

**Class 3 Curriculum Plan - Year 1 of rolling programme 2020-2021**  
**Pupils in the Foundation Stage follow the EYFS Development Matters**

	Autumn	Spring	Summer	
Topic/Theme	Superheroes	Earth and Beyond	Creatures Great and Small	
Enrichment	Anti Bullying Week Harvest Festival Remembrance Day Parliament Week Nov 4-8th <b>Whole School Show at Langstone Cliff</b> Christmas Carol Service	Safer Internet Day M&M Productions- Easter Service	Seaton Jurassic trip Village Green Fieldwork Sports Day Coastguard / PCSO visits ; people who help in our community	
<b>English</b>  CLL, Reading & Writing	Whole School Project; Here We Are (Oliver Jeffers) - CLPE unit  Focus on sentence structure, writing for audience  Y1: lists Y2: creating a leaflet  Labelling /captions (science)	Superworm (J Donaldson) Eliot, Midnight Superhero Super Daisy Superkid  Poster; wanted villains  Superhero story  Comic strip and narrative	A Really Rocking Rocket Trip  Space Poetry (Performance Poetry)  Man in the Moon Letter Writing  Descriptive writing	Visit from 'Paleontologist' News report (dinosaurs)  Information leaflets  A Bug's Life - story writing  Minibeast fact files
Ongoing - Reading (Word level and comprehension) Writing (transcription, handwriting, composition, vocabulary, grammar and punctuation) Spoken Language				
<b>Mathematics</b>  Number, Shape, Space & Measure	Number and place value Addition and subtraction Multiplication and division Shapes Position and direction Measurement	Number and Place value Addition and subtraction Multiplication and division Measurement Position and direction Shapes	Number and place value Addition and subtraction Multiplication and division Measurement Fractions Position and direction	

		Fractions				
Ongoing - Number and Place Value						
<b>Science</b> Understanding of the World	The Human Body Health & Hygiene (links with PSHE)	(consolidation through Computing)	Materials Testing materials for a moon mission	Plants and parts Life cycles Growing beans and sunflowers (from Summer 2020)	Animal habitats Food chains/ food sources including plants (Forest Schools)	(consolidation through Computing)
<b>Computing</b> Understanding of the World		Online safety (Underpinning) Algorithms Using Technology; pictures/sounds		Create and Debug programs (Space) Use of ICT at home and school		Safe Use (links to PSHE) Using technology; word processing Reasoning
<b>History</b> Understanding of the World		Lives of significant famous people- real life heroes from the past, how have their actions helped us today? (Grace Darling)  Changes within living memory; who are our heroes, how have lives changed?		Events beyond living memory; history of space travel Significant people and events- famous astronauts and their work Timelines		Jurassic Coast trip link; fossils, dinosaurs, how has the Jurassic Coast changed? Why is it famous? Changes within living memory; how has the seaside and the coast changed?
<b>Geography</b> Understanding of the World	Locational knowledge- where have our superheroes flown to?		Location and place-knowledge  Human and physical geography- making		Trip to Jurassic coast- features of the Jurassic coast. World heritage sites- why are	

	Developing knowledge of continents and UK  Seasonal changes		our own planets and maps  Local study and fieldwork using map skills (Cockwood Field)		these important?  Human/ physical geography Comparison study for Y2, Comparing Seaton with European	
<b>RE</b>  Understanding of the World	What do Christians believe God is like?	Why does Christmas matter to Christians?	What makes some places sacred to believers?	Salvation: Why do Christians put a cross in an <b>Easter</b> garden? Easter Story	Who is Jewish and how do they live? Local community exploration	
<b>Art</b>  Expressive Art and Design	Superhero Portraits - multimedia - artist study (Guiseppe Arcimboldo) - tile designs - printing		Planets - painting with different tools  Moonscapes - collage - papercraft - modroc		Fossil Art - observational drawing - clay tiles - rubbings	
<b>DT</b>  Expressive Art and Design		Food Tech; Eating Fruit & Vegetables -tasting and - preparing fruit and vegetables -creating a fruit dish for a superhero		Making Moon Buggies -exploring wheels and axles - designing and building the vehicle body - finishing techniques	Forest School ; structures / den building	Moving Books minibests -levers -sliders -pivots -wheels

<b>Music</b>  Expressive Art and Design	Listening, Appraising and Composing  Hey You! Pulse, rhythm, melody and composing our own versions of the song  Composing our own theme tunes using glockenspiels (Covid change- unable to use glocks)	Listening and Singing  Learning new songs to sing to an audience.  Singing for an audience Christmas show and carol concert	Listening and Playing  Learning to play tuned and untuned instruments with a theme  Story telling; going on a space walk/ launching into space- playing sound effects alongside this	Playing, Composition and Singing  Composing space music for space travel  Singing for Easter Service  Planet songs to reinforce 'Space' learning	Whole Class Ensemble Teaching Focus  Playing Ocarinas/ Ukuleles, learning to play notes  Simple composition using learnt notes	Whole Class Ensemble Teaching, Composition, Singing  Learning notes and making our own songs using learnt notes  Singing for our Class assembly
<b>PSHE</b>  PSED	1Decision; Keeping Safe Road Safety	1 Decision; Keeping Healthy (links with science)	1Decision; Relationships  Online Safety	1Decision; Being Responsible  Caring for Pets	1Decision; Feelings & Emotions  People Who Help Us	1Decision; Computer Safety Money Matters (Y2)
<b>PE</b>	Multiskills; Football  Step up and Dance with Kate Murray	Multi Skills; Hockey  Step up and Dance with Kate Murray	Gymnastics Y2 Swimming  Step up and Dance with Kate Murray	Ball Skills and Team Building	Bat and Ball; Striking and Fielding Step up and Dance with Kate Murray	Athletics
<b>PD</b>	Gross Motor Skills, Leap into Life		Expressive Movement, Leap into Life		Multiskills, Fundamentals of Sport, Leap into Life	
<b>MFL</b>	Numbers, colours, greetings. All about me	Christmas	Numbers, colours, greetings. All about me	Pets	Numbers, colours, greetings. All about me	The Body

