



## **Key Stage 1 Unit: Curriculum Overview 2025-26**

Curriculum Overview 2025-2026

Cycle: 2

Cohort: Key Stage 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Overview:	Curriculum Overview:	Curriculum Overview:	Curriculum Overview:	Curriculum Overview:	Curriculum Overview:
<b>Local Area (River Tweed)</b>  What is the significance of the River Tweed?	<b>Titanic</b>  Why did an 'unsinkable' ship sink?	<b>People and Communities</b>  Where in the world do people live?	<b>The Greatest Explorers</b>  Is space the greatest exploration of the last 100 years?	<b>Animals &amp; Habitats</b>  Where do our favourite animals live?	<b>Our Local Heroes</b>  Who are our local heroes?
Christian Core Value:	Christian Core Value:	Christian Core Value:	Christian Core Value:	Christian Core Value:	Christian Core Value:
Endurance	Service	Friendship	Compassion	Justice	Celebration
CCV Experience:	CCV Experience:	CCV Experience:	CCV Experience:	CCV Experience:	CCV Experience:
<ul style="list-style-type: none"> <li>Blessing for the school year.</li> <li>Harvest Service.</li> </ul>	<ul style="list-style-type: none"> <li>All Saints Day.</li> <li>Advent Service.</li> <li>Christmas Nativity.</li> </ul>	<ul style="list-style-type: none"> <li>Epiphany Service</li> <li>Lent Service</li> </ul>	<ul style="list-style-type: none"> <li>Easter Service.</li> <li>Mothering Sunday Service.</li> </ul>	<ul style="list-style-type: none"> <li>Pentecost</li> </ul>	<ul style="list-style-type: none"> <li>Celebration Service.</li> </ul>
Biblical Text:	Biblical Text:	Biblical Text:	Biblical Text:	Biblical Text:	Biblical Text:
The Widow Who Never Gave Up (Luke 18:1-8)	Queen Esther Serves her People (Book of Esther)	Jesus Heals the Leper (Mark 2:1-12)	The Good Samaritan (Luke 10:29-37)	Jonah and the Whale (Book of Jonah)	Philippians 4:13-14
British Value:	British Value:	British Value:	British Value:	British Value:	British Value:
Individual Liberty	Democracy	Tolerance	Mutual Respect	Democracy	Rule of Law
British Value Text:	British Value Text:	British Value Text:	British Value Text:	British Value Text:	British Value Text:
					
Advocacy Experience:	Advocacy Experience:	Advocacy Experience:	Advocacy Experience:	Advocacy Experience:	Advocacy Experience:
MacMillan Coffee Morning	Samaritans Operation	Comic Relief (Red Nose)	Recycling Uniform Event	Race for Life	BARK Fundraising Day

	Christmas Child Carol Service at the Care Home	Day)			
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Literacy					
Core Text:	Core Text:	Core Text:	Core Text:	Core Text:	Core Text:
					
Supplementary Texts	Supplementary Texts	Supplementary Texts	Supplementary Texts	Supplementary Texts	Supplementary Texts
					
Texts to be shared from Reading Spine:	Texts to be shared from Reading Spine:	Texts to be shared from Reading Spine:	Texts to be shared from Reading Spine:	Texts to be shared from Reading Spine:	Texts to be shared from Reading Spine:
Peace at Last Elmer	Dogger Can't You Sleep Little Bear?	Avocado Baby The Tiger Who Came to Tea	The Elephant and the Bad Baby Beegu	Where the Wild Things Are Lost and Found	Knuffle Bunny Cops and Robbers

Traction Man is Here! Who's Afraid of the Big Bad Wolf? The Owl Who Was Afraid of the Dark	Pumpkin Soup Not Now Bernard	Amazing Grace Gorilla	The Flower Flat Stanley	Dr Xargle's Book of Earthlets Fantastic Mr Fox	Tuesday The Giraffe, the Pelly and Me The Hodgeheg
Author of the Half Term	Author of the Half Term	Author of the Half Term	Author of the Half Term	Author of the Half Term	Author of the Half Term
Jennifer T Doherty	Walt Disney	Nathan Bryon	Tom Percival	Harriet Muncaster	Maria Isabel Sanchez Vegara
Writing Focus:	Writing Focus:	Writing Focus:	Writing Focus:	Writing Focus:	Writing Focus:
<b>Labels and Captions (Y1)</b> Sentence structure & oral composition <b>Description (Y2)</b> Focus on characters (adjectives) <b>Narrative (Stories with familiar setting)</b> Opening - build up Further apply description of characters	<b>Advert (T4W)</b> Develop purpose of writing Y2 use of questions & exclamations <b>Poetry (Shape Poems)</b> Recite poem & repetitive language by heart	<b>Narrative</b> Dilemma – resolution Focus on developing setting <b>Weather Report (T4W)</b> Writing for a clear purpose Use of questions	<b>Narrative (Adventure stories) (T4W)</b> Opening - build up - dilemma Focus on developing & adding detail <b>Instructions</b> Purpose further developed & embedded Use of questions & exclamations Use of different punctuation & improving vocab	<b>Narrative</b> Opening – build up – problem – solution Planning structure developed <b>Information Text - 'How to Guide' (T4W)</b> Past tense (-ed) Present facts & group information in structure (use of headings) Chronological order	<b>Recount</b> Linked to personal experience (pronouns) & used of openers to structure <b>Poetry (Sea Shanties)</b> Perform out loud to audience
SPAG/ Composition:	SPAG/ Composition:	SPAG/ Composition:	SPAG/ Composition:	SPAG/ Composition:	SPAG/ Composition:
<b>Labels and Captions</b> Form capital letters.  Form digits 0-9.  Sit correctly at a table, holding a pencil comfortably and correctly.  Hold my pencil with an effective grip.  Understand what a sentence	<b>Advert</b> Form lower-case letters of the correct size relative to one another.  Say every sentence before writing it.  Discuss own writing with the teacher.  Punctuate sentences with a capital letter and a full	<b>Narrative</b> Understand which letters belong to handwriting families (i.e. letters that are formed in similar ways) and to practise these.  Form lower-case letters in the correct direction, starting and finishing in the right place.	<b>Narrative</b> Form lower-case letters in the correct direction, starting and finishing in the right place.  Write sentences by saying out loud what they are going to write about.  Create writing from my own ideas.	<b>Narrative</b> Write a simple sentence when my teacher dictates it.  Write simple and compound sentences.  Read aloud own writing clearly enough to be heard by the teacher.  Write from memory simple	<b>Recount</b> Begin to join my handwriting (cursive).  Re-read every sentence to check it makes sense.  Spell compound words.  Join words and clauses using 'and', 'but' and 'or'.  Spell words with /v/ sound

<p>is (how words combine to make sentences).</p> <p>Write sentences by saying out loud what they are going to write about.</p> <p>Write simple sentences.</p> <p>Revise the phonics rules covered in Reception including consonant digraphs (sh, th, ch, ng) and vowel digraphs.</p> <p><b>Narrative</b></p> <p>Compose a sentence orally before writing.</p> <p>Sequence sentences to form short narratives.</p> <p>Revise the process of segmenting spoken words into sounds before choosing graphemes to represent sounds.</p> <p>Leave spaces between words.</p>	<p>stop.</p> <p>Use a capital letter for the personal pronoun 'I'.</p> <p>Join words and clauses using 'and'.</p> <p>Use -ed where no change is needed in the spelling of root words (e.g. helped).</p> <p><b>Poetry</b></p> <p>Create writing from my own ideas.</p> <p>Begin to use adjectives in my writing.</p> <p>Discuss own writing with other pupils.</p>	<p>Say every sentence before writing it.</p> <p>Discuss own writing with the teacher or other pupils.</p> <p><b>Weather Report</b></p> <p>Sequence sentences to form short non-fiction texts.</p> <p>Use phonics (40+ graphemes already taught) to sound out and write words correctly and make plausible attempts.</p> <p>Spell some Year 1 common exception words.</p> <p>Use -ing where no change is needed in the spelling of root words (e.g. helping eating).</p> <p>Begin to punctuate sentences using a question mark.</p> <p>Join words and clauses using 'but'.</p>	<p>Write a simple sentence when my teacher dictates it.</p> <p>Use adjectives in my writing.</p> <p>Re-read some sentence to check it makes sense with support.</p> <p>Use capital letters for the names of people.</p> <p>Add the prefix un- to the beginning of words (e.g. kind, unkind)</p> <p><b>Instructions</b></p> <p>Spell words containing each of the 40+ phonemes already taught.</p> <p>Use letter names to distinguish between the alternative spellings of the same sound.</p> <p>Use -er and -est where no change is needed in the spelling of root words (e.g. helper, quicker, quickest).</p> <p>Begin to punctuate sentences using an exclamation mark.</p> <p>Join words and clauses using 'or'.</p>	<p>sentences dictated by the teacher that contain words using GPCs and common exception words taught so far.</p> <p>Make singular nouns plurals using 's' and 'es'.</p> <p>Spell words ending in -y e.g. very, happy, funny</p> <p><b>Information 'How to Guide'</b></p> <p>Divide words into syllables.</p> <p>Spell most Year 1 common exception words.</p> <p>Spell words containing graphemes: ff, ll, ss, zz, ck, nk, ph, wh.</p> <p>Use a capital letter for places.</p> <p>Spell the days of the week.</p> <p>Use a capital letter for the days of the week.</p>	<p>at the end of words e.g. have, give</p> <p>Use question marks and exclamation marks to punctuate sentences.</p> <p><b>Poetry</b></p> <p>Read aloud own writing clearly enough to be heard by their peers.</p> <p>Spell words containing grapheme tch.</p>
<p><b>Description</b></p> <p>Sit correctly at a table without prompting, holding a pencil comfortably and correctly.</p>	<p><b>Advert</b></p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another.</p>	<p><b>Narrative</b></p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p>	<p><b>Narrative</b></p> <p>Use all four handwriting joins.</p> <p>Proof-read to check for errors in punctuation (e.g.</p>	<p><b>Narrative</b></p> <p>Understand which letters, when adjacent to one another, are best left unjoined.</p>	<p><b>Recount</b></p> <p>To join letters consistently and correctly. (cursive)</p> <p>To add suffixes to spell</p>

