by drawing light/dark lines using a pencil. Demonstrate control over the types of marks made with a range of media when drawing from observation. Begin to explore texture through copying different strokes, e.g. dots, dashes and squiggles. Experiment with different line weights (thick and thin). 	<p>Values: Individuality, Empathy, Reflect, Aspire, Respect,</p> <ul style="list-style-type: none"> Experiment with different types of lines and pressures. Each student's drawing style will emerge, showcasing their unique individuality in their approach to creating light and dark lines. Discuss the emotions and feelings that certain patterns and textures evoke. This encourages them to consider the perspectives and feelings of others when interpreting art, fostering empathy. Reflect on the qualities and effects of each medium. They need to think about which medium best suits their intentions for portraying light and dark elements. Use different pencil grades effectively requires students to set goals and work towards achieving a desired outcome, promoting a sense of aspiration in their artistic growth. Reflect on their drawing and that of others, identifying strengths and areas for development.

		<i>cross-hatching, observation</i>	<ul style="list-style-type: none"> Investigate tone through the use of different grades of pencils, e.g. HB, 2B, 4B. 	<ul style="list-style-type: none"> Show respect for their surroundings and develop an appreciation for the beauty of their immediate world. Applying feedback in order to develop and improve drawings, shows aspiration. Show respect for their surroundings and develop an appreciation for the beauty of their immediate world.
Computing: First Week of Autumn	<p>Year 1:</p> <ul style="list-style-type: none"> To know that passwords are important for security. To know that the internet is many devices connected to one another. To know that you should tell a trusted adult if you feel unsafe or worried online. To know that people you do not know on the internet (online) are strangers and are not always who they say they are. To know that to stay safe online it is important to keep personal information safe. To know that 'sharing online' means giving something specific to someone else via the internet and 'posting' online means placing information on the internet. When using the internet to search for images, learning what to do if they come across something online that worries them or makes them feel uncomfortable. Understanding how to interact safely with others online. Recognising how actions on the internet can affect others. Recognising what a digital footprint is and how to be careful about what we post. 	<p>Kapow Computing Scheme:</p> <p>Online Safety:</p> <ul style="list-style-type: none"> To understand the difference between online and offline. To understand what information, we should not post online. To know what the techniques are for creating a strong password. To know that you should ask permission from others before sharing about them online and that they have the right to say 'no.' To understand that not everything I see or read online is true. <p><i>Vocabulary:</i> <i>accepting, consent, denying permission, fake, giving permission, offline, online, Password, permission, personal information, pop-up, pressure, private information, real, Reliable, sharing online, source, trusted adult</i></p>	<p>Online Safety:</p> <ul style="list-style-type: none"> Identifying whether information is safe or unsafe to be shared online. Create a strong password. Be respectful of others when sharing online and ask for their permission before sharing content. Apply strategies for checking if something they read online is true. Express how stay safe when talking to people online and what to do if they see or hear something online that makes them feel upset or uncomfortable. 	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> Respecting others' privacy and personal boundaries online. Using respectful language and behaviour in digital communications. Respect the uniqueness of each individual's online presence and the importance of expressing oneself while staying safe. Create strong, unique passwords and usernames to protect personal accounts. Explore the value of personal information and the potential consequences of sharing it recklessly. Evaluate the reliability and credibility of online sources. Ensure trustworthiness online, including how to identify trustworthy websites and individuals. Address the risks and benefits of sharing personal information with others on the internet. Critically analysing online content before sharing or believing it. Be responsible when sharing content online, including images, videos, and personal information.

				<ul style="list-style-type: none"> • Know the consequences of oversharing and how to set appropriate boundaries. • Aspire to be positive digital citizens who contribute positively to online communities. • Promote online empathy and kindness, in our actions.