Outdoor Learning				Forest Schools (links to PSHE; care and responsibility for our environment)		Forest Schools (links to science; animals and their habitats)
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**Curriculum Overview of skills**  
**Class 3 *Year 1* of rolling programme (2020-2021)**

Autumn; Superheroes	Spring; Earth and Beyond	Summer; Creatures Great and Small
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<p><b>CLL, Reading and Writing - Pupils in EYFS</b> <b>CLL</b></p> <p><b>Listening and Attention:</b></p> <ul style="list-style-type: none"> <li>• Maintains attention, concentrates and sits quietly during appropriate activity.</li> <li>• Two-channelled attention - can listen and do for short span.</li> </ul> <p><b><u>Early Learning Goal</u></b> Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p>	<p><b>English - Pupils in Year 1</b></p> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and peers</li> <li>• Ask relevant questions to extend their understanding and knowledge</li> <li>• Use relevant strategies to build their vocabulary</li> <li>• Articulate and justify answers, arguments and opinions</li> <li>• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> </ul>	<p><b>English - Pupils in Year 2</b></p> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and peers</li> <li>• Ask relevant questions to extend their understanding and knowledge</li> <li>• Use relevant strategies to build their vocabulary</li> <li>• Articulate and justify answers, arguments and opinions</li> <li>• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> </ul>
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### Understanding:

- Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.
- Able to follow a story without pictures or props.
- Listens and responds to ideas expressed by others in conversation or discussion.

### Early Learning Goal

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

### Speaking:

- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Uses language to imagine and recreate roles and experiences in play situations.
- Links statements and sticks to a main theme or intention.
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Introduces a storyline or narrative into their play.

### Early Learning Goal

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop

- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication

### Reading

- Apply phonic knowledge and skills in decoding
- Respond correctly to graphemes for all 40+ phonemes
- Blend sounds in unfamiliar words
- Read common exception words
- Read word endings -s, -es, -ing, -ed, -er and -est
- Read words with more than one syllable
- Read words with contractions

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### Reading

- Develop phonics until decoding is secure
- Read common suffixes
- Read and re-read phonic-appropriate books
- Read common 'exception' words
- Discuss and express views about fiction, non-fiction and poetry
- Become familiar with and retell stories
- Ask and answer questions; make predictions
- Begin to make inferences

their own narratives and explanations by connecting ideas or events.

#### Reading

- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.

#### Early Learning Goal

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

#### Writing

- Gives meaning to marks they make as they draw, write and paint.
- Begins to break the flow of speech into words.
- Continues a rhyming string.

- Read and re-read books aloud to build fluency and confidence
- Listen to and discuss a wide range of poems, stories and non-fiction
- Retell familiar stories and recite poems by heart
- Begin to make inferences
- Ask and answer questions, make predictions

#### Writing

- Spelling - words containing the 40+ phonemes, common exception words, days of the week
- Name letters of alphabet in order
- Use letter names to distinguish between alternative spellings of same sound
- Add prefixes and suffixes
- Apply simple spelling rules and guidelines
- Write from memory dictated simple sentences
- Begin to form lower case letters in the correct direction, starting and finishing in the correct place
- Form capital letters
- Form digits 0-9
- Write sentences by saying out loud what they are going to write
- Sequence sentences to form short narrative
- Re-read own writing

#### Grammar

#### Writing

- Spell by segmenting into phonemes
- Learn to spell common 'exception' words
- Spell using common suffixes, etc
- Use appropriate size letters and spaces
- Develop a positive attitude and stamina for writing
- Record ideas sentence by sentence
- Make simple additions and changes after proof reading

#### Grammar

- Use . ? , and '
- Use simple conjunctions
- Begin to expand noun phrases
- Use some features of standard English

#### Speaking and Listening

- Articulate and justify answers
- Initiate and respond to comments
- Use spoken language to develop understanding

- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things such as labels,captions.
- Attempts to write short sentences in meaningful contexts.

Early Learning Goal

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

- Leave spaces between words
- Join words and sentences using *and*
- Begin to punctuate sentences using a capital letter, full stop, question mark or exclamation mark
- Use capital letters for names of people, places, days of the week, and the personal pronoun 'I'

Numbers, Shape, Space and Measure- Pupils in EYFS

Numbers

- Recognise some numerals of personal significance.
- Recognises numerals 1 to 5.
- Counts up to three or four objects by saying one number name for each item.
- Counts actions or objects which cannot be moved.