<p>Maintain consistency in handwriting size using the appropriate line size.</p> <p>Use capital letters appropriately e.g. not always writing B as a capital.</p> <p>Plan or say out loud what they are going to write about.</p> <p>Write down ideas and/or key words, including new vocabulary.</p> <p>To form noun phrases by compounding (For example, whiteboard, superman)</p> <p>To use pronouns- he, she, his, her.</p> <p>To add -y to words ending in e preceded by a consonant.</p> <p><b>Narrative</b></p> <p>Use spacing that reflects the size of the letters.</p> <p>Ensure that capital letters are larger than lower case letters.</p> <p>Encapsulate what they are going to say, sentence by sentence.</p> <p>Write sentences that are sequenced to form short narratives.</p> <p>To segment spoken words into phonemes and representing these by graphemes, spelling many correctly.</p>	<p>To spell words ending in – y e.g. cry, reply</p> <p>Use different sentence openers.</p> <p>Use adventurous adjectives.</p> <p>To add –ing, -ed, -er, -est and y to words of one syllable ending in a consonant after a single vowel letter.</p> <p>To understand the purpose of and write statement sentences.</p> <p>To use full stops and capital letters consistently.</p> <p>To use subordination (using because)</p> <p><b>Poetry</b></p> <p>Develop positive attitudes towards writing.</p> <p>Make simple additions, revisions and corrections to their own writing.</p> <p>Reread to check that own writing makes sense.</p> <p>To distinguish between homophones and near-homophones There/their/they're Here/hear quiet/quite See/sea bare/bear One/won sun/son</p>	<p>Start using some of the diagonal and horizontal strokes needed to join letters.</p> <p>Write narratives about personal experiences and those of others (real and fictional).</p> <p>Develop writing stamina so that I can write at length.</p> <p>To add –er, -ed, -y and est to words ending in e preceded by a consonant.</p> <p>To use the past tense correctly and consistently throughout writing.</p> <p>To use co- ordination (using or, and, or but)</p> <p>To apply the spelling rules and guidance in Appendix 1 to add –ed to words ending in y.</p> <p><b>Weather Report</b></p> <p>Write for different purposes, effectively and draw on my reading experiences to inform the vocabulary and grammar in my writing.</p> <p>Use verbs that make my writing more interesting to the reader.</p> <p>Include adverbs in my writing e.g. the lion roamed loudly.</p>	<p>ends of sentences punctuated correctly).</p> <p>To spell Year 2 common exception words. (Appendix 1)</p> <p>To use commas to separate items in a list correctly.</p> <p>To use subordination (using when, if, that, or because)</p> <p>Evaluate their writing with the teacher and other pupils.</p> <p><b>Instructions</b></p> <p>Proof-read to check for errors in spelling.</p> <p>To spell words with // at the end of words spelt al.</p> <p>To spell words ending in il.</p> <p>To apply the spelling rules and guidance in Appendix 1 to add -est to words ending in y.</p> <p>To understand the purpose of and write exclamation sentences.</p> <p>To use an exclamation mark correctly in a sentence.</p>	<p>To join most letters consistently and correctly. (cursive)</p> <p>To learn the possessive apostrophe (singular) [for example, the girl's book] –s e.g. the dog's collar</p> <p>To add suffixes to spell longer words, including –ment, –ness.</p> <p>To use the punctuation taught in Yrs 1&amp; 2 mostly correctly</p> <p>To use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>To spell words with // at the end of words spelt le.</p> <p>To add suffixes to spell longer words, including –ful.</p> <p><b>Information 'How to Guide'</b></p> <p>Reread to check that verbs to indicate time are used correctly and consistently in the continuous form.</p> <p>Proof-read to check for errors in grammar (e.g. ends of sentences punctuated correctly).</p>	<p>longer words, including –ly, -ful, -less, -ment and –ness.</p> <p>To use the progressive form of verbs in the present and past tense to mark actions in progress (For example, she is drumming, he was shouting)</p> <p><b>Poetry</b></p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>
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<p>To use expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>To use co- ordination (using 'and' or 'but')</p> <p>To add suffixes to spell longer words, including -ly</p>	<p>To/too/two be/bee Blue/blew night/knight</p> <p>To understand the purpose of and write question sentences.</p> <p>To use a question mark correctly in a sentence.</p>	<p>Use time connectives such as next, then, after, first.</p> <p>To learn new ways of spelling phonemes for which one or more spellings are already known e.g. /r/ spelt wr (see Appendix 1 for full list), and learn some words with each spelling, including a few common homophones.</p> <p>To learn to spell more words with contracted forms e.g. can't, couldn't.</p>	<p>To use the present tense correctly and consistently throughout writing.</p> <p>To understand the purpose of and write command sentences.</p> <p>To use subordination (using when, if)</p>	<p>To spell words ending in -tion e.g. station</p> <p>To form noun phrases using suffixes such as -ness, -er</p> <p>To write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>To apply the spelling rules and guidance in Appendix 1 to add -es to words ending in y.</p> <p>To add suffixes to spell longer words, including -less.</p> <p>To be introduced to inverted commas for speech.</p> <p>To use a subheading.</p>	
Reading Focus:	Reading Focus:	Reading Focus:	Reading Focus:	Reading Focus:	Reading Focus:
	<p><b>Comprehension (Positive attitudes and love of reading)</b> – To develop pleasure in reading, motivation to read, vocabulary and understanding</p> <p><b>Comprehension (Accuracy, fluency and understanding)</b> – To understand both the books they can already read accurately and fluently and those they listen to</p>				
<p><b>Word Reading</b></p> <p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To use picture clues to help with reading texts.</p>	<p><b>Word Reading</b></p> <p>To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>To break words down into smaller 'chunks' to help</p>	<p><b>Word Reading</b></p> <p>To count the syllables in words.</p> <p>To read words of more than one syllable that contain taught GPCs.</p>	<p><b>Word Reading</b></p> <p>To reread books to build up fluency and confidence in word reading.</p> <p>To read common exception words, noting unusual correspondences</p>	<p><b>Word Reading</b></p> <p>To respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p>	<p><b>Word Reading</b></p> <p>To read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p>



<p>To recognise and read some previously taught read common exception words (e.g. the, I, he, she)</p> <p><b>Comprehension (Positive attitudes and love of reading)</b></p> <p>To recognise and join in with predictable phrases.</p> <p>To recognise repetition of language in reading.</p> <p>To recognise obvious story language, for example, once upon a time, big bad wolf.</p> <p><b>Comprehension (accuracy, fluency and understanding)</b></p> <p>To check that a text makes sense to them as they read, and correct inaccurate reading.</p> <p>To identify and discuss the main characters in stories that they read themselves.</p> <p>To answer questions on a text they have read relating to who and what.</p> <p><b>Comprehension (discussion, retrieval and analysis)</b></p> <p>To begin to participate in discussions about what it read to them with an adult.</p>	<p>with reading.</p> <p>To begin to read some Y1 common exception words.</p> <p>To read words containing taught GPCs and –ed suffix.</p> <p><b>Comprehension (Positive attitudes and love of reading)</b></p> <p>To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>To learn to appreciate rhymes and poems, and to recite some by heart.</p> <p><b>Comprehension (accuracy, fluency and understanding)</b></p> <p>To discuss the significance of title and events.</p> <p>To record what is read to them through representations and in writing.</p> <p>To answer questions on a text they have read relating to where and when.</p> <p><b>Comprehension (discussion, retrieval and analysis)</b></p> <p>To participate in discussions about what it read to them, taking turns and listening to what</p>	<p>To read words containing taught GPCs –ing ending.</p> <p>To read books aloud accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>To read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word after a discussion with an adult.</p> <p><b>Comprehension (Positive attitudes and love of reading)</b></p> <p>To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that which they can read independently.</p> <p>To use drama and role-play to retell stories and take on the role of a character.</p> <p>To retell verbally and in written form.</p> <p><b>Comprehension (accuracy, fluency and understanding)</b></p> <p>To make predictions verbally and in written form based on what they have read so far.</p>	<p>between spelling and sound and where these occur in the word.</p> <p>To read words containing taught GPCs –er and –est endings.</p> <p><b>Comprehension (Positive attitudes and love of reading)</b></p> <p>To link what they have read to their own experiences, with encouragement.</p> <p>To choose their own books/stories to read after a discussion with an adult. and say why they have chosen it verbally and in written form.</p> <p><b>Comprehension (accuracy, fluency and understanding)</b></p> <p>To identify and discuss the main events or key points in stories that are read independently.</p> <p>To draw on own background knowledge or on background information and vocabulary provided by the teacher.</p> <p>To answer questions on a text they have read relating to why and how.</p> <p><b>Comprehension (discussion, retrieval and analysis)</b></p> <p>To explain clearly their understanding of what is read to them to adults and</p>	<p>e.g ow in snow and cow</p> <p>To read words containing taught GPCs and –s and –es endings.</p> <p><b>Comprehension (Positive attitudes and love of reading)</b></p> <p>To recognise the difference between fiction and non-fiction.</p> <p>To discuss word meanings, linking new meanings to those already known.</p> <p>To choose their own books/stories to read and say why they have chosen it verbally and in written form.</p> <p><b>Comprehension (accuracy, fluency and understanding)</b></p> <p>To make inferences based on what is said and done.</p> <p>To express opinions verbally and in written form about main events and characters in a story based on what is being said.</p> <p>To recognise verbally and in written form why a character is feeling a certain way based on what is being said.</p> <p>To answer questions on a text they have read relating to who, what, where, when, why and</p>	<p><b>Comprehension (Positive attitudes and love of reading)</b></p> <p>To recall and write about specific information in fiction and non-fiction texts.</p> <p><b>Comprehension (accuracy, fluency and understanding)</b></p> <p>To express opinions verbally and in written form about main events and characters in a story based on what is being said and done.</p> <p>To recognise verbally and in written form why a character is feeling a certain way based on what is being said and done.</p> <p><b>Comprehension (discussion, retrieval and analysis)</b></p> <p>To discuss how vocabulary choice affects meaning, for example, crept lets you know he is trying to be quiet.</p>
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		others say.	<p>To answer questions on a text they have read relating to why.</p> <p><b>Comprehension (discussion, retrieval and analysis)</b></p> <p>To explain clearly their understanding of what is read to them after a discussion.</p>	peers.	<p>how.</p> <p><b>Comprehension (discussion, retrieval and analysis)</b></p> <p>To locate information on a simple fact sheet.</p> <p>To begin to retrieve form non-fiction texts including using contents pages and glossaries.</p>	
	<p><b>Word Reading</b></p> <p>To read aloud books that continue to apply phonic knowledge and skills to decode unfamiliar words accurately and automatically.</p> <p>To focus on all the letters in the word. e.g not reading place for palace.</p> <p>To read further common exception words.</p> <p>To read words containing the prefix un-.</p> <p>To use a range of decoding strategies e.g. chunking, noting similar word patterns etc</p> <p><b>Comprehension (Positive attitudes and love of reading)</b></p> <p>To become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.</p> <p>To sequence, discuss and write about some of</p>	<p><b>Word Reading</b></p> <p>To read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To reread books to build up their fluency and confidence in word reading.</p> <p><b>Comprehension (Positive attitudes and love of reading)</b></p> <p>To listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</p>	<p><b>Word Reading</b></p> <p>To read aloud books that continue to apply phonic knowledge and skills to decode unfamiliar words accurately and automatically without overt sounding out and blending e.g. at over 90 words per minute.</p> <p>To accurately read words with 2 or more syllables that contain alternative sounds for graphemes e.g. shoulder, roundabout, grouping.</p> <p>To read words containing common suffixes e.g. -ing, -ed, -er, -est, -y.</p> <p><b>Comprehension (Positive attitudes and love of reading)</b></p> <p>To listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</p>	<p><b>Word Reading</b></p> <p>To read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>To read words containing common suffixes e.g. -ness, -ment, -ful, -less -ly.</p> <p><b>Comprehension (Positive attitudes and love of reading)</b></p> <p>To make choices about which texts to read, based on prior reading experience.</p> <p>To use own experiences to relate to what they read, both verbally and in written form.</p> <p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss and write about favourite words and phrases.</p>	<p><b>Word Reading</b></p> <p>To read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To use tone and intonation when reading aloud.</p> <p>To read words containing common suffixes e.g. -le, -tion, el, -al</p> <p><b>Comprehension (Positive attitudes and love of reading)</b></p> <p>To make links between texts, based on prior reading experience.</p> <p>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p><b>Comprehension</b></p>	<p><b>Word Reading</b></p> <p>To read words containing common suffixes e.g. -ness, -ment, -ful, -less, -ly, -ing, -ed, -er, -est, -y, -le, -tion, el, -al</p> <p><b>Comprehension (Positive attitudes and love of reading)</b></p> <p>To recognise and write about key themes and ideas within a text.</p> <p><b>Comprehension (discussion, retrieval and analysis)</b></p> <p>To retrieve specific information from non-fiction texts using, contents pages, glossaries and index.</p>