<p>Computing: Remainder of Autumn 1</p>	<p>Year 1:</p> <ul style="list-style-type: none"> • Learning how to explore and tinker with hardware to find out how it works. • Learning where keys are located on the keyboard. • Using a basic range of tools within graphic editing software. • Developing control of the mouse through dragging, clicking and resizing images to create different effects. • Developing an understanding of different software tools. • Recognising devices that are connected to the internet. • Logging in and out and saving work on their own account. • Log in and log out means to begin and end a connection with a computer • A computer and mouse can be used to click, drag, fill, select, add backgrounds, text, layers, shapes and clipart. • Passwords are important for security and to keep us safe. 	<p>Kapow Computing Scheme:</p> <p>What is a Computer? (Lessons 1, 2 & 5 only)</p> <ul style="list-style-type: none"> • To know the difference between a desktop and laptop computer. • To know that people control technology. • To know some input devices that give a computer an instruction about what to do (output). • To know that computers often work together. <p><i>Vocabulary:</i> <i>battery, buttons, computer, desktop, electricity, input, invention, keyboard, laptop, mouse, output, robot, screen (monitor), tablet, technology, wire</i></p>	<ul style="list-style-type: none"> • Understanding what a computer is and that it's made up of different components. • Recognising that buttons cause effects, and that technology follows instructions. • Learning how we know that technology is doing what we want it to do via its output. • Using greater control when taking photos with cameras, tablets or computers. • Developing word processing skills, including altering text, copying and pasting and using keyboard shortcuts. • Using word processing software to type and reformat text. • Creating and labelling images. • Learning how computers are used in the wider world. 	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Aspire</p> <ul style="list-style-type: none"> • Teach students how to care for technology, such as handling laptops and desktop computers carefully, shows respect for equipment. • When learning to use word processing software, students can express their individuality through creating and formatting text in their unique styles. • Students should understand the value of technology in making tasks easier, such as how computers can quickly process large amounts of information or help create documents. • Explain that pupils are entrusted with using technology in a safe and appropriate way. Linked to the acceptable use policy and the online safety unit studied. • Encourage students to reflect on the consequences of their actions with technology, such as when they input data and receive an output. • The concept of computers working together (networking) can illustrate how sharing resources makes tasks easier, such as how networked computers can share information or printers. • Encourage students to aspire to improve their technological skills, such as learning new keyboard

				shortcuts, improving their word processing skills, or becoming better at creating images and labels.
DT:	<p>Year 1:</p> <ul style="list-style-type: none"> • Begin to develop a sensory food vocabulary using taste, smell, texture and feel. • Name and group familiar fruits and vegetables. • Understand the need for a variety of fruits and vegetables in a healthy diet. • Begin to develop an understanding of where food comes from (growing). • Begin to recognise how food comes from the source to our plates with a focus on fruits and vegetables. • Existing products: <ul style="list-style-type: none"> - what products are, - who products are for, - where products might be used, - what materials products are made of, - what they like and dislike about products. 	<p>Picnic Pieces (Lessons 1 – 3):</p> <ul style="list-style-type: none"> • Animals are reared on farms for their meat. • Fish are caught from rivers, lakes and the sea. • Farmers and fishers sell the meat/fish to supermarkets for us to buy. • The Eatwell Plate helps us see how much of each type of food we should eat. • Carbohydrates give us energy to play and learn. • Proteins help our muscles grow and stay strong. • A small amount of fats and oils is needed for healthy skin and energy. <p><i>Vocabulary:</i> source, meat, rear, fish, catch, healthy, nutrient</p>	<p>Cooking & Nutrition:</p> <ul style="list-style-type: none"> • Begin to develop an understanding that some foods are reared or caught. • Continue to build on understanding of how food comes from the source to our plates, with a focus on meat. • Expand understanding of food groups, identifying the importance of carbohydrates, proteins and fats in a healthy and balanced diet. • Explore the eat well plate and how the different parts of a meal fit into the section of the plate. • Continue to develop a sensory food vocabulary using taste, smell, texture and feel. <p>Evaluating:</p> <ul style="list-style-type: none"> • Existing products: <ul style="list-style-type: none"> - what products are, - who products are for, - where products might be used, - what materials products are made of, - what they like and dislike about products. 	<p>Values: Respect, Reflect, Value, Aspire, Individuality, Share</p> <ul style="list-style-type: none"> • Understanding and appreciating the work that farmers and fishers do to provide us with food. • Considering the journey of food from source to plate and reflecting on the efforts involved. • Recognising the importance of different food groups and valuing the role they play in maintaining our health. • Aspiring to make healthy food choices and understanding the impact of a balanced diet on our overall well-being. • Encouraging children to explore and appreciate a variety of tastes and textures, reflecting individual preferences. • Sharing picnic foods and experiences with classmates, fostering a sense of community and togetherness.