Mathematics - Pupils in Year 1  
Number/Calculations

- Count to and across 100, forwards and backwards
- Count, read and write numbers to 100; count in multiples of 2's, 5's and 10's
- Identify one more and one less
- Represent numbers using objects and pictures; use language of = to, more than, less than, most, least
- Read and write numbers from 1 to 20 in numerals and words

Mathematics - Pupils in Year 2

Mathematics - Pupils in Year 2  
Number/Calculation

- Know 2, 5 and 10x tables
- Begin to use place value (T/U)
- Count in 2's, 3's, 5's and 10's
- Identify, represent and estimate numbers
- Compare/order numbers, inc < > =
- Write numbers to 100
- Know number facts to 20 (+ related to 100)



- Counts objects to 10, and beginning to count beyond 10.
- Counts out up to six objects from a larger group.
- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
- Counts an irregular arrangement of up to ten objects.
- Estimates how many objects they can see and checks by counting them.
- Uses the language of 'more' and 'fewer' to compare two sets of objects.
- Finds the total number of items in two groups by counting all of them.
- Says the number that is one more than a given number.
- Finds one more or one less from a group of up to five objects, then ten objects.
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Records, using marks that they can interpret and explain.
- Begins to identify own mathematical problems based on own interests and fascinations.

#### Early Learning Goal

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve

- Read, write and interpret mathematical language involving +, - and =
- Use number bonds to 20
- Add and subtract 1 digit and 2 digit numbers to 20
- Solve one step problems that involve addition, subtraction, multiplication and division (using concrete objects and arrays); complete missing number problems

#### Geometry and Measure

- Compare, describe and solve practical problems for lengths, heights, mass or weight, capacity and volume, time
- Measure and record standard measures
- Recognise different coins and know their value
- Sequence events in chronological order
- Use language relating to dates, days of the week, months and years
- Tell time to the hour and half past the hour
- Describe position using whole, half, quarter and three quarter turns
- Recognise and name 2D and 3D shapes

#### Fractions

- Recognise, find and name a  $\frac{1}{2}$  as one of two equal parts
- Recognise, find and name a  $\frac{1}{4}$  as one of four equal parts

- Use multiplication and division symbols
- Recognise commutative property of multiplication

#### Geometry and measure

- Know and use standard measures
- Read scales to nearest whole unit
- Use symbols for £ and p and add/subtract simple sums of less than £1 or in pounds
- Tell time to the nearest 5 minutes
- Identify and sort 2d and 3d shapes
- Identify 2d shapes on 3d surfaces
- Order and arrange mathematical objects
- Use terminology of position and movement

#### Fractions

- Find and write simple fractions
- Understand equivalence of e.g.  $\frac{2}{4} = \frac{1}{2}$

#### Data

- Interpret simple tables and pictograms
- Ask and answer comparison questions
- Ask and answer questions about totalling

problems, including doubling, halving and sharing.

#### Shape, Space and Measure

- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
- Selects a particular named shape.
- Can describe their relative position such as 'behind' or 'next to'.
- Orders two or three items by length or height.
- Orders two items by weight or capacity.
- Uses familiar objects and common shapes to create and recreate patterns and build models.
- Uses everyday language related to time.
- Beginning to use everyday language related to money.
- Orders and sequences familiar events.
- Measures short periods of time in simple ways.

#### Early Learning Goal

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

## EYFS Understanding of the World

**Early Learning Goal:** Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

### Y1/2 Science

#### *Working Scientifically*

*During Years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:*

- *asking simple questions and recognising that they can be answered in different ways*
- *observing closely, using simple equipment*
- *performing simple tests*
- *identifying and classifying*
- *using their observations and ideas to suggest answers to questions*
- *gathering and recording data to help in answering questions*

#### Year 1 Sticky Skills

- Ask questions such as : Why do some animals eat meat and others do not?
- Set up a test to see which materials keeps things warmest, know if the test has been successful and say what has been learned
- Explain to someone what has been learned from an investigation they have been involved with and draw conclusions from the answers to the questions asked
- Measure (within Y1 mathematical limits) to help find out more about investigations undertaken

#### Year 2 Sticky Skills

- Ask questions such as : Why do some animals have underground habitats?
- Use microscopes to find out more about small creatures and plants
- Know how to set up a fair test and do so when finding out about how seeds grow best
- Classify or group things according to a given criteria
- Draw conclusions from fair test and explain what has been found out
- Use measures (within Y2 mathematical limits) to help find out more about the investigations they are engaged with

### Autumn Term

#### The Human Body / Health and Hygiene

##### Year 1

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each senses

##### Year 2

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

##### Sticky Knowledge

- name body parts including ankle, wrist, hips, thigh, etc
- name the 5 senses, know which body part is linked to that sense
- know that before exercise we need to warm up the muscles inside these parts
- sort food into different groups, know which are healthy food choices and which should be eaten in moderation
- know that all animals including humans, need water, food (energy) and oxygen to grow and stay healthy
- know that baby animals need different food to adults
- be able to match baby animal names to their adults

### Spring Term

#### Materials and their Properties

##### Year 1

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties

##### Sticky Knowledge

- natural materials can be found in nature, eg wood, stone, wool,
- man-made materials are made in factories, eg plastic
- materials can be grouped by their similarities and differences
- properties are 'how' we describe materials
- be able to use vocab such as flexible, stretchy, smooth, soft correctly to describe materials
- transparent means light can pass through (see through), translucent means some light can pass through