	<p>the main events in stories and recounts.</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To identify and comment on vocabulary and literary features for example, all fairy tales start with once upon a time.</p> <p><b>Comprehension (accuracy, fluency and understanding)</b></p> <p>To check that the text makes sense to them as they read, and correct inaccurate reading.</p> <p>To answer and ask questions about a story.</p> <p>To explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>To be introduced to non-fiction books that are structured in different ways</p> <p>To sequence, discuss and write about the main events in stories and recounts.</p> <p>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some.</p> <p><b>Comprehension (accuracy, fluency and understanding)</b></p> <p>To make and write about predictions based on what has been read so far.</p> <p>To demonstrate and write about their understanding of fiction, poetry and non-fiction texts by asking and answering questions.</p>	<p>To discuss the sequence of events in books and how items of information are related.</p> <p>To understand and write about why a writer has written a text, for example, she wants you to know how to make a kite.</p> <p><b>Comprehension (accuracy, fluency and understanding)</b></p> <p>To draw on own knowledge or on background information and vocabulary provided by the teacher.</p> <p>To make verbal and written predictions about familiar and unfamiliar texts.</p> <p><b>Comprehension (discussion, retrieval and analysis)</b></p> <p>To participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p>	<p>To identify and comment on vocabulary and a range of literary features by the same author (e.g. Roald Dahl).</p> <p><b>Comprehension (accuracy, fluency and understanding)</b></p> <p>To make and write inferences on the basis of what is said. e.g James was feeling scared when...because...</p> <p><b>Comprehension (discussion, retrieval and analysis)</b></p> <p>To begin to retrieve information from non-fiction texts including using, contents pages, glossaries and index.</p> <p>To explain own responses to a text.</p>	<p><b>(accuracy, fluency and understanding)</b></p> <p>To make and write inferences on the basis of what is said and done. e.g Hansel was clever when he put stones in his pocket because...</p> <p><b>Comprehension (discussion, retrieval and analysis)</b></p> <p>To explain own responses to a text.</p> <p>To identify and write about how vocabulary choice affects meaning, for example, crept lets you know that he is trying to be quiet.</p>	
	Spelling Focus:	Spelling Focus:	Spelling Focus:	Spelling Focus:	Spelling Focus:	Spelling Focus:
	ay ee igh	ai, oi / ay, oy a-e, e-e i-e, o-e	er (/ɜ:/) / er (/ə/) ir, ur oo (/u:/) oo (/ʊ/)	ie (/aɪ/), ie (/i:/) igh or, ore	Words ending <b>-y</b> . New consonant spellings <b>ph and wh</b> . Using <b>k</b> for the /k/ sound.	Adding <b>s and es</b> to words (plural of nouns and the third person singular of verbs). Adding the endings <b>-ing, -</b>






	<p>ow</p> <p>oo</p> <p>ar</p> <p>Review and assessment of spellings taught this half term.</p>	<p>u-e, ar</p> <p>ee</p> <p>ea (/i:/) /ea (/ɛ/)</p> <p>Review and assessment of spellings taught this half term.</p>	<p>oa</p> <p>oe, ou</p> <p>ow (/aʊ/), ow (/əʊ/) / ue, ew</p> <p>Review and assessment of spellings taught this half term.</p>	<p>aw, au</p> <p>air, ear and ear (/ɛə/)</p> <p>are (/ɛə/)</p> <p>Review and assessment of spellings taught this half term.</p>	<p>The sounds /f/, /l/, /s/, /z/ and /k/ <b>spelt ff, ll, ss, zz and ck.</b></p> <p>The /ŋ/ sound spelt <b>n</b> before <b>k.</b></p> <p>Division of words into syllables.</p> <p>Review and assessment of spellings taught this half term.</p>	<p><b>ed and -er</b> to verbs where no change is needed to the root word.</p> <p>Adding <b>-er and -est</b> to adjectives where no change is needed to the root word.</p> <p>Adding the prefix <b>-un.</b></p> <p>Compound words.</p> <p>Common exception words.</p> <p>Review and assessment of spellings taught this half term.</p>
	<p>The <b>or</b> sound spelt <b>a</b> before <b>l</b> and <b>ll</b></p> <p>Soft <b>c</b></p> <p>Adding the suffix <b>-y</b> (to words ending in <b>e</b>)</p> <p>Adding suffix <b>-ly</b> (to make words adverbs)</p> <p>The <b>n</b> sound spelt <b>kn</b> and <b>gn</b></p> <p>Homophones</p> <p>Homophones</p>	<p>The <b>igh</b> sound spelt <b>y</b></p> <p>Adding the suffix <b>-ing</b> (to words ending in a short vowel and a consonant)</p> <p>Adding the suffix <b>-ing</b> (to words ending <b>e</b> or <b>ie</b>)</p> <p>The <b>j</b> sound</p> <p>The <b>o</b> sound spelt <b>a</b> after <b>w</b> and <b>qu</b></p> <p>Adding the suffix <b>-ed</b> (to words ending in two consonant letters and a words ending in a short vowel and a consonant)</p> <p>Red words</p> <p>Homophones</p>	<p>Adding the suffix <b>-ed</b> (swapping y for i)</p> <p>Adding the suffix <b>-ed</b> (dropping <b>e</b> to add <b>-ed</b> and revision of doubling the final consonant/swapping <b>y</b> or <b>i</b>)</p> <p>Contractions and apostrophes</p> <p>The <b>u</b> sound spelt <b>o</b> and the <b>or</b> sound spelt <b>ar</b> after <b>w</b></p> <p>Possessive apostrophes</p> <p>Red words</p> <p>The <b>r</b> sound spelt <b>wr</b></p> <p>Adding the suffixes <b>-er</b> or <b>-est</b> where no change is needed/words ending <b>e</b>)</p>	<p>Adding the suffix <b>-er</b> or <b>-est</b> (swapping y for i)</p> <p>Adding the suffixes <b>-er</b> or <b>-est</b> (double the consonant, where the root word ends in short vowel plus consonant)</p> <p>The <b>ee</b> sound spelt <b>ey</b></p> <p>Adding the suffix <b>-ness</b> or <b>-est</b> (adding to a root word where no change is needed to the root word)</p> <p>Homophones</p> <p>Words ending <b>-il</b></p> <p>Words where the <b>s</b> makes the <b>zh</b> sound</p>	<p>Adding the suffix <b>-ness</b> (swapping y for i)</p> <p>Words ending <b>-le</b></p> <p>Words ending <b>-el</b></p> <p>Words ending <b>-al</b></p> <p>Homophones</p> <p>The <b>ir</b> sound spelt <b>or</b> after <b>w</b></p> <p>Adding the suffix <b>-ful</b></p>	<p>Adding the suffix <b>-less</b></p> <p>Adding the suffix <b>-ment</b></p> <p>Words ending <b>-tion</b></p> <p>Adding the suffix <b>-es</b></p> <p>Contractions and apostrophes</p> <p>Possessive apostrophes</p>
	Phonic Focus:	Phonic Focus:	Phonic Focus:	Phonic Focus:	Phonic Focus:	Phonic Focus:



	<p align="center"><b>Continuous practise of:</b></p> <p><b>Red words-</b> Words that are not easily decodable and challenge words to extend children's vocabulary.</p> <p><b>Green words-</b> Words that are linked to the sounds they have been learning and are easily decodable.</p> <p><b>Real and Nonsense words-</b> As well as reading and blending real words children will have to apply their sound recognition skills on reading 'Nonsense words'.</p>					
	ay ee igh ow oo oo ar	or air ir ou oy ea oi	a-e e-e i-e o-e u-e aw	are ur er ow ai oa	ew ire ear ure tion cious tious	Recap and consolidation of Set 2 and 3 sounds to exit programme.
	Maths:	Maths:	Maths:	Maths:	Maths:	Maths:
	<p align="center"><b>Place value</b></p> <p>Count, read and write numbers from any number to 20 Sort, count and represent objects to 20. Compare and order numbers.</p> <p align="center"><b>Addition and subtraction</b></p> <p>Write addition and subtraction calculations (using part-whole model). Number bonds to 10.</p> <p align="center"><b>Geometry (Shape)</b></p> <p>Recognise and name 2D and 3D shapes. Patterns, pictures, models with 2D and 3D shapes.</p> <p align="center"><b>Measurement (Length/ Height/ Mass)</b></p> <p>Compare mass. Measure weight. Compare length and height. Measure length.</p>	<p align="center"><b>Measurement (Money)</b></p> <p>Recognise coins. Make amounts.</p> <p align="center"><b>Fractions</b></p> <p>Find a half. Find a quarter.</p> <p align="center"><b>Geometry (Position and direction)</b></p> <p>Make and describe turns. Follow directions. Describe position.</p> <p align="center"><b>Measurement (Time)</b></p> <p>Sequence events in time order. Days of the week, months. Tell the time o'clock.</p> <p align="center"><b>Statistics</b></p> <p>Sort information. Construct a pictogram.</p> <p align="center"><b>Addition and subtraction</b></p> <p>Find and make number bonds. Add a two digit and one</p>	<p align="center"><b>Place value</b></p> <p>Count, read, write numbers to 50. Tens and ones.</p> <p align="center"><b>Addition and subtraction</b></p> <p>Add and subtract 1-digit and 2-digit numbers to 20. Related addition and subtraction calculations.</p> <p align="center"><b>Geometry (Properties of shape)</b></p> <p>Sort 2D shapes. Describe 3D shape properties. Sort 3D shapes.</p> <p align="center"><b>Measurement (Mass, Capacity)</b></p> <p>Measure weight. Problem solve by measuring weight. Measure capacity and volume.. Problem solve by measuring weight/capacity.</p>	<p align="center"><b>Statistics</b></p> <p>Interpret a pictogram. Construct a block graph.</p> <p align="center"><b>Multiplication and division</b></p> <p>Make equal groups. Count equal groups.</p> <p align="center"><b>Fractions</b></p> <p>Find a half. Find a quarter.</p> <p align="center"><b>Measurement (Time)</b></p> <p>Tell the time to the o'clock and half past. Write the time.</p> <p align="center"><b>Addition and subtraction</b></p> <p>Represent and use number bonds and related subtraction facts within 20. Solve missing number problems. Solve problems in a context.</p>	<p align="center"><b>Place Value</b></p> <p>Count, read, write numbers to 100. Partition and represent two-digit numbers. Compare two numbers using &lt;, &gt; and =.</p> <p align="center"><b>Addition and subtraction</b></p> <p>Solve one-step problems that involve addition and subtraction. Solve addition and subtraction word problems.</p> <p align="center"><b>Geometry (Shape)</b></p> <p>Solve 2D shape puzzles. Compose 2D and 3D shapes from smaller shapes. Describe simple patterns and relationships (invol. numbers and shapes).</p> <p align="center"><b>Measurement (Capacity)</b></p> <p>Measure capacity. Compare capacity.</p>	<p align="center"><b>Measurement (Money)</b></p> <p>Solve problems by adding money together. Solve problems to give change.</p> <p align="center"><b>Multiplication and division</b></p> <p>Make equal groups for sharing. Make arrays.</p> <p align="center"><b>Fractions</b></p> <p>Find a half. Find a quarter. Use vocab in context.</p> <p align="center"><b>Measurement (Time)</b></p> <p>Compare time. Use the language of time, including telling the time throughout the day.</p> <p align="center"><b>Addition and subtraction</b></p> <p>Problems should include the terms: put together, add, altogether, total, take away, distance between,</p>