Geography:	<ul style="list-style-type: none"> • Know that the local area is Southfields and is located in London. • Describe and locate the features of the local area on maps. • Show on a map which country they live in (England) and what its capital is (London). • Recognise if a place is a city, town or village. 	<p>The United Kingdom (Lessons 1 – 3):</p> <ul style="list-style-type: none"> • The UK is an island nation surrounded by water. • The UK is part of the continent of Europe. • The United Kingdom (UK) is made up of four countries. <ul style="list-style-type: none"> - England - Scotland - Wales - Northern Ireland • Capital City 	<p>Locational Knowledge:</p> <ul style="list-style-type: none"> • To know they live in the continent of Europe. • Name and locate the four countries of the UK (England, Ireland, Scotland, Wales). • Name and locate the capital cities of the UK (London, Dublin, Edinburgh, Cardiff). <p>Mapwork:</p>	<p>Values: Individuality, Respect, Democracy, Empathy, Share</p> <ul style="list-style-type: none"> • Understanding their unique location and identity within Riversdale Primary School. • Appreciating the diversity of their school community and the wider world. • Recognising that each country in the UK has its own governance and identity.

	<ul style="list-style-type: none"> Use world maps and globes to identify the United Kingdom and its countries. Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map. Begin to use eight points of a compass. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. 	<ul style="list-style-type: none"> London Edinburgh Cardiff Belfast Flower <ul style="list-style-type: none"> Rose Thistle Daffodil Shamrock <p><i>Vocabulary:</i> island, country, continent, capital city, government</p>	<ul style="list-style-type: none"> Use world maps and globes to identify the United Kingdom and its countries. Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map. Begin to use eight points of a compass. <p>Interpret a Range of Sources:</p> <ul style="list-style-type: none"> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. 	<ul style="list-style-type: none"> Appreciation for the different cultures within the UK. Recognising the importance and significance of capital cities in each country. Sharing knowledge about the different capital cities and their characteristics.
History:	<p>Year 1:</p> <ul style="list-style-type: none"> Recount main events from a significant event in history. Develop an awareness of the past, using common words and phrases relating to the passing of time, such as past, present, century, before and after. Begin to understand where people and events fit on a timeline. Discuss a significant person within a historical event and why they were important. Describe simple changes relating to ideas/objects that have occurred. Identify simple reasons for change. Recognise why people did things or why events happened. Begin to explain what happened as a result of events or people's actions. 	<p>Florence, Mary and Edith (Lessons 1 – 3):</p> <ul style="list-style-type: none"> Florence Nightingale <ul style="list-style-type: none"> Was a famous nurse who lived in the 1800s. Cared for wounded soldiers during the Crimean War. Improved hospitals by making them clean and safe. Started the Nightingale Training School for nurses Mary Seacole <ul style="list-style-type: none"> Was a famous nurse who lived in the 1800s. Cared for wounded soldiers during the Crimean War. Known as "Mother Seacole" and was respected by many. <p><i>Vocabulary:</i> nurse, war, battlefield, wounded, hygiene, reform, legacy</p>	<p>Chronology:</p> <ul style="list-style-type: none"> Recount main events from a significant event in history. Develop an awareness of the past, using common words and phrases relating to the passing of time, such as past, present, century, before and after. Begin to understand where people and events fit on a timeline. <p>Historical Significance:</p> <ul style="list-style-type: none"> Discuss a significant person within a historical event and why they were important. <p>Change and Continuity:</p> <ul style="list-style-type: none"> Describe simple changes relating to ideas/objects that have occurred. Identify simple reasons for change. <p>Cause and Consequence:</p> <ul style="list-style-type: none"> Recognise why people did things or why events happened. Begin to explain what happened as a result of events or people's actions. 	<p>Values: Respect, Value, Empathy</p> <ul style="list-style-type: none"> Respecting the contributions and dedication of historical figures like Florence Nightingale. Highlight the value of Florence Nightingale's work in improving healthcare and nursing practices. Explore how Mary Seacole cared for and empathised with sick and injured soldiers during the war.