##### Year 2

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses

### Summer Term

#### Animals and their Habitats / Food Chains and Food Sources

##### Year 1

- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- identify and name a variety of common animals that are carnivores, herbivores and omnivores

##### Sticky Knowledge

- animals can be grouped by their similarities
- birds have wings, but not all can fly, eg ostrich
- fish can only breathe in water, they breathe with gills not lungs
- amphibians lay their eggs in water, but adults live on land and in water
- reptiles lay their eggs on land
- mammals give birth to live babies and feed them milk
- humans are mammals
- carnivores eat other animals (meat), herbivores eat plants and plant produce (nuts, berries etc)
- omnivores eat plants and animals

##### Year 2

- explore and compare the differences between things that are living, dead, and things that have never been alive

- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

#### Sticky Knowledge

- know why materials are used for different purposes, eg glass for windows, metal for vehicles, etc
- know that some changes are permanent, eg squashing a tin can, and some changes are temporary, eg stretching an elastic band

### Plants

#### Year 1

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and name the petals, leaves, stem and roots of plants
- identify and name the trunk, roots, branches and leaves of trees

#### Sticky Knowledge

- recognise and name common plants such as daisy, buttercup, rose, etc
- know that some trees keep their leaves all year (evergreens) whilst others lose their leaves in autumn (oak, sycamore, chestnut) and name some of these
- name roots, leaves, flowers and stems in different plants including vegetables and flowers, and also the parts of trees
- know that some plants live for one year, whilst others live for hundreds

#### Year 2

- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including microhabitats
- 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.

#### Sticky Knowledge

- *Some things are living, some have never been living, and some lived but then died.*
- Know how a specific habitat provides for the basic needs of living things there (plants and animals)
- Match living things to their habitats
- Name some different sources of food for animals

- observe and explain how seeds and bulbs grow into mature plants
- find out and explain what plants need in order to grow and stay healthy ( water, light and a suitable temperature)

**Sticky Knowledge**

- some plants grow from seeds, eg sunflower, pumpkin, tomato
- many spring flowering plants grow from bulbs, eg tulip, daffodil, crocus
- some vegetables grow from bulbs, eg onion, garlic, spring onion
- bulbs lie dormant in the ground through the winter, then grow in spring / early summer
- when there is enough moisture, warmth and light seeds and bulbs germinate and grow into plants

**EYFS Understanding of the World; Technology**

**Early Learning Goal: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.**

**Computing  
Autumn Term**

- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies
- understand what algorithms are; how they are implemented as programs on

**Computing  
Spring Term**

- recognise common uses of information technology within and beyond school
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- create and debug simple programs use logical reasoning to predict the behaviour of simple programs

**Computing  
Summer Term**

- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

digital devices; and that programs execute by following precise and unambiguous instructions

- use technology purposefully to create, organise, store, manipulate and retrieve digital content

### Safe Use

Year 1

- use technology safely
- keep personal information private

Year 2

- know where to go for help if concerned

### Algorithms

Year 1

- create a series of instructions for their friends to follow
- create instructions and plan a journey for a programmable toy (Beebot) in real life and on iPads

Year 2

- understand that algorithms are used on digital devices

### Using Technology

Year 1

- use a website and a camera
- record sound and play back

Year 2

- understand that programs require precise instructions
- organise, retrieve and manipulate digital data

### Create & Debug Programs

Year 1

- create store and retrieve digital content

Year 2

- write a simple program and test it

### Use of ICT Beyond School

Year 1

- talk about some of the IT uses in their own homes

Year 2

- know how technology is used in school and outside of school

- create and debug simple programs use logical reasoning to predict the behaviour of simple programs

### Reasoning

Year 2

- predict what the outcome of a simple program will be (logical reasoning)