	<p><b>Multiplication and division</b> To double numbers. To count in tens and twos.</p>	<p>digit number. Subtract a one digit from a two-digit number.</p>	<p><b>Measurement (Money)</b> Add and combine amounts of money. Subtract money.</p>		<p>Measure lengths using cm</p> <p><b>Statistics</b> Construct a block graph. Interpret block graph.</p>	<p>difference between, more than and less than.</p> <p><b>Geometry (Position and Direction)</b> Describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p>
	<p><b>Place value</b> Count, read and write numbers to 100 in numerals and words. Partition 2 digit numbers. Compare numbers using &lt;, &gt; and = signs.</p> <p><b>Addition and subtraction</b> Addition and subtraction to 20. Add three one-digit numbers. Bonds to 100 (tens). Add a two-digit and one digit number. Subtract a one-digit from a two-digit number.</p> <p><b>Geometry (Shape)</b> Identify 2D shapes. Describe 2D shapes. Identify 3D shapes. Describe 3D shapes.</p> <p><b>Measurement (Length/ Height/ Mass)</b> Estimate and measure length/height (m/cm). Estimate and measure mass (kg/g) Compare and order lengths and mass using &gt;, &lt; and =.</p>	<p><b>Measurement (Money)</b> Combine amounts to make value. Make the same amount.</p> <p><b>Fractions of shapes and numbers</b> Recognise and find fractions of shapes: <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{3}{4}</math> Recognise and find fractions of a number: <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{3}{4}</math></p> <p><b>Geometry (Position and direction)</b> Describe position, direction and movement.</p> <p><b>Measurement (Time)</b> Tell the time the hour, half past the hour. Tell the time to quarter past/to the hour.</p> <p><b>Statistics</b> Construct and interpret a tally chart. Construct and interpret a pictogram.</p> <p><b>Addition and subtraction</b> Add two two-digit</p>	<p><b>Place value</b> Partition 2-digit numbers in different ways. Solve partitioning problems.</p> <p><b>Addition and subtraction</b> Add two two-digit numbers. Add by partitioning. Subtract on a blank number line.</p> <p><b>Multiplication and division</b> Use arrays in multiplication and division and recall times tables. Recognise and use the inverse relationship.</p> <p><b>Geometry (Shape)</b> Lines of symmetry. Identify 2D shapes on the surface of 3D shapes. Compare and sort 2D and 3D shapes.</p> <p><b>Measurement (Mass, Capacity)</b> Read the numbered divisions on a scale and interpret the divisions between them.</p>	<p><b>Statistics</b> Construct block diagrams and simple tables, counting in 2s, 5s 10s. Interpret block diagrams and simple tables.</p> <p><b>Multiplication and division</b> Use arrays in multiplication and division and recall times tables. Recognise and use the inverse relationship.</p> <p><b>Equivalent Fractions</b> Unit fractions (<math>\frac{1}{3}</math>) Non-unit fractions. Equivalence of <math>\frac{1}{2}</math> and <math>\frac{2}{4}</math>. Understand that halving is the inverse of doubling and vice versa.</p> <p><b>Measurement (Time)</b> Compare and sequence intervals of time. Tell and write the time to five minutes.</p> <p><b>Addition and subtraction</b> Add two, 2-digit numbers on a blank number line. Subtract a 2-digit number from a 2-digit number.</p>	<p><b>Place Value</b> Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward. Identify, represent and estimate numbers on a number line. Recall the multiples of 10 below and above.</p> <p><b>Addition and subtraction</b> Add and subtract numbers using formal written methods. Recognise and use the inverse relationship between addition and subtraction.</p> <p><b>Multiplication and division</b> Calculate multiplication and division within the multiplication tables. Solve problems involving multiplication and division.</p> <p><b>Geometry (Shape)</b> Identify and describe 2D and 3D shapes. Compare and sort 2D and 3D shapes.</p> <p><b>Measurement</b></p>	<p><b>Measurement (Money)</b> Find change to solve money problems. Solve money word problems using addition and subtraction.</p> <p><b>Multiplication and division</b> Calculate multiplication and division within the multiplication tables. Solve problems involving multiplication and division.</p> <p><b>Fractions</b> Unit fractions (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{3}</math>) Non-unit fractions. (<math>\frac{2}{4}</math>, <math>\frac{3}{4}</math>) Equivalence of <math>\frac{1}{2}</math> and <math>\frac{2}{4}</math>.</p> <p><b>Time</b> Become fluent in telling the time on analogue clocks and recording it.</p> <p><b>Addition and subtraction</b> Add two, 2-digit numbers by column addition without crossing tens boundary. Subtract two, 2-digit numbers by column subtraction without crossing tens boundary.</p> <p><b>Position and Direction</b></p>



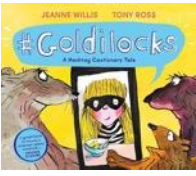


	<b>Multiplication and division</b> Odd and even numbers. Understand repeated addition as multiplication. Represent arrays as multiplication.	numbers. Add by partitioning.	Estimate and measure capacity.  <b>Measurement (Money)</b> Find the total. Find the difference. Find the change.		<b>(Capacity, Temperature in °C)</b> Estimate and measure capacity (litres/ml). Compare and order volume/capacity and record the results using >, < and =. Measure temperature.  <b>Statistics</b> Construct block diagrams and simple tables, counting in 2s, 5s 10s. Interpret block diagrams and simple tables.	Describe movement and turns.
	Science:	Science:	Science:	Science:	Science:	Science:
	<b>Working Scientifically</b> <b>Autumn:</b> Ask simple questions and recognise that they can be answered in different ways. Identify and classify. Observe closely, using simple equipment. <b>Spring:</b> Perform simple tests. Gather and record data to help in answering questions. <b>Summer:</b> Use observations and ideas to suggest answers to questions.					
	<b>Seasonal Change</b> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.					
	<u><b>Animals including Humans</b></u>  Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	<u><b>Materials</b></u>  Distinguish between an object and the material from which it is made.  Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.	<u><b>Animals including Humans</b></u>  Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.  Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets).	<u><b>Plants</b></u>  Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen.  Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.	<u><b>Animals</b></u>  Identify and name a variety of common animals that are carnivores, herbivores and omnivores.	<u><b>Materials</b></u>  Describe the simple physical properties of a variety of everyday materials.  Compare and group together a variety of everyday materials on the basis of their simple physical properties.



	<b>Working Scientifically</b> <b>Autumn:</b> Make and record observations and simple comparisons. Think about what is expected to happen. Decide whether the results support the prediction. <b>Spring:</b> Turn ideas into questions that can be investigated. Present results. Explain what has been found out. <b>Summer:</b> Present information in charts and tables. Decide whether a test was fair. Use results to draw conclusions.					
	<p><b><u>Animals including Humans</u></b></p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Identify ways in which the appearance of humans changes as they get older.</p> <p>Know that some characteristics will not alter with age.</p> <p>Recognise that animals produce young.</p>	<p><b><u>Materials</u></b></p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p><b><u>Animals including Humans</u></b></p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Identify some types of food that make up their diet and name some examples of each.</p> <p>Recognise an adequate diet and exercise is necessary for them to grow and stay healthy.</p>	<p><b><u>Plants</u></b></p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p><b><u>Living Things and their Habitats</u></b></p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	<p><b><u>Materials</u></b></p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p>
	Science Texts:	Science Texts:	Science Texts:	Science Texts:	Science Texts:	Science Texts:
						

						
	Computing:	Computing:	Computing:	Computing:	Computing:	Computing:
	Evolve (E-Safety) to be revisited each lesson.					
	<b>Using Technology</b>  Categorise, discuss, and talk about control technology and new technologies' and understand how to use them (e.g. TV remote, kettle, traffic lights/lpad, mobile phone, digital camera).  Select the appropriate program by finding and retrieval through the school network (BuysThings/J2E).  Use keyboard skills to type a simple username and password into a given program (e.g. School 360 login).  Observe how to then save their work to a folder and retrieve it when needed (JIT5 folder function).  Observe and understand how to edit and copy information using a variety of media (e.g. backspace, copy with right click, paste with left click – JIT5).	<b>E Safety</b>  Observe and evaluate websites and know that everything on the internet is not true (e.g. Wikipedia).  Categorise the differences between websites, explore different given websites.  Recognise that most technology devices have access to the internet, scavenger hunt in school, sort in class bar chart (internet, no internet).  Classify what 'personal information' is and why it should not be shared online (safe and not safe sort).  Observe and follow the school's safer internet rules, discuss why they are in place.	<b>Data retrieving and organising</b>  Classify and collect information from the class (10 peers), enter information into a template to make a graph (bar chart).  Observe patterns and answer questions relating to a graph (bar chart).  Categorise information by producing simple graphs using ICT, (Pictogram JIT5).	<b>Communicating and presenting</b>  Classify how to send group email in a controlled environment and reply, using school 360.  <u>Draw an on-screen image (cross curricular link)</u> Select how to draw on screen image using Jit5.  Can record people's voices as a voice over by explaining picture using microphone.  <u>Make Presentation J2Office PowerPoint (cross curricular link – history Greatest Explorers):</u> Create a basic presentation (add slide, change background).  Classify how to use the simple functions of a (font, size, colour).  Select and add images and clip art images.  Select cut, copy and paste on to a document.	<b>E Safety</b>  Select how to act if they find inappropriate content online by evaluating different scenarios.  Categorise and understand the term 'web address', explore meaning and parts (e.g..co.uk).  Observe how to use the internet safely for learning and communicating with others, with links to current social medias (e.g. roblox, tictok, snapchat etc).  Can email safely as a class using school 360.	<b>Algorithms and programs</b>  Select instructions to move around a course and create a series of instructions for others to follow and begin to develop computational thinking.  Explore floor turtles (beebots/dragon), combining sequences of instructions to follow a pattern or create a shape.  Observe that commands affect algorithms.  <u>Scratch:</u> Explore a simulation as class to support a given topic and talk about what happens and why (NCCE Y1 Programming A - Moving a Robot – Lesson 3 – Make a Change).

				Observe, capture & download images from a camera/device.		
	<p>Recall how to use of a wide range of technology, exploring iPads, cameras, desktop, laptop, beebot.</p> <p>Classify and describe how a wide range of technology works in a variety of different contexts (e.g. school, home).</p> <p>Speculate why a piece of technology is for a particular purpose and communicate this, using scenarios.</p> <p>Sequence the steps independently to save their work to a folder and retrieve it when needed (JIT5 folder function).</p> <p>Sequence the steps and understand how to edit and copy information using a variety of media (e.g. capital letter, cut).</p> <p>Film short scenes &amp; edit with others about why technology is important using iPads.</p>	<p>Recall and follow the school's safer internet rules and speculate why they are in place.</p> <p>Compare and contrast websites and know that everything on the internet is not true (e.g. Wikipedia).</p> <p>Can recognise that there are other people on the internet and give reasons why this affects how they should use it.</p> <p>Recall how to act if they find inappropriate content online, by comparing different scenarios.</p> <p>Reason and explain why a trusted adult must be told if someone they don't know tries to contact them on the internet, explore the meaning of 'trusted adult' (e.g. teacher, parent, siblings, postman, doctor).</p>	<p>Contrast presenting data in different ways (JIT5 – bar chart, line graph).</p> <p>Classify information from a branching database to answer questions, provided by teacher (Practical sort - Who did it investigation or geography – different foods and their sources).</p> <p>Reason why it is necessary to amend teacher prepared graphs (make on JIT5, move into shared files so children can edit in pairs).</p>	<p>Speculate why email is used beyond school, discuss purposes (work, social, advertising, phishing, viruses).</p> <p>Sequence and follow steps to send individual email in a controlled environment and reply using school 360.</p> <p>Compare speed over time when typing and use a simple document with increasing control. (Time trial typing, who will win?).</p> <p><u>Make a Poster J2Office Writer (cross curricular link)</u> Recall word process work, changing the font, font size, colour.</p> <p>Classify how to cut, copy, and paste an image, text box, word art and clipart onto a document.</p> <p><u>Make Presentation J2Office PowerPoint (cross curricular link – history Greatest Explorers):</u> Sequence and follow steps to produce an interactive presentation using a range</p>	<p>Speculate why they should only open an email from someone they know, exploring phishing emails and viruses.</p> <p>Recall how to send and receive emails safely, supported in pairs.</p> <p>Recall reasons why passwords should not be shared by discussing purposes of passwords and what they protect from others (school and home links).</p> <p>Speculate how to use the internet safely for learning and communicating with others, with links to current social medias (e.g., ROBLOX, TikTok, snapchat etc).</p> <p>Compare and contrast advertising on different websites and learn to ignore it, speculating purpose of advertising using evidence.</p>	<p><u>JIT Coding:</u> Sequence instructions to navigate an on-screen turtle around a course or grid and/or draw shapes by inputting a sequence of instructions (JIT5 – turtle).</p> <p>Compare and contrast how an on-screen turtle and a floor turtle can be directed using text.</p> <p><u>Scratch:</u> Classify the effects of changing variables in simulations and enter information into a basic computer simulation (NCCE Y2 Programming A - Robot Algorithms – Lesson 1 – Giving Instructions)</p> <p>Reason and discuss the benefits of using these simulations (Review product from lesson 1 – positives discussion).</p> <p>Compare and contrast the use of simulations as a group and compare with reality (Compare simulator games – link to making in real life (positives and negatives). ABCYa.com –</p>



			<p>of media? (e.g., slide transitions and effects).</p> <p>Classify how to cut, copy, and paste an image, text box and clipart onto a PowerPoint.</p> <p>Compare and contrast the effectiveness of the format of their text to refine and improve (e.g., underline, italics, bold).</p>		<p>Build a House (<a href="https://www.abcya.com/games/make-a-house">https://www.abcya.com/games/make-a-house</a>),</p> <p>Make a Cookie (<a href="https://www.abcya.com/games/make-a-cookie">https://www.abcya.com/games/make-a-cookie</a>)</p> <p>Make a Skateboard (<a href="https://www.abcya.com/games/make-a-skateboard">https://www.abcya.com/games/make-a-skateboard</a>)</p>
	Computing Texts:	Computing Texts	Computing Texts	Computing Texts	Computing Texts
					