Music:	<p>Year 1:</p> <ul style="list-style-type: none"> Listening with concentration to short pieces of music or excerpts from longer pieces of music. 	<p>Kapow Music Scheme:</p> <p>Call and Response (Animals)</p>	<p>Listening and Evaluating:</p> <ul style="list-style-type: none"> Listening with concentration to short pieces of music or excerpts from longer pieces of music. 	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p>

	<ul style="list-style-type: none"> Engaging with and responding to longer pieces of music. Coordinating the speed of their movements to match the speed of the music (not the beat). Beginning to move in time with the beat of the music. Beginning to articulate how a piece of music affects them. Identifying some common instruments when listening to music. Relating sounds in music to real-world experiences. Recognising simple patterns and repetition in rhythm. Appreciating music from a wide variety of cultures and historical periods. Singing simple songs, chants and rhymes from memory. Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower. Competently singing songs with a very small pitch range (two notes that are different but close together). Breathing at appropriate times when singing. Exploring changing their singing voice in different ways. Singing a range of call and response chants, attempting to match the pitch and tempo they hear. Developing an awareness of how sound is affected by the way an instrument is held. (Groups A, B and C.) Developing an awareness of how dynamics are affected by the force with which an instrument is played. (Groups A, B and C.) 	<ul style="list-style-type: none"> To be able to recognise and name up to three instruments from Group A and B. <p><i>Vocabulary:</i> <i>call and response, dynamics, sound pattern</i></p>	<ul style="list-style-type: none"> Engaging with and responding to longer pieces of music. Confidently moving in time with the beat of the music when modelled. Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. Recognising simple patterns and repetition in rhythm (e.g. where a pattern of beats is repeated). To recognise and name the following instruments: up to three instruments from Group A and B. <p>Creating Sound:</p> <ul style="list-style-type: none"> Singing a range of call and response chants, matching the dynamic and tempo they hear with accuracy. Breathing at appropriate times when singing. Singing part of a given song in their head (using their “thinking voice”). Developing an awareness of how dynamics are affected by the force with which an instrument is played. Learning to use instruments to follow the beat, by first observing and then mimicking the teacher’s modelling. Maintaining a comfortable position when sitting or standing to sing and play instruments. <p>Composing:</p> <ul style="list-style-type: none"> Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories. Improvising simple question and answer phrases, using untuned percussion or voices. Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. 	<ul style="list-style-type: none"> Respect different musical traditions, genres, and cultures. Appreciate the skills and efforts of their peers and musicians. Respect for the instruments and equipment used in music-making. Explore different instruments and musical roles. Maintain individual responsibilities in group performances, ensemble rehearsals, and collaborative projects. Engage in reflective practices after performances, analysing what went well and areas for improvement. Share musical talents and skills through performances. Share ideas, insights, and responsibilities. Aim for higher levels of musical proficiency and expression. Develop a love for music through exposure to various genres and styles. Listen to and understand each other in teamwork.
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	<ul style="list-style-type: none"> • Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. (Group A.) • Using instruments imaginatively to create soundscapes which convey a sense of place. (Group B.) • Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. (Group A.) • Maintaining a comfortable position when sitting or standing to sing and play instruments. • Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories. • Improvising simple question and answer phrases, using untuned percussion or voices. • Experimenting with creating different sounds using a single instrument. • Experimenting with creating loud, soft, high and low sounds. • Selecting objects and/or instruments to create sounds to represent a given idea or character. • Playing and combining sounds under the direction of a leader (the teacher). • Offering positive feedback on others' performances. • Starting to maintain a steady beat throughout short singing performances. • Keeping head raised when singing. • Keeping instruments still until their part in the performance. • Performing actively as part of a group; keeping in time with the beat. • Showing awareness of leader particularly when starting or ending a piece. 		<ul style="list-style-type: none"> • Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. • Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. <p>Performing:</p> <ul style="list-style-type: none"> • Offering positive feedback on others' performances. • Starting to maintain a steady beat throughout short performances. • Standing or sitting appropriately when performing or waiting to perform. • Performing actively as a group, clearly keeping in time with the beat. 	