### Safe Use (links to PSHE)

Year 1

- use technology safely
- keep personal information private

Year 2

- know where to go for help if concerned

### Using Technology

Year 1 and Year 2

- organise, retrieve and manipulate digital data ; teach simple word processing

**Early Learning Goal:** Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

History - Autumn Term	History - Spring Term	History - Summer Term
<ul style="list-style-type: none"> <li>• Events beyond living memory/ Significant Individuals</li> </ul> <p><i>Ongoing knowledge and skills:</i></p> <ul style="list-style-type: none"> <li>• Develop an awareness of time passing, using some common words and phrases relating to the passing of time.</li> <li>• Begin to use timelines and show an understanding of how lives change with the passing of time</li> <li>• Develop an understanding of the different ways you can find out about the past</li> </ul> <p>Topic Specific Knowledge</p> <ul style="list-style-type: none"> <li>• Recall changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life—who are our heroes? Why? What have they done to help our lives?</li> <li>• What makes a significant person? What do they have to have done?</li> <li>• Recall events beyond living memory—what have heroes from the past done? How have their actions shaped the world today?</li> <li>• Grace Darling focus; her life and significant events that made her a hero</li> </ul>	<ul style="list-style-type: none"> <li>• Explorers - significant individuals in the past, events beyond living memory</li> </ul> <p><i>Ongoing knowledge and skills:</i></p> <ul style="list-style-type: none"> <li>• Show an awareness and growing understanding of the past, using both common and topic specific words and phrases relating to the passing of time with growing confidence.</li> <li>• Start to make own timelines, and use these with support to show changes over time.</li> <li>• Use simple primary sources to find out about the past, gathering simple forms of research</li> </ul> <p>Topic Specific Knowledge</p> <ul style="list-style-type: none"> <li>• Recall facts about the lives of significant individuals in the past who have contributed to national and international achievements. (Astronauts over time and pioneers of space travel)</li> <li>• Compare space travel today (rockets, aeroplanes, NASA) to the first forms of space travel.</li> <li>• Place different explorers on a timeline and comment and explain how space travel has changed between each stage.</li> </ul>	<ul style="list-style-type: none"> <li>• Local history within memory</li> </ul> <p><i>Ongoing knowledge and skills:</i></p> <ul style="list-style-type: none"> <li>• Talk about events from the past with confidence, using the language of time accurately and within different contexts</li> <li>• Use and make timelines confidently and accurately to make comparisons between time periods</li> <li>• Use different ways to find out about the past, and actively research about our local area using a variety of different sources</li> </ul> <p>Topic Specific Knowledge</p> <ul style="list-style-type: none"> <li>• Learn about significant historical changes to the Jurassic coast, and why it is so important to our coastline</li> <li>• What have we found out from our trip—how was life different in the past in our locality? How was the way the beach was used different?</li> <li>• How has the seaside changed as a local tourist attraction? Compare the beach today to the beach over time. Why do we think it has changed in this way?</li> <li>• Using a variety of sources to find out about the coastline and beaches from</li> </ul>



<ul style="list-style-type: none"> <li>• Compare life in Victorian times to that of today</li> <li>• Know key facts about Queen Victoria and her reign.</li> <li>• Use different sources (books, internet) to find out about the past.</li> <li>• Place events and the lives of people on a timeline, noting changes in the way they lived.</li> </ul>	<ul style="list-style-type: none"> <li>• Recall key exploration discoveries and events beyond living memory that are significant nationally or globally- why are they significant? How did they change the world? (First space travel and its findings)</li> <li>• Explain how astronauts are significant people, and recall the main facts and events in their lives.</li> <li>• Ask own questions to further knowledge and interests</li> </ul>	<p>the past and deduce why/how things have changed - photos, books, diaries, interviews.</p> <ul style="list-style-type: none"> <li>• Using maps to compare Dawlish Warren beach from the past to today.</li> <li>• Trip to the Jurassic Coast</li> <li>• Why do we have fossils? How are they made? What do they tell us about the past as a source?</li> </ul>
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**EYFS Understanding of the World; The World (links to People and Communities)**

**Early Learning Goal:** Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

<p align="center"><b>Geography - Autumn Term</b> <i>Seasonal Changes (Science, ongoing daily)</i> <i>I can name the 4 seasons and some features of these.</i></p> <p><i>Key Locational Knowledge ongoing:</i></p> <ul style="list-style-type: none"> <li>• I can name the world's seven continents and five oceans</li> <li>• I can and locate the 4 countries of the UK</li> </ul> <p><b>Human and Physical Geography:</b></p> <ul style="list-style-type: none"> <li>• Observe and describe weather associated with the seasons and how day length varies</li> </ul>	<p align="center"><b>Geography - Spring Term</b> <i>Seasonal Changes (Ongoing daily)</i> <i>I can name and identify the 4 seasons and their features, and when they occur in the year.</i></p> <p><i>Key Locational Knowledge ongoing:</i></p> <ul style="list-style-type: none"> <li>• I can name and locate the world's seven continents and five oceans with growing speed and confidence</li> <li>• I can name and locate 4 countries and their capital cities of the UK</li> </ul> <p><b>Geographical Skills and Fieldwork:</b></p> <ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify Cockwood both on maps from today and maps from the past, along</li> </ul>	<p align="center"><b>Geography - Summer Term</b> <i>Seasonal Changes (Ongoing daily)</i> <i>I can name and identify the 4 seasons and their features, noting when they occur in the year and the impact that these seasons have on everyday life. I can also predict the weather based on the season and observational evidence.</i></p> <p><i>Key Locational Knowledge ongoing:</i></p> <ul style="list-style-type: none"> <li>• I can confidently name and locate the world's seven continents and five oceans, noting some countries within these continents, and their climate</li> <li>• I can confidently name and locate the 4 countries and capital cities of</li> </ul>
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- Use basic geographical vocabulary to refer to physical and human features of the locations the superhero flies to
- Devise a simple map for a superhero world
- Use and construct basic symbols on our map
- Create a route for a superhero to follow around the world, using compass directions

**Geographical skills and fieldwork (Ongoing)**

- Use world maps, atlases and globes to identify the United Kingdom

with the 4 countries in the UK, the continents and oceans

- Comparing human and physical features of Cockwood to that of an African village
- Use aerial photographs and plan perspectives to recognise local landmarks in Cockwood and an African village, and basic human and physical features of the local area.
- Find the key features of an African village and make comparisons to Cockwood.
- Make comments and comparisons about culture, food, homes etc.
- Generate own avenues of interest and research and ask questions

**Geographical skills and fieldwork (Ongoing)**

- Use world maps, atlases and globes to identify the United Kingdom and the seven continents of the world

the UK, and the neighbouring seas and oceans

**Geographical skills and fieldwork**

- Trip to the Jurassic Coast; what are the features? What is a world heritage site? Why are these important
- Map skills to compare the Jurassic coast over time
- Use simple compass directions and simple fieldwork and observational skills to study the geography of their school, its grounds and the local surrounding area (Jurassic Coast), finding human and physical features of these places.