	RE:	RE:	RE:	RE:	RE:
	<p align="center"><b>Skills to explore religions, worldviews and beliefs:</b></p> <p><b>Autumn:</b></p> <ul style="list-style-type: none"> <li>give examples of how stories show what people believe (e.g. the meaning behind a festival)</li> <li>think, talk and ask questions about whether the ideas they have been studying have something to say to them</li> </ul> <p><b>Spring:</b></p> <ul style="list-style-type: none"> <li>give clear, simple accounts of what stories and other texts mean to believers</li> <li>give examples of how people use stories, texts and teachings to guide their beliefs and actions</li> </ul> <p><b>Summer:</b></p> <ul style="list-style-type: none"> <li>identify the core beliefs and concepts studied and give a simple description of what they mean</li> <li>give examples of ways in which believers put their beliefs into action</li> <li>give a good reason for the views they have and the connections they make</li> </ul>				
	<p><b><u>Christians (God) - What do Christians believe God is like?</u></b></p> <p>Retell the story of the Lost Son from the Bible simply.</p>	<p><b><u>Jews – Who is Jewish and how do they live?</u></b></p> <p>Observe the words of the Shema as a Jewish prayer.</p>	<p><b><u>Christians (Creation) - Who do Christians say made the world?</u></b></p> <p>Retell the story of creation from Genesis 1:1–2.3 simply.</p>	<p><b><u>Christians (Salvation) - Why does Easter matter to Christians?</u></b></p> <p>Observe Incarnation and Salvation are part of the 'big</p>	<p><b><u>Muslims - Who is Muslim and how do they live?</u></b></p> <p>Observe that the words of the <i>Shahadah</i> is very important for Muslims.</p>
	<p><b><u>Thematic – What does it mean to belong to a faith community?</u></b></p>				

	<p>Observe that 'God' is part of the 'big story' of the Bible.</p> <p>Select key points that show what the story tells Christians about God e.g. as welcoming, as forgiving</p> <p>Select ways Christians can put their beliefs into practise in worship e.g. saying sorry in prayer to God.</p> <p>Think and ask questions about whether they have learnt anything from the stories themselves.</p>	<p>Select and understand simply some stories used in Jewish celebrations (e.g. Chanukah)</p> <p>Select examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah).</p> <p>Select an example of how some Jewish people might remember God in different ways (e.g. <i>mezuzah</i>).</p> <p>Categorise what they think is good about reflecting, thanking, praising and remembering for Jewish people, beginning to give a good reason for their ideas</p>	<p>Observe that 'Creation' is the beginning of the 'big story' of the Bible.</p> <p>Select key points that show what the story tells Christians about God, Creation and the world.</p> <p>Select at least one example of what Christians do to say thank you to God for the Creation (e.g. at Harvest celebrations)</p> <p>Think and ask questions about living in an amazing world.</p>	<p>story of the Bible' timeline and locate them.</p> <p>Retell stories of Holy Week and Easter from the Bible and begin to recognise a link with Salvation.</p> <p>Classify examples of how Christians show their beliefs about Jesus' death e.g. making easter gardens, Shrove Tuesday</p> <p>Classify examples of how Christians celebrate Easter in church worship.</p> <p>Think, talk and ask questions about whether the story of Easter only has something to say to Christians or if it says things to other people about sadness and hope exploring different ideas.</p>	<p>Select some of the key Muslim beliefs about God found in the <i>Shahadah</i> and the 99 names of Allah and give a simple description of what some of them mean.</p> <p>Classify examples of how Muslims use the <i>Shahadah</i> to show what matters to them.</p> <p>Classify examples of how stories about the Prophet show what Muslims believe about Muhammad (e.g. the story of the tiny ants).</p> <p>Think, talk about and ask questions about Muslim beliefs</p>	<p>Observe that loving others is important in lots of different communities.</p> <p>Categorise what Jesus and one other religious leader taught about loving others (e.g. Mohammad)</p> <p>Select an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony (e.g. Baptism, Brit Milah or Aqiqah)</p> <p>Classify what the actions and symbols of different ceremonies mean.</p> <p>Categorise examples of ways that people express their identity and belonging in faith communities and other communities (e.g. Humanists).</p>
	<p>Classify what a parable is.</p> <p>Sequence the parable of the Lost Son from the Bible.</p> <p>Recall links with the parable of the Lost Son and the Christian idea of God as a forgiving Father.</p> <p>Recall at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others)</p> <p>Recall an example of how Christians put their beliefs into practice in</p>	<p>Reason what the words of the Shema as a Jewish prayer show about beliefs in God.</p> <p>Recall examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like</p> <p>Compare and contrast links between Jewish ideas of God found in the stories and how people live (e.g. Favoured People's time in the wilderness and gathering of harvest at Sukkot).</p>	<p>Sequence the story of creation from Genesis 1:1–2:3.</p> <p>Recall what the story tells Christians about God, creation and the world.</p> <p>Recall at least two examples of what Christians do to look after the world for God (e.g. Eco-churches, caring for others)</p> <p>Think, talk and ask questions about living in an amazing world for religious people and non-religious people.</p>	<p>Recall that Incarnation and Salvation are part of the 'big story of the Bible' timeline.</p> <p>Sequence stories of Holy Week and Easter from the Bible and reason about a link with the idea of Salvation (Jesus rescuing people).</p> <p>Recall at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship preparing for and at Easter.</p> <p>Think, talk and ask questions about whether the</p>	<p>Recall the words of the <i>Shahadah</i> and that it is very important for Muslims.</p> <p>Reason and give a simple description of what some key Muslim beliefs about God in the <i>Shahadah</i>.</p> <p>Compare how Muslims use the <i>Shahadah</i> to show what matters to them and how stories about the Prophet show what Muslims believe about Muhammad.</p> <p>Think, talk about and ask questions about Muslim beliefs and ways of living</p>	<p>Recall that loving others is important in lots of religious and non-religious communities.</p> <p>Compare and contrast what Jesus and another religious leader (e.g. Al-Bukhari) taught about loving other people and compare with non-religious views (e.g. Humanists)</p> <p>Compare and contrast accounts of what happens at a traditional Christian, Jewish and Muslim welcome ceremonies and suggest what actions and symbols mean (e.g. Baptism, Brit Milah, Aqiqah).</p>

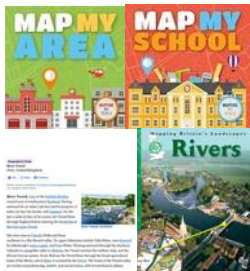


	<p>worship (e.g. by saying sorry to God)</p> <p>Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas</p> <p>Reason about the connections they have made.</p>	<p>Recall examples of how some Jewish people might remember God in different ways (e.g. <i>mezuzah</i>, on <i>Shabbat</i>)</p> <p>Reason their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</p>		<p>story of Easter only has something to say to Christians or if it says things to other people about sadness, hope or heaven</p> <p>exploring different ideas.</p> <p>Reason about their ideas of the significance of the messages of sadness, hope or heaven from the Easter story.</p>	<p>Speculate about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas.</p> <p>Reason their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</p>	<p>Speculate at least two ways people show they love each other and belong to each other when they get married (Christian, Jewish and non-religious).</p> <p>Recall examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences.</p> <p>Reason about what they think is good about being in a community, for people in faith communities and for themselves.</p>
	RE Texts:	RE Texts:	RE Texts:	RE Texts:	RE Texts:	RE Texts:
			<p>Creation Story</p> <p><a href="https://ecochurch.arocha.org.uk/wp-content/uploads/2022/02/Kids-age-4-7-Session-4-Sharing-Creation-Community-and-Global-Engagement.pdf">https://ecochurch.arocha.org.uk/wp-content/uploads/2022/02/Kids-age-4-7-Session-4-Sharing-Creation-Community-and-Global-Engagement.pdf</a></p> 			
	History:	History:	History:	History:	History:	History:
		<p><b><u>Titanic - Why and how did the 'unsinkable' ship sink?</u></b></p> <p><i>(global event beyond living memory)</i></p> <p>Select key events of the Titanic voyage from</p>		<p><b><u>The Greatest Explorers - Who were the greatest explorers?</u></b></p> <p><i>(significant individuals)</i></p> <p>Categorise what an explorer is and where explorers go and why.</p>		<p><b><u>Our Local Heroes - Who are our local heroes?</u></b></p> <p><i>(local history)</i></p> <p>Categorise what makes someone a hero (Edwards I (walls), King David I</p>




		<p>Southampton, sinking and rescue (by Carpathia).</p> <p>Observe historical evidence (sources) about the Titanic.</p> <p>Classify different life-styles of First and Third class aboard the Titanic e.g. how they passed their time.</p> <p>Categorise different reasons for the Titanic sinking e.g. iceberg.</p> <p>Observe the events that lead to the rescue of some survivors by the Carpathia (lifeboat).</p> <p>Select ways to prevent the disaster happening again.</p>		<p>Observe 2 famous explores and their contribution to our world today (Ibn Battuta, Captain Cook, Captain Scott, Gertrude Bell, Roald Amundsen, Sunita Williams).</p> <p>Select where these 6 great explorers fit in Chronology studied using a timeline (Ibn Battuta, Captain Cook, Captain Scott, Gertrude Bell, Roald Amundsen, Sunita Williams). Understand the ways in which we find out about the past (people, photographs, artefacts).</p> <p>Categorise similarities and differences between explorers Ibn Battuta and Captain Cook and Gertrude Bell (relating to race, gender, and origin).</p> <p>Select how and why explorers are remembered from our past.</p>		<p>(castle), Peter Ramage (footballer), Mabel Philipson (MP), Arthur Roberts (Trinidad Heritage - WW1, Battle of Passchendaele). Lyn Irvine (literary journalist). LS Lowry (Lowry Trail), Gertrude Bell (explorer), Grace Darling (heroine)</p> <p>Select where our local heroes fit in chronology studied (timeline).</p> <p>Observe photographs to build a picture of a chosen local hero.</p> <p>Select objects to build a picture of a chosen local hero.</p> <p>Categorise who our greatest local hero is, based on the sources explored.</p>
		<p>Locate the Titanic in time and place with reference to other significant people and events studied.</p> <p>Sequence the order of events of the voyage from Southampton to Atlantic Ocean, sinking of the Titanic and rescue by Carpathia.</p> <p>Compare primary/secondary sources</p>		<p>Classify what an explorer is and where explorers go and why.</p> <p>Recall 3 famous explores and their contribution to our world today (Ibn Battuta, Captain Cook, Captain Scott, Gertrude Bell, Roald Amundsen, Sunita Williams).</p> <p>Select where these 6 great explorers fit in Chronology</p>		<p>Classify what makes someone a hero (Edwards I (walls), King David I (castle), Peter Ramage (footballer), Mabel Philipson (MP), Arthur Roberts (Trinidad Heritage - WW1, Battle of Passchendaele). Lyn Irvine (literary journalist). LS Lowry (Lowry Trail), Gertrude Bell (explorer), Grace Darling (heroine).</p>

		<p>to find out what was special about the Titanic.</p> <p>Compare and contrast life-styles of First and Third class passengers aboard the Titanic.</p> <p>Reason why the Titanic sank and understand that there may be more than one explanation e.g. Captain Edward Smith, boat, owner, collision etc</p> <p>Compare different historical accounts of the rescue of survivors by the Carpathia and contrast how reliable they are. Speculate a range of ways to prevent the disaster happening again.</p>		<p>studied using a timeline (Ibn Battuta, Captain Cook, Captain Scott, Gertrude Bell, Roald Amundsen, Sunita Williams).</p> <p>Classify the ways in which we find out about the past (people, photographs, artefacts).</p> <p>Compare and contrast the similarities and differences between explorers Ibn Battuta and Captain Cook and Gertrude Bell (relating to race, gender, and origin).</p> <p>Speculate how and why explorers are remembered from our past.</p>		<p>Sequence where our local heroes fit in chronology studied (timeline).</p> <p>Compare and contrast photographs to build a picture of a chosen local hero.</p> <p>Compare objects to build a picture two chosen local heroes.</p> <p>Classify documents to build a picture of two chosen local heroes.</p> <p>Speculate who our greatest local hero is, based on the sources explored.</p>
	Historical Texts:	Historical Texts:	Historical Texts:	Historical Texts:	Historical Texts:	Historical Texts:
				 <p>Captain Scott Diary</p>		Grace Darling Museum Fact File