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<p>PE:</p>	<p>Year 1:</p> <ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. 	<ul style="list-style-type: none"> Explain the difference between attacking and defence. Express what qualities each one has. 	<ul style="list-style-type: none"> Applying attacking and defending skills in a variety of simple games. Make choices about appropriate targets, space and equipment. Use a variety of simple tactics. 	<p>Values: Respect, Value, Entrust, Reflect, Share, Democracy, Aspire, Empathy</p> <ul style="list-style-type: none"> Carry out activities to improve their work and understand why they are useful. Come up with and share sensible solutions, given time to think about their actions. Work collaboratively to improve individual and team member skills, showing aspiration. Value the efforts of others and show empathy when providing peer-assessment/feedback. Entrust each other to be kind and supportive, showing good sportsmanship. Show resilience when receiving feedback and reflect on how this can be used.
<p>RE:</p>	<p>Year 1:</p> <ul style="list-style-type: none"> Identify religious stories and talk about them. Use the right names for things that are special to believers. Use some religious words to describe some religious practices. Talk about religious art, symbols and words. Say what some symbols stand for and what some of the art and music is about. Tell religious stories and talk about them. Talk about things that happen to them. Talk about what they find interesting or puzzling. Ask about what happens to others with respect for their feelings. Talk about some things in stories that make people ask questions. 	<ul style="list-style-type: none"> State what a promise is with examples. Explain why God was angry and what God planned to do. Say how Noah was different to the other people and why God decided to save Noah. Describe what other people did when they saw Noah building the ark. Explain why Noah continued to build the ark. Give examples of when resilience in own life. Say how Noah and his family may have felt on the ark. Understand how Noah knew the rains and flooding had stopped. Explain what God promised Noah. Recount the story of Noah's ark. Understand what the rainbow at the end symbolises. 	<p>Learning about Religion & Beliefs:</p> <ul style="list-style-type: none"> Identify religious stories and talk about them. Use the right names for things that are special to believers. Use some religious words to describe some religious practices. Talk about religious art, symbols and words. Say what some symbols stand for and what some of the art and music is about. Tell religious stories and talk about them. <p>Learning from Religion & Beliefs:</p> <ul style="list-style-type: none"> Talk about things that happen to them. Talk about what they find interesting or puzzling. Ask about what happens to others with respect for their feelings. Talk about some things in stories that make people ask questions. 	<p>Values: Respect, Individuality, Value, Reflect, Aspire, Empathy</p> <ul style="list-style-type: none"> Respect other people's opinions and views even if these are different to our own. Reflect on our own experiences of difficulty and resilience. Value the support of others when it is offered. Aspire to live a positive and healthy life. Value the concept of a promise and the importance of keeping these.

	<ul style="list-style-type: none"> Talk about what is important to them and to others with respect for their feelings. 		<ul style="list-style-type: none"> Talk about what is important to them and to others with respect for their feelings. 	
RSE:	<p>Year 1:</p> <ul style="list-style-type: none"> What is the same and different about us? Who is special to us? What keeps us healthy? What can we do with money Who helps keep us safe? How can we look after each other and the world? 	<ul style="list-style-type: none"> How to make friends with others. How to recognise when they feel lonely and what they could do about it. How people behave when they are being friendly and what makes a good friend. How to resolve arguments that can occur in friendships. How to ask for help if a friendship is making them unhappy. 	<p>Relationships:</p> <ul style="list-style-type: none"> Making friendships. Managing feeling lonely. Managing arguments. 	<p>Values: Respect, Individuality, Value, Reflect, Love, Empathy</p> <ul style="list-style-type: none"> Appreciate the importance of friendships and nurturing these. Understand that some people may feel lonely and that this is a normal feeling. Developing empathy for those that struggle with friendships. Respect that different people have different opinions. Reflect on own behaviour in friendships.
Spanish:				

*Links to Curriculum Themes: Migration, Civil Rights, Conservation, Legacy/Heritage