**Human/Physical Geography:**

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country-comparing Seaton.
- How are they the same/ different? How do they compare with food, culture, human/physical features
- Looking at the features of the Jurassic Coast closely

**EYFS Understanding of the World: People and Communities**

**Early Learning Goal: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.**

RE	RE	RE
<p><b>Beliefs and Stories</b> <b>Christianity</b></p> <p>Introduction to Christianity and the Bible: 1.1- What do Christians believe God is like? 1.3 Why does Christmas matter to Christians? F2- Christmas story</p> <p><b>Make Sense of Belief</b> Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father • Give clear, simple accounts of what the story means to Christians. Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.</p> <p><b>Understand the Impact</b> Give at least two examples of a way in which Christians show their belief in God as loving and forgiving. Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas</p> <p><b>Make Connections</b> Think, talk and ask questions about whether</p>	<p><b>Teachings and Stories</b> <b>Christianity</b></p> <p>1.8 What makes some places sacred to believers? F3 Salvation: Why do Christians put a cross in an <b>Easter</b> garden? Easter Story <b>Make Sense of Belief</b> Recognise and retell stories connected with celebration of Easter. Say why Easter is a special time for Christians. Recognise that there are special places where people go to worship, and talk about what people do there. Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean</p> <p><b>Understand the Impact</b> Recognise some symbols Christians use during Holy Week. Talk about some ways Christians remember these stories at Easter. Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe. Talk about why some people like to belong to a sacred building or a community</p> <p><b>Make Connections</b></p>	<p><b>Community</b> <b>Judaism and Christianity</b></p> <p>1.7 Who is Jewish and how do they live? [Part 1]</p> <p><b>Make Sense of Belief</b> Recognise the words of the Shema as a Jewish prayer. Retell simply some stories used in Jewish celebrations (e.g. Chanukah). Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like</p> <p><b>Understand the Impact</b> Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) Make links between Jewish ideas of God found in the stories and how people live. Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)</p> <p><b>Make Connections</b> Talk about what they think is good about reflecting, thanking, praising and remembering</p>

they can learn anything from the story for themselves, exploring different ideas. Give a reason for the ideas they have and the connections they make about the Christmas story.	Talk about ideas of new life in nature. Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.	for Jewish people, giving a good reason for their ideas. Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.
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**EYFS Expressive Art and Design**

**Exploring and Using Media and Materials**

**Early Learning Goal:** Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

**Being Imaginative**

**Early Learning Goal:** Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Art	Art	Art
<p>Theme; Portraits (and Superhero Designs) Artist; Picasso / Guiseppe Arcimboldo</p> <p><b><u>Drawing</u></b> Year 1</p> <ul style="list-style-type: none"> <li>know how to show how people feel in paintings and drawings</li> <li>know how to use pencils to create lines of different thickness in drawings</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>choose and use 3 different grades of pencil when drawing</li> </ul> <p><b><u>Using Colour, Pattern Texture. Line, Form, Space and Shape</u></b> Year 1</p> <ul style="list-style-type: none"> <li>know how to create moods in artwork</li> </ul>	<p>Theme; Space; colour and texture Artist; Peter Thorpe?</p> <p><b><u>Using Materials (IT, collage and modroc) Year 1</u></b></p> <ul style="list-style-type: none"> <li>know how to cut, roll and coil</li> <li>know how to use ICT to create a picture</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>know how to make a modroc shape (crater) and how to join two layers of modroc together</li> <li>know how to use different effects within an IT paint package</li> </ul> <p><b><u>Using Colour, Pattern Texture. Line, Form, Space and Shape</u></b> Year 1</p> <ul style="list-style-type: none"> <li>know how to create moods in artwork</li> </ul>	<p>Theme; Fossils; patterns and shapes Artist;</p> <p><b><u>Drawing</u></b> Year 1</p> <ul style="list-style-type: none"> <li>know how to use pencils to create lines of different thickness in drawings</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>choose and use 3 different grades of pencil when drawing</li> <li>know how to use charcoal, pencil and pastel to create art</li> <li>know how to use a viewfinder to focus on a specific part of an artefact before drawing it</li> </ul>

<ul style="list-style-type: none"> <li>• know the names of the primary and secondary colours</li> <li>• know how to create a repeating pattern in print</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>• know how to mix paint to create all the secondary colours</li> </ul>	<ul style="list-style-type: none"> <li>• know the names of the primary and secondary colours</li> <li>• know how to create a repeating pattern in print</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>• know how to mix paint to create all the secondary colours</li> <li>• know how to create tints with paint by adding white, and create tones with paint by adding black</li> </ul>	<p><u>Using Colour, Pattern Texture. Line, Form, Space and Shape</u></p> <p>Year 1</p> <ul style="list-style-type: none"> <li>• know how to create a repeating pattern in print</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>• know how to create a printed piece of art by pressing, rolling, rubbing and stamping</li> </ul>
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**Range of Artists**