	Geography:	Geography:	Geography:	Geography:	Geography:	Geography:
	<p><b><u>Rivers -</u></b>  <b><u>What is the significance of the River Tweed?</u></b>  <i>Local Area</i></p> <p>Observe where Berwick is within the UK.</p> <p>Observe the River Tweed on a map, and locate in reference to Berwick (Countries, Town and sea)</p> <p>Classify the different uses of the river Tweed in the past and now making reference to the geographical features.</p> <p>Categorise river habitats and how to look after them.</p> <p>Explore Physical features along the river.</p>		<p><b><u>People &amp; Communities -</u></b>  <b><u>Where in the world do people live?</u></b>  <i>Contrasting UK and non-European country</i></p> <p>Name and locate the world's seven continents (using globes and atlases).</p> <p>Observe key features of continents using famous landmarks, weather and environments.</p> <p>Observe our locality relating to the seaside and how this impacts our lives (island, nearest coastline, relating jobs – coastguard, North Sea).</p> <p>Select (using maps) a small area in a non-European country and classify the human and physical geography to the UK/Berwick (India - wet)</p> <p>Use basic geographical vocabulary to describe distance when comparing communities (e.g., near, far away, long away, North, South East and West).</p>		<p><b><u>Animals &amp; Habitats -</u></b>  <b><u>Where do our favourite animals live?</u></b>  <i>Weather patterns linked to equator</i></p> <p>Recognise and name the five world oceans (maps, atlas, globe).</p> <p>Categorise continents against the criteria of climatic hot and/or cold areas (distance from the middle of the Earth).</p> <p>Observe specific physical features in these landscapes (mountains, polar glaciers, jungles, deserts (relate/contrast to our locality – woodlands)).</p> <p>Classify specific human features in these landscapes (varying settlements/impacts on surrounding environments -villages, towns, cities)</p> <p>Select specific place knowledge to describe the habitat of a significant animal (e.g. polar bear).</p>	
	<p>Recall where Berwick is located within the UK and Northumberland.</p>		<p>Name and locate the world's seven continents, comparing this to our location (using globes,</p>		<p>Recall, locate and name the five world oceans (maps, atlas, globe).</p>	

	<p>Locate the River Tweed on a map, sequence its journey from source to mouth.</p> <p>Compare and contrast the different uses of the river Tweed in the past and now making reference to the geographical features.</p> <p>Compare and contrast habitats along the course of the river.</p> <p>Explore and classify how physical features change along the rivers journey into sea.</p>		<p>atlases, and compass directions).</p> <p>Classify key features of continents using famous landmarks, weather and environments.</p> <p>Understand our locality relating to the seaside/tourism and how this impacts our lives (island, nearest coastline, relating jobs – coastguard, North Sea).</p> <p>Compare and contrast (using maps) a small area in several non-European countries and compare the human and physical geography to the UK/Berwick (India - wet)</p> <p>Use geographical vocabulary to describe distance and direction as well as physical features (e.g., near, far, long way away, North, South, East, West).</p>		<p>Recall which of the continents have significant hot and/or cold areas (distance from the Equator)</p> <p>Classify specific physical features in these landscapes (mountains, polar glaciers, jungles, deserts (relate/contrast to our locality – woodlands)).</p> <p>Compare and contrast specific human features in these landscapes (varying settlements/impacts on surrounding environments - villages, towns, cities)</p> <p>Reason why animal behaviour is changing due to changes in habitat (e.g. polar bear).</p>	
	Geographical Texts:	Geographical Texts	Geographical Texts	Geographical Texts	Geographical Texts	Geographical Texts
						

						
	Art & Design:	Art & Design:	Art & Design:	Art & Design:	Art & Design:	Art & Design:
	<p><b>Cubism</b> <b><u>Self Portraits</u></b> <b><u>(Picasso)</u></b></p> <p><b>Drawing:</b> Begin to control types of marks made with a range of media, e.g. crayons, felt tips, pastels, oil pastels, chalk etc.</p> <p>Develop control of pencil for detail in their pictures.</p> <p>Use a pencil to create lines of different thickness.</p> <p>Draw from first hand observation, observing detail.</p> <p>Show different tones using coloured pencils.</p> <p>Stay within the lines when colouring.</p> <p>Begin to explore use of line, shape and colour.</p> <p><b>Knowledge:</b></p>		<p><b>Collage</b> <b><u>(Henri Matisse, Ekua Holmes, Chila Kumari, Singh Burman)</u></b></p> <p><b>Collage:</b> Sort and arrange materials to different backgrounds.</p> <p>Mix materials to create texture.</p> <p>Select materials according to colour and pattern.</p> <p><b>Knowledge:</b> Describe what they can see and like in the work of other artists.</p> <p>Categorise and describe some simple characteristics of different kinds of art.</p> <p>Explore a range of work by other artists.</p> <p>Begin to select ideas from an artist to create own work.</p>		<p><b>Sculpture</b> <b>(Richard Kimemia, Suren Manvelyan (photographer), Neil Parkin)</b></p> <p><b>Drawing:</b> Begin to control types of marks made with a range of media, e.g. crayons, felt tips, pastels, oil pastels, chalk etc. Draw from first hand observation, observing detail.</p> <p>Begin to explore use of line, shape and colour.</p> <p><b>Sculpture:</b> Make simple joins when constructing.</p> <p>Use rolling, cutting, carving and moulding to manipulate materials.</p> <p>Classify natural and man-made forms.</p> <p><b>Knowledge:</b></p>	


	<p>Describe what they can see and like in the work of other artists.</p> <p>Begin to categorise and describe some simple characteristics of different kinds of art.</p> <p>Explore a range of work by other artists.</p> <p>Describe what they like in their own work.</p>		<p>Describe what they like in their own work.</p>		<p>Select what they can see and like in the work of other artists.</p> <p>Categorise and describe some simple characteristics of different kinds of art.</p> <p>Explore a range of work by other artists.</p> <p>Select ideas from an artist to create own work.</p> <p>Select what they like in their own work.</p>	
	<p><b>Drawing:</b> Experiment with and select three different grades of pencil.</p> <p>Explore quality of line and shape.</p> <p>Show pattern and texture by adding dots and lines.</p> <p>Begin to create different tone using light and dark.</p> <p>Begin to use side of pencil to add shading.</p> <p>Show facial expression.</p> <p><b>Knowledge:</b> Compare and contrast different forms of creative works by artists from different cultures and periods in history.</p>		<p><b>Collage:</b> Create images from a variety of media.</p> <p>Collect, sort and match colours appropriate for an image.</p> <p>Sort and group materials for different purposes, e.g. texture.</p> <p><b>Knowledge:</b> Compare and contrast different forms of creative works by artists from different cultures and periods in history.</p> <p>Describe how other artists have used colour and shape.</p> <p>Replicate some of the techniques used by an artist.</p>		<p><b>Drawing:</b> Explore quality of line and shape.</p> <p>Show pattern and texture by adding dots and lines.</p> <p>Begin to create different tone using light and dark.</p> <p><b>Sculpture:</b> Use joining techniques suitable for the purpose.</p> <p>Change the surface of a malleable material</p> <p>Replicate patterns and textures in a 3D form.</p> <p><b>Knowledge:</b> Compare and contrast different forms of creative works by artists from different cultures and periods in history.</p>	



	<p>Begin to create an original piece of work influenced by an artist.</p> <p>Describe what they like in their own work and that of others.</p>		<p>Create an original piece of work influenced by an artist.</p> <p>Describe what they like in their own work and that of others..</p>		<p>Recall how other artists have used colour and shape.</p> <p>Replicate some of the techniques used by an artist.</p> <p>Create an original piece of work influenced by an artist.</p> <p>Compare and contrast what I like in my own work and that of others.</p>	
	Art Texts:	Art Texts:	Art Texts:	Art Texts:	Art Texts:	Art Texts:
						
	Design & Technology:	Design & Technology:	Design & Technology:	Design & Technology:	Design & Technology:	Design & Technology:
		<p><b><u>How can we make pictures move?</u></b>  <b><u>(Usborne/Shinrashinge)</u></b>  <i>Mechanisms/Using tools safely</i></p> <p><b>Design:</b>  After a discussion with a teacher, select own ideas to create a design from (e.g. history theme – lifeboat, Titanic, Carpathia)</p> <p>Select a 'target audience' – who my design is for (children).</p> <p>Observe an existing design and how this is fit</p>		<p><b><u>What should explorers eat for their breakfast, lunch and dinner?</u></b>  <b><u>(Jamie Oliver)</u></b>  <i>Cooking &amp; Nutrition</i></p> <p><b>Design:</b>  Classify what a 'healthy diet' is and how to be hygienic while cooking.</p> <p>Categorise key features found in survival food (e.g. Captain Cook's need for fresh fruit when they landed)</p> <p>Observe what ingredients (fruit) we can source locally or internationally.</p>		<p><b><u>What should the England Team wear for the world cup?</u></b>  <b><u>(Peter Saville)</u></b>  <i>Textiles</i></p> <p><b>Design:</b>  Observe clothing design for kits/sports uniforms (e.g. for different sports and by designers – Stella McCartney).</p> <p>Design functional and appealing products for other users based on design criteria and show ideas using ICT (e.g. J2Draw/J2Mix)</p>

	<p>for purpose (e.g. moving picture)</p> <p>Generate own ideas by drawing and simple labels (e.g. which materials to use).</p> <p><b>Make:</b> Identify what I am making and why.</p> <p>With a partner, build a mock up structure and explore how it can be made stronger and more stable e.g. slot, L Brace</p> <p>Observe and select which tool is best for performing practical tasks (e.g. using scissors or knife for cutting and glue or tape for joining).</p> <p>Select appropriate materials according to their basic characteristics to match needs (e.g. using card for slider).</p> <p><b>Evaluate:</b> Categorise similarities between existing products to inform own design choices.</p> <p>Select an appropriate doll to make from own designs (at least 2).</p> <p>Classify the reasons for success through discussion (what went well and why).</p>		<p>Draw a sketch with labels of your packaging and product (ingredients labelled for tropical fruit skewers).</p> <p><b>Make:</b> Select from and use an appropriate tool and equipment from a given selection to perform practical tasks safely (e.g. knives and chopping board for cutting fruit)</p> <p>Select from and use appropriate ingredients, according to their characteristics from a given selection (e.g. using oranges and citrus fruit to avoid scurvy on board Cook's ship).</p> <p><b>Evaluate:</b> Explore and categorise existing products and ingredients based on their flavour and appeal (e.g. colour).</p> <p>Classify the reasons for success or failure through discussion (what went well and what could be improved next time).</p>		<p><b>Make:</b> Select from and use an appropriate tools and equipment to perform practical tasks safely (e.g. using a needle to sew together simply or gluing on appliques).</p> <p>Select appropriate textiles (e.g. cotton, wool, leather) and consider which is best based on criteria (e.g. hot, male/female, adult/child, availability).</p> <p><b>Evaluate:</b> Categorise and research key features of clothing (e.g. materials used and designs chosen to represent Great Britain) and begin to compare to kits for different sports or by different designers.</p> <p>Classify the reasons for success or failure through discussion (what went well and what could be improved next time) for own design and product and a peer's.</p>
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	<p><b>Design:</b> Generate and develop own ideas and designs by drawing and labelling diagrams appropriately (e.g. materials, properties)</p> <p>Classify appropriate design choices based on design criteria for a 'customer' (other users e.g. a book for with moving parts for child users).</p> <p>Compare and contrast existing designs and how these are fit for purpose (e.g. moving pictures with sliders, levers, pivots)</p> <p>Classify materials based on useful qualities for purpose (e.g. card for slider, split pins for pivot).</p> <p><b>Make:</b> Compare and contrast useful tools and techniques that could be used to perform practical tasks (e.g. tools for cutting and use of folds, flanges, brace)</p> <p>Build a mock up structure and investigate ways it can be made stronger, stiffer, and more stable e.g. slot, L Brace, tie</p> <p>Sequence safely the steps to make a moving picture and recall it to demonstrate to a peer how to perform.</p> <p><b>Evaluate:</b></p>		<p><b>Design:</b> Classify what a 'healthy diet' is and sequence how to be hygienic before, during and after cooking.</p> <p>Speculate and reason about what ingredients we can source locally and internationally now (compared to in the past and on Captain Cook's ship).</p> <p>Compare and contrast different ingredients based on their properties and against a design criterion.</p> <p>Sequence the steps in preparation, cooking and hygiene practises after cooking for others to follow.</p> <p><b>Make:</b> Compare and contrast the use a range of tools and equipment to perform practical tasks safely (e.g. slicing, grating).</p> <p>Compare and contrast different ingredients according to their characteristics (e.g. colour, flavour and healthy).</p> <p><b>Evaluate:</b> Compare existing products against a success criterion for the 'customer'.</p>		<p><b>Design:</b> Generate different ideas through talking, drawing, templates, mock-ups and ICT (e.g. J2Draw/J2Mix).</p> <p>Reason and speculate which design is most purposeful, functional and appealing for the customer against the design criteria.</p> <p><b>Make:</b> Compare and contrast tools and equipment to perform practical tasks safely (e.g. using a needle to sew together simply, joining designs or mock ups before finishing or gluing on appliques).</p> <p>Compare and contrast textiles (e.g. cotton, wool, leather) and consider which is best based on criteria (e.g. hot, male/female, adult/child, availability).</p> <p><b>Evaluate:</b> Recall key features of clothing (e.g. materials used and designs chosen to represent Great Britain) and reason why kits are made using different materials or for different purposes for sports or by different designers.</p> <p>Speculate the reasons for success or failure of own</p>
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		<p>Compare and contrast similarities and differences between existing products to inform own design choices.</p> <p>Observe success of design when testing with target audience considering different criteria (e.g. asking EYFS/Y1 to test and answer questions about their products).</p> <p>Compare and contrast the reasons for success or failure, consider through each stage of designing and making.</p>		Evaluate and reason why a product was successful or not against the given criterion.		product and others, consider through each stage of designing and making against a criterion.
	D&T Texts:	D&T Texts:	D&T Texts:	D&T Texts:	D&T Texts:	D&T Texts:
						<p><b>Why is sportswear important for you?</b></p> <p><b>Stella McCartney:</b> When I first started designing sportswear, I felt that women weren't represented in sports performance. I felt that men were dressed really well both technically and visually, and women were almost like an afterthought. We didn't have anything here to make that worked for us – we felt a bit off-kilter and that's what sparked my passion for sportswear.</p> <p><b>What does it mean to be part of Team GB?</b></p> <p><b>Stella McCartney:</b> I wouldn't say I'm part of Team GB, but honestly it is amazing and I feel it to be an incredible experience – on a personal level it is such an honour and from a design perspective it's an exciting challenge. I'm not at all of my comfort zone and I feel it's also just being used by the athletes, their level of commitment and discipline is so accomplished and extraordinary.</p> <p><b>What does Britishness mean today?</b></p> <p><b>Stella McCartney:</b> My main concern is making the nation proud and doing everyone proud, because I'm British and I love what that means and I want the team to feel unified and good about themselves. I was very involved in the design of the coat of arms and my intention was to create something that would be beyond the 2012 games. It was really important for us that it represented Great Britain and the Olympic Games. There is so much detail in the design and a sense of tradition – the crown, the lions, the tower – and all these elements are there to represent different parts of the British Isles.</p> <p><i>As a designer, what's attractive about taking on an Olympic-related project like</i></p>
	Music:	Music:	Music:	Music:	Music:	Music:
	<p><b><u>Introducing Beat</u></b>  <b>Play and Perform</b>            Use voices in different ways such as speaking, singing and chanting.</p> <p><b><u>Create and Compose</u></b>            Know about and experiment with sounds.</p> <p><b><u>Respond and Review</u></b></p>	<p><b><u>Adding Rhythm and Pitch</u></b>  <b>Play and Perform</b>            Use voices in different ways such as speaking, singing and chanting.</p> <p>Create and choose sounds.</p> <p><b><u>Create and Compose</u></b></p>	<p><b><u>Introducing Tempo &amp; Dynamics</u></b>  <b>Play and Perform</b>            Create and choose sounds.</p> <p>Perform simple rhythmical patterns, beginning to show an awareness of pulse.</p>	<p><b><u>Combining Pulse, Rhythm and Pitch</u></b>  <b>Play and Perform</b>            Create and choose sounds.</p> <p>Perform simple rhythmical patterns, beginning to show an awareness of pulse.</p>	<p><b><u>Having Fun with Improvisation</u></b>  <b>Play and Perform</b>            Use voices in different ways such as speaking, singing and chanting.</p> <p>Perform simple rhythmical patterns, beginning to show an awareness of pulse.</p>	<p><b><u>Explore Sound and Create</u></b>  <b>Play and Perform</b>            Create and choose sounds.</p> <p>Perform simple rhythmical patterns, beginning to show an awareness of pulse.</p>

	<p>Talk about how music makes you feel or want to move e.g. it makes me want to jump/sleep/shout etc</p> <p><b>Listen and Apply</b> Begin to identify simple repeated patterns and follow basic instructions.</p> <p>Listen to short, simple pieces of music and talk about when they may hear it e.g. a lullaby or Wedding March</p>	<p>Identify and organise sounds using simple criteria e.g. loud, soft, high, low</p> <p><b>Respond and Review</b> Talk about how music makes you feel or want to move e.g. it makes me want to jump/sleep/shout etc</p> <p><b>Listen and Apply</b> Begin to identify simple repeated patterns and follow basic instructions.</p> <p>Listen to short, simple pieces of music and talk about when they may hear it e.g. a lullaby or Wedding March</p>	<p>Think about others when performing.</p> <p><b>Create and Compose</b> Know about and experiment with sounds.</p> <p>Recognise and explore how sounds can be organised.</p> <p>Identify and organise sounds using simple criteria e.g. loud, soft, high, low</p> <p><b>Respond and Review</b> Think about and make simple suggestions about what could make their own word better e.g. play faster or louder</p> <p><b>Listen and Apply</b> Begin to identify simple repeated patterns and follow basic instructions.</p> <p>Begin to understand that musical elements can be used to create different moods and effects.</p>	<p>Think about others when performing.</p> <p><b>Create and Compose</b> Know about and experiment with sounds.</p> <p>Recognise and explore how sounds can be organised.</p> <p>Identify and organise sounds using simple criteria e.g. loud, soft, high, low</p> <p><b>Respond and Review</b> Think about and make simple suggestions about what could make their own word better e.g. play faster or louder</p> <p><b>Listen and Apply</b> Begin to understand that musical elements can be used to create different moods and effects.</p> <p>Listen to short, simple pieces of music and talk about when and why they may hear it e.g. a lullaby or Wedding March</p>	<p><b>Create and Compose</b> Recognise and explore how sounds can be organised.</p> <p>Identify and organise sounds using simple criteria e.g. loud, soft, high, low</p> <p><b>Respond and Review</b> Think about and make simple suggestions about what could make their own word better e.g. play faster or louder</p> <p><b>Listen and Apply</b> Begin to understand that musical elements can be used to create different moods and effects.</p> <p>Begin to represent sounds with simple sounds including shapes and marks.</p>	<p>Think about others when performing.</p> <p><b>Create and Compose</b> Know about and experiment with sounds.</p> <p>Recognise and explore how sounds can be organised.</p> <p>Identify and organise sounds using simple criteria e.g. loud, soft, high, low</p> <p><b>Respond and Review</b> Think about and make simple suggestions about what could make their own word better e.g. play faster or louder</p> <p><b>Listen and Apply</b> Begin to understand that musical elements can be used to create different moods and effects.</p> <p>Begin to represent sounds with simple sounds including shapes and marks.</p>
	<p><b><u>Introducing Beat Play and Perform</u></b> Use voices expressively and creatively.</p> <p>Sing with the sense of shape of the melody.</p> <p><b>Create and Compose</b> Repeat short rhythmic and melodic patterns.</p>	<p><b><u>Adding Rhythm and Pitch</u></b> <b>Play and Perform</b> Use voices expressively and creatively.</p> <p>Sing with the sense of shape of the melody.</p> <p>Create and choose sounds for a specific effect.</p>	<p><b><u>Introducing Tempo &amp; Dynamics</u></b> <b>Play and Perform</b> Create and choose sounds for a specific effect.</p> <p>Perform rhythmical patterns and accompaniments, keeping a steady pulse.</p>	<p><b><u>Combining Pulse, Rhythm and Pitch</u></b> <b>Play and Perform</b> Create and choose sounds for a specific effect.</p> <p>Perform rhythmical patterns and accompaniments, keeping a steady pulse.</p>	<p><b><u>Having Fun with Improvisation</u></b> <b>Play and Perform</b> Use voices expressively and creatively.</p> <p>Create and choose sounds for a specific effect.</p>	<p><b><u>Explore Sound and Create</u></b> <b>Play and Perform</b> Use voices expressively and creatively.</p> <p>Sing with the sense of shape of the melody.</p> <p>Perform rhythmical patterns and</p>