Year 1

- describe what can be seen and give an opinion about the work of an artist
- ask questions about a piece of art

Year 2

- suggest how artists have used colour, pattern, shape
- know how to create a piece of art in response to the work of another artist

EYFS Expressive Art and Design

Exploring and Using Media and Materials

Early Learning Goal: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being Imaginative

Early Learning Goal: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

<p>DT - Autumn Term</p> <p>Food Technology: fit for a superhero</p> <p>Year 1/2 Design, Make, Evaluate</p>	<p>DT - Spring Term</p> <p><i>Mechanisms: Moon Buggies</i></p> <ul style="list-style-type: none"> <li>• Design a purposeful product (moon buggy) for themselves</li> </ul>	<p>DT - Summer Term (Forest School sessions)</p> <p>Year 1/2</p> <p><i>Design, Make, Evaluate</i></p> <ul style="list-style-type: none"> <li>• Design a purposeful product (moving book) for themselves</li> </ul>
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- Design a purposeful product (moving book) for themselves
- Communicate and develop their ideas through talk and drawing
- Select from and use a range of tools and equipment to perform practical tasks (cutting, joining, finishing)
- Select from a range of materials and components
- Explore and evaluate existing products, and their own
- Use a range of materials creatively to design and make products

*Food Technology~ Harvest /Christmas treats*

- use the basic principles of a healthy varied diet to prepare dishes
- understand where food comes from

*Year 1*

- cut food safely

*Year 2*

- weigh ingredients to use in a recipe
- describe the ingredients used to make a cake / dish

- Communicate and develop their ideas through talk and drawing
- Select from and use a range of tools and equipment to perform practical tasks (cutting, joining, finishing)
- Select from a range of materials and components
- Explore and evaluate existing products, and their own
- Use a range of materials creatively to design and make products

*Food Technology~ Easter / celebration foods*

- use the basic principles of a healthy varied diet to prepare dishes
- understand where food comes from

*Year 1*

- cut food safely

*Year 2*

- weigh ingredients to use in a recipe
- describe the ingredients used to make a cake / dish

- Communicate and develop their ideas through talk and drawing
- Select from and use a range of tools and equipment to perform practical tasks (cutting, joining, finishing)
- Select from a range of materials and components
- Explore and evaluate existing products, and their own
- Use a range of materials creatively to design and make products

*Forest Schools; outdoor 3D structures*

- Design a functional den using forest materials
- Communicate and develop their ideas through ICT & mock-ups
- Select from and use a range of tools and equipment to perform practical tasks (handsaw, saw horse, etc)
- Select from a range of materials and components (natural materials)
- Explore and evaluate existing products, and their own
- Use a range of materials creatively to design and make products

EYFS Expressive Art and Design

Exploring and Using Media and Materials

**Early Learning Goal:** Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

**Being Imaginative**

**Early Learning Goal:** Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Music - Autumn Term	Music - Spring Term	Music - Summer Term
<p data-bbox="309 379 707 411" style="text-align: center;"><b>Playing, Singing and Composition</b></p> <ul style="list-style-type: none"> <li>● Sing songs and speak chants and rhymes expressively; nursery rhymes, familiar songs. (EYFS)</li> <li>● Appraise existing superhero theme tunes, which do we like? Which do we not like? Why?</li> <li>● Listen and understand live and recorded music- watching superhero music from a film and that of a live orchestra... what is the same or different? How does it make you feel?</li> <li>● Composing our own superhero theme tunes on glockenspiels and percussion in groups.</li> <li>● Using our voice to improve our compositions</li> <li>● Use informal ways of recording notation to capture what we want to play</li> <li>● Respond to music and how it makes you feel- which superhero theme tune do we like the best? What do they make us think of?</li> <li>● Singing technique- standing position, how to project and not shout etc.</li> </ul>	<p data-bbox="981 379 1290 411" style="text-align: center;"><b>Exploring Sound/ Playing</b></p> <ul style="list-style-type: none"> <li>● Play tuned and untuned instruments musically; weekly opportunities for playing and making compositions using percussion instruments and tuned instruments like recorders and xylophones</li> <li>● Make sounds for a purpose; discuss using sound to create a mood; what sounds would we use for walking on the moon?</li> <li>● Make and combine sounds musically; in groups, children to weekly combine percussion instruments and sounds to make their own compositions for going on a space walk or arriving on the moon, gaining accuracy and confidence.</li> <li>● Create music using tuned and untuned percussion for a space launch- what does it need to be like?</li> <li>● Develop an understanding of key musical terminology: pulse, rhythm, texture, structure, pitch, dynamics (ongoing)</li> <li>● Be able to find the pulse in various different pieces of music, and follow a</li> </ul>	<p data-bbox="1659 379 1865 443" style="text-align: center;"><b>Composition WCET- Ukuleles</b></p> <ul style="list-style-type: none"> <li>● Play tuned and untuned instruments musically with skill and accuracy; whole class ensemble learning- ukuleles</li> <li>● Make and combine sounds musically; composing using ukuleles</li> <li>● Using inter-related dimensions of music to combine sounds and instruments to make a composition using both tuned (ukulele) and untuned instruments</li> <li>● Use an easy to understand form of notation to record the notes played in a composition.</li> <li>● Describe the elements of a performance using all music vocabulary learnt through the year (pulse, rhythm, texture, structure, pitch, dynamics etc)</li> <li>● Practise, rehearse and present a performance to an audience</li> <li>● Y2: Add words with an emphasis on melody and the importance of lyrics</li> <li>● Learning and practising songs and words for Class Assembly- singing with</li> </ul>