<p><b>Respond and Review</b> Respond to different moods in music and explain thinking about changes in sound.</p> <p><b>Listen and Apply</b> Identify and recognise repeated patterns and follow a wider range of musical instructions.</p>	<p><b>Create and Compose</b> Begin to explore and choose and order sounds using the inter-related dimensions of music.</p> <p><b>Respond and Review</b> Respond to different moods in music and explain thinking about changes in sound.</p> <p><b>Listen and Apply</b> Identify and recognise repeated patterns and follow a wider range of musical instructions.</p> <p>Listen to pieces of music and discuss where they may be heard explaining why using simple musical vocabulary e.g. it's quiet and smooth so it would be good for a lullaby.</p>	<p>Think about others while performing.</p> <p><b>Create and Compose</b> Begin to explore and choose and order sounds using the inter-related dimensions of music.</p> <p><b>Respond and Review</b> Respond to different moods in music and explain thinking about changes in sound.</p> <p>Identify what improvements could be made to own work and make these changes, including altering playing of and choice of instruments.</p> <p><b>Listen and Apply</b> Identify and recognise repeated patterns and follow a wider range of musical instructions.</p> <p>Understand how musical elements create different moods and effects.</p> <p>Listen to pieces of music and discuss where they may be heard explaining why using simple musical vocabulary e.g. it's quiet and smooth so it would be good for a lullaby.</p>	<p>Think about others while performing.</p> <p><b>Create and Compose</b> Begin to explore and choose and order sounds using the inter-related dimensions of music.</p> <p><b>Respond and Review</b> Respond to different moods in music and explain thinking about changes in sound.</p> <p>Identify what improvements could be made to own work and make these changes, including altering playing of and choice of instruments.</p> <p><b>Listen and Apply</b> Identify and recognise repeated patterns and follow a wider range of musical instructions.</p> <p>Understand how musical elements create different moods and effects.</p> <p>Listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary e.g. it's quiet and smooth so it would be good for a lullaby.</p>	<p>Perform rhythmical patterns and accompaniments, keeping a steady pulse.</p> <p>Think about others while performing.</p> <p><b>Create and Compose</b> Repeat short rhythmic and melodic patterns.</p> <p>Begin to explore and choose and order sounds using the inter-related dimensions of music.</p> <p><b>Respond and Review</b> Respond to different moods in music and explain thinking about changes in sound.</p> <p>Identify what improvements could be made to own work and make these changes, including altering of voice, playing of and choice of instruments.</p> <p><b>Listen and Apply</b> Understand how musical elements create different moods and effects.</p> <p>Confidently represent sounds with a range of symbols, shapes or marks.</p> <p>Listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary e.g. it's quiet and smooth so it would be good for a</p>	<p>accompaniments, keeping a steady pulse.</p> <p>Think about others while performing.</p> <p><b>Create and Compose</b> Repeat short rhythmic and melodic patterns.</p> <p>Begin to explore and choose and order sounds using the inter-related dimensions of music.</p> <p><b>Respond and Review</b> Identify what improvements could be made to own work and make these changes, including altering of voice, playing of and choice of instruments.</p> <p><b>Listen and Apply</b> Identify and recognise repeated patterns and follow a wider range of musical instructions.</p> <p>Confidently represent sounds with a range of symbols, shapes or marks.</p> <p>Listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary e.g. it's quiet and smooth so it would be good for a lullaby.</p>
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					lullaby..	
	PE:	PE:	PE:	PE:	PE:	PE:
	<b>Sportsmanship/Well-being:</b> Encourage classmates to do well. Categorise rules that help them to play fairly.					
	<b>Health &amp; Fitness:</b> Describe how my body feels before, during and after an activity. Demonstrate how to exercise safely. Explore moving for longer periods of time and identify how it makes them feel.					
	<b>Fundamental Movement Skills</b> Explore changing direction and dodging.  Discover how the body moves at different speeds.  Move with some control and balance.  Look ahead to aid balance.  <b>Dance</b> Demonstrate different directions, speed and levels.  Demonstrate change in rhythm.  Copy, remember and repeat actions to represent a theme.  <b>Evaluation &amp; Improvement</b> Categorise what other people did.	<b>Gymnastics</b> Perform balances tensing their body, stretching and curling.  Observe and demonstrate control when performing different travelling movements.  Select, plan and demonstrate a sequence of movements.  <b>Fundamental Movement Skills</b> Demonstrate landing on feet to aid balance.  Explore stability and landing safely.  Demonstrate control in take off and landing when jumping.  Demonstrate co-ordination when turning a skipping rope.	<b>Dance</b> Create my own actions in relation to a theme.  Select and begin to sequence actions to create a dance.  Perform on their own and with others to an audience.  <b>Games</b> <b>Throwing and catching a large ball</b>  Begin to develop overarm and underarm throwing techniques.  Develop co-ordination to catch a ball.  <b>Evaluation &amp; Improvement</b> Observe and select what they like and dislike about a performance.  Suggest ideas what they would do differently.	<b>Games - Football</b> <b>Controlling a ball with their feet</b> Use dribbling to move with a ball.  Explore changing direction to move away from a partner to help pass the ball.  Explore tracking and moving to stay with a partner to make it more difficult for them to receive a ball.  Can use kicking in a game. Can follow rules.  <b>Gymnastics</b> Observe and demonstrate control when performing different rolls.  Observe and explore shapes when jumping off apparatus.  Use apparatus safely.	<b>Games – Kwik Cricket</b> <b>Throwing and catching a small ball</b> <b>Batting skills</b> Begin to develop overarm and underarm throwing techniques.  Develop co-ordination to catch a ball.  Can use hitting, and/or rolling in a game. Can follow rules  <b>Athletics</b> <b>Fundamental Movement Skills</b> Demonstrate landing on feet to aid balance.  Explore stability and landing safely.  Demonstrate control in take off and landing when jumping.  Discover how the body moves at different speeds.	<b>Games – Tag Rugby</b> <b>Apply passing and receiving skills in games</b> Develop underarm throwing techniques.  Develop co-ordination to catch a ball. Explore changing direction to move away from a partner to help pass the ball.  Explore tracking and moving to stay with a partner to make it more difficult from them to receive the ball.  <b>Games - Tennis</b> <b>Hitting a ball with a racket</b> Use different equipment to strike a ball.  Move with and to receive the ball.  <b>Evaluation &amp; Improvement</b> Identify how to improve.



		<p>Use rhythm to jump continuously when skipping.</p> <p><b>Evaluation &amp; Improvement</b> Observe and select what they like and dislike about a performance.</p>		<p>Select, plan and demonstrate a sequence of movements.</p> <p><b>Evaluation &amp; Improvement</b> Observe and select what they like and dislike about a performance.</p> <p>Suggest ideas what they would do differently.</p>	<p><b>Evaluation &amp; Improvement</b> Identify how to improve.</p>	
	<p><b>Sportsmanship/Well-being:</b> Understand the positive effect/impact of cheering for others and the negative effect/impact of booing. Recall rules and how to score points.</p>					
	<p><b>Health &amp; fitness:</b> Demonstrate how to exercise safely. Compare and contrast how my how my body feels during different activities. Recall what my body needs to keep healthy. Demonstrate the ability to work for longer periods of time</p>					
	<p><b>Fundamental Movement Skills</b> Demonstrate balance, control and co-ordination when performing movements and changing direction.</p> <p>Demonstrate different speeds when running.</p> <p><b>Dance</b> Compare and contrast speed, level and direction within dance.</p> <p>Compare and contrast rhythm.</p> <p>Sequence actions in a particular order to convey a mood or feeling.</p>	<p><b>Gymnastics</b> Demonstrate how different movements can be linked together smoothly.</p> <p>Demonstrate contrast in their sequences.</p> <p>Begin to link floor work and apparatus in sequences.</p> <p><b>Fundamental Movement Skills</b> Demonstrate jumping for distance, height and in different directions.</p> <p>Compare and contrast the single and double bounce when skipping.</p>	<p><b>Dance</b> Sequence, link and remember actions to express a theme within their dance.</p> <p>Perform working in unison, mirroring and canon to an audience.</p> <p><b>Games</b> <b>Throwing and catching a large ball</b> Use the correct overarm and underarm technique.</p> <p>Catch with two hands with some co-ordination and technique.</p> <p><b>Evaluation &amp; Improvement</b></p>	<p><b>Games - Football</b> <b>Controlling a ball with their feet</b> Use dribbling with feet with increasing control on the move.</p> <p>Use the read position to quickly return a ball.</p> <p><b>Gymnastics</b> Perform rolls, balances and travelling movements with control and co-ordination.</p> <p>Sequence a combination of balances, rolls and/or travelling movements following set criteria.</p> <p>Create and perform a sequence they can remember and repeat on</p>	<p><b>Games – Kwik Cricket</b> <b>Throwing and catching a small ball</b> <b>Batting skills</b> Use the correct overarm and underarm technique.</p> <p>Catch with two hands with some co-ordination and technique.</p> <p>Recall and apply simple tactics for attack and defence.</p> <p><b>Athletics</b> <b>Fundamental Movement Skills</b> Demonstrate jumping for distance, height and in different directions.</p>	<p><b>Games -Tag Rugby</b> <b>Apply passing and receiving skills in games</b> Use the correct underarm technique.</p> <p>Catch with two hands with some co-ordination and technique.</p> <p>Recall and apply simple tactics for attack and defence.</p> <p><b>Games - Tennis</b> <b>Hitting a ball with a racket</b> Develop striking a ball with some consistency.</p> <p>Use the ready position to react quickly to return a ball.</p>

	<b>Evaluation &amp; Improvement</b> Classify and critique the performance of self and team.	<b>Evaluation &amp; Improvement</b> Classify and critique the performance of self and team.	Compare and contrast their own performance with that of others.	their own and with a partner.  <b>Evaluation &amp; Improvement</b> Compare and contrast their own performance with that of others.	Demonstrate different speeds when running.  <b>Evaluation &amp; Improvement</b> Speculate how they and others can improve.	<b>Evaluation &amp; Improvement</b> Speculate how they and others can improve.
	PSHE:	PSHE:	PSHE:	PSHE:	PSHE:	PSHE:
	<b>Feelings and Emotions</b>  Recognise and name emotions and their physical effects.  Know the difference between pleasant and unpleasant emotions.  Understand that feelings can be communicated with and without words.	<b>Relationships</b>  Understand how to be a good friend.  Recognise kind and thoughtful behaviours.  Understand the importance of caring about other people's feelings.  Name a range of feelings.  Understand the difference between appropriate and inappropriate touch.  <u>NSPCC PANTS (underwear rule)</u> Understand and learn the PANTS rules.  Understand that they have the right to say "no" to unwanted touch.	<b>Computing (health and relationships)</b>  <b>To develop an understanding of computers, the internet and rules to keep safe.</b>  Understand how your online activity can affect others.  Be able to identify the positives and negatives of using technology.  Be able to recognise kind and unkind comments.  Understand how your online actions can affect Others.  <b>Know the risks of sharing images without permission.</b>  <b>Understand the types of images that you should not post online.</b>  Understand how your online activity can affect others.	<b>Keeping/Staying Healthy</b>  Understand why we need to wash our hands.  Practise washing our hands.  Know the differences between healthy and unhealthy choices.  Know that food is needed for our bodies to be healthy and to grow.  <b>Understand that some foods are better for good health than others.</b>  List different types of healthy food.  <b>Understand how to keep yourself and others healthy.</b>  <b>Know the differences between healthy and unhealthy choices.</b>	<b>Money and Work</b>  Know some different ways of keeping track of their money.  Recognise different notes and coins.  Know the value of different notes and coins.  Select notes and coins to pay.  Begin to understand that we might not always be able to have the things we want or need.  Recall different places to keep money safe.  <b>Know where people get their money from</b> <b>Understand about working to earn money.</b>	<b>Keeping/Staying Safe</b>  Understand why it is important to stay safe when crossing the road.  Recognise a range of safe places to cross the road.  Know the reasons to make sure your laces are tied.  Know rules to keep yourself and others safe.  Identify trusted adults around you.  Recognise a range of warning signs.

	<p>Be able to recognise and name emotions and their physical effects.</p> <p>Learn a range of skills for coping with unpleasant/uncomfortable emotions.</p>	<p>Recognise and name a range of feelings.</p> <p>See a situation from another person's point of view.</p> <p>Understand why we should care about other people's feelings.</p> <p>See and understand bullying behaviours.</p> <p>Know how to cope with these bullying behaviours.</p>	<p><b>Be able to identify the positives and negatives of using technology.</b></p> <p>Be able to list rules for keeping and staying safe.</p> <p><b>Be able to identify possible dangers and consequences of speaking to strangers online.</b></p> <p><b>Know how to keep safe in online chat rooms.</b></p> <p>Understand the difference between safe and risky choices online.</p>	<p>Know how germs are spread and how they can affect our health.</p> <p>There are risks associated with an inactive lifestyle (including obesity).</p> <p><b>The principles of planning and preparing a range of healthy meals.</b></p> <p><b>The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</b></p>	<p>Plan and track their spending and saving by keeping simple records.</p> <p>Understand why it is important to keep track of their spending and saving.</p> <p>Know that they and their family need and want different things.</p> <p>Explain the difference between a need and a want.</p> <p>Explain different choices to keep money safe.</p> <p>Understand the consequences of losing money or having it stolen.</p> <p>Explain how they might feel if they lose money or have it stolen.</p> <p><b>Understand that earning and saving money can enable them to plan for their future.</b></p>	<p>Know, understand and be able to practise simple safety rules about medicine.</p> <p>Understand when it is safe to take medicine.</p> <p>Know who we can accept medicine from.</p> <p>Spot the dangers we may find at home.</p> <p>Know the importance of listening to our trusted adults.</p> <p>Understand ways we can keep ourselves and others safe at home.</p>
		<p><u>NSPCC PANTS (underwear rule)</u></p> <p>Know which parts should be private.</p> <p>Know the difference between appropriate and inappropriate touch</p>		<p><b>Oral Health –</b></p> <p>Understand why we need to brush our teeth.</p> <p>Practise brushing your teeth.</p> <p>Develop strategies to help you remember to brush your teeth when you forget, are tired, or busy.</p>	<p><b>Sun Safety -</b></p> <p>Safe and unsafe exposure to the sun.</p> <p>Begin to explain ways to keep safe in the sun.</p>	<p><b>Sleep –</b></p> <p>Understand different reasons why sleep is important</p> <p>How and why it can sometimes be difficult to sleep.</p> <p>Understand ways we can help ourselves get enough sleep.</p>
	PSHE/RSE Texts:	PSHE/RSE Texts:	PSHE/RSE Texts:	PSHE/RSE Texts:	PSHE/RSE Texts:	PSHE/RSE Texts:

						RNLI Water Safety Booklet
	Visits/Visitors:	Visits/Visitors:	Visits/Visitors:	Visits/Visitors:	Visits/Visitors:	Visits/Visitors:
	Boat Trip - River Tweed	Church - celebrating Christmas	Animal Visit	Life Centre / Dynamic Earth		Grace Darling Museum