<ul style="list-style-type: none"> <li>Performing a song to an audience- learning a song to a high level and performing at our Christmas Show.</li> </ul>	<p>pulse that is set (children to be 'band leader')</p> <ul style="list-style-type: none"> <li>Identify the features of a piece of music, talking about the pulse, rhythm, texture, structure, pitch, dynamics etc. (listen to the Planets)</li> <li>Singing for Easter Service, planet songs to reinforce 'Space' learning</li> </ul>	<p>confidence and flair to an audience with an awareness of the people watching.</p>
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EYFS Personal, Social, Emotional Development

Making Relationships

**Early Learning Goal:** Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Self-Confidence and Self-Awareness

**Early Learning Goal:** Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing Feelings and Behaviour

**Early Learning Goal:** Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

<p align="center">PSHE - Autumn Term (H- Health and Wellbeing, R- Relationships, L- Living in the Wider World)</p> <p align="center">1 Decision Units</p> <p><u>Keeping Safe</u> Year 1 Mental wellbeing (H) The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness How</p>	<p align="center">PSHE - Spring Term (H- Health and Wellbeing, R- Relationships, L- Living in the Wider World)</p> <p align="center">1 Decision Units</p> <p><u>Relationships</u> Year 1 Respectful Relationships (R) Practical steps they can take in a range of different contexts to improve or support respectful relationships</p>	<p align="center">PSHE - Summer Term (H- Health and Wellbeing, R- Relationships, L- Living in the Wider World)</p> <p align="center">1 Decision Units</p> <p><u>Feelings and Emotions</u> Year 1 Mental Wellbeing(R) That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of</p>
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<p>to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>Respectful relationships (R) Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>Year 2</p> <p>Being Safe (R) How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p><u>Keeping Healthy</u></p> <p>Year 1</p> <p>Health and Prevention (H)</p> <p>About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</p> <p>Healthy Eating (H) What constitutes a healthy diet (including understanding calories and other nutritional content) The principles of planning and preparing a range of healthy meals 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)</p> <p>Year 2</p> <p>About dental health and the benefits of good oral hygiene and dental flossing, including regular check-up</p>	<p>Caring Friendships (R) The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>Year 2</p> <p>Respectful relationships (R) That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>Caring friendships (R) How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p><u>Being Responsible</u></p> <p>Year 1</p> <p>Living in the Wider World (L) About respect for self and others and the importance of responsible behaviours and actions. About rights and responsibilities as members of families, other groups and ultimately as citizens.</p> <p>Year 2</p> <p>Physical health and fitness (H) The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily</p>	<p>emotions that all humans experience in relation to different experiences and situations. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>Year 2</p> <p>Caring friendships (R) That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p><u>Computer Safety</u></p> <p>Year 1</p> <p>Internet safety and harms (H) How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private Where and how to report concerns and get support with issues online That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p>Year 2</p> <p>Online relationships (R) That people sometimes behave differently online, including by pretending to be someone they are not. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online</p>
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	<p>active mile or other forms of regular, vigorous exercise. The risks associated with an inactive lifestyle (including obesity).</p> <p>Being safe (R) How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. How to recognise and report feelings of being unsafe or feeling bad about any adult.</p>	<p>including when we are anonymous. How information and data is shared and used online.</p> <p><u>Money Matters (Y2)</u>  Living in the Wider World (L) About where money comes from, keeping it safe and the importance of managing it effectively The part that money plays in people's lives A basic understanding of enterprise</p>
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EYFS Physical Development

Early Learning Goal: Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

PE (KS1)

The planning and assessment of PE skills follows the programme outlined by Primary Sports in Education which breaks the national curriculum learning objectives into smaller steps from Levels 1 to 5, allowing more accurate assessment of pupil's attainment, progress and next steps. Most pupils will be working within the levels detailed here, but some pupils may be working at a higher level and accessing skills outlined in the Class 2 Curriculum Map

PE - Autumn Term	PE - Spring Term	PE - Summer Term
<ul style="list-style-type: none"> <li>• Master basic movements, e.g. running, throwing, jumping, catching, balance, agility and coordination</li> <li>• Participate in team games and apply basic principles of attacking and defending</li> <li>• Step Up and Dance with Kate Murray: aerobic fitness, coordination, gross motor skills</li> </ul>	<ul style="list-style-type: none"> <li>• Master basic movements, e.g. running, throwing, jumping, catching, balance, agility and coordination</li> <li>• Participate in team games and apply basic principles of attacking and defending</li> <li>• Perform dances using simple movement patterns</li> <li>• Step Up and Dance with Kate Murray: linking movements together to create a dance sequence that flows and can be performed</li> </ul>	<ul style="list-style-type: none"> <li>• Master basic movements, e.g. running, throwing, jumping, catching, balance, agility and coordination</li> <li>• Participate in team games and apply basic principles of attacking and defending</li> </ul>

Football  
Hockey

Gymnastics  
Ball Skills  
Swimming Y2 only

Striking and Fielding  
Athletics