

Year 1/2 Autumn – Cycle 2

| Science | Theme | Knowledge | Skills | Key vocabulary and concepts |
|---------|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>Au1: Everyday Materials</p> | <p>Materials are the different things that objects are made out of.</p> <p>Sometimes objects are made from more than one material.</p> <p>There are many different types of material. For example, wood, plastic, water, rock and rubber.</p> <p>Different materials have different properties. For example, wood is stiff and elastic is stretchy.</p> <p>We choose to make objects out of materials because of their properties. For example, windows are made out of glass because it is transparent (see-through).</p> <p>Some materials let us change the shape of objects. We can change the shape in many different ways.</p> | <p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</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> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Ask and answer questions about different materials.</p> <p>Perform simple tests to explore questions.</p> <p>Make and record observations.</p> | <p>Material</p> <p>Wood</p> <p>Plastic</p> <p>Glass</p> <p>Water</p> <p>Rock</p> <p>Brick</p> <p>Paper</p> <p>Cardboard</p> <p>Fabric</p> <p>Elastic</p> <p>Foil</p> <p>Metal</p> <p>Property</p> <p>Hard</p> <p>Soft</p> <p>Stretchy</p> <p>Stiff</p> <p>Shiny</p> <p>Dull</p> <p>Rough</p> <p>Smooth</p> <p>Waterproof</p> <p>Absorbent</p> <p>Opaque</p> <p>Investigate</p> <p>Explore</p> <p>Describe</p> <p>Explain</p> |

Sequence of Lessons:

- 1) To understand what materials are
- 2) To be able to match, sort and describe materials and objects
- 3) To investigate which materials are suitable for making boots
- 4) To investigate which materials are suitable for making spoons
- 5) To explore how we can change the shape of materials
- 6) Carrier bag investigation explore the suitability of a material

| Theme | Knowledge | Skills | Key vocabulary and concepts |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Au2: Seasonal Changes: Autumn</p> <p>(Seasonal change will continue to be taught at other times in the year when the seasons change.)</p> | <p>The seasons are the different times of the year.</p> <p>Our seasons are called spring, summer, autumn and winter.</p> <p>The weather is different in each of the seasons.</p> <p>As the weather changes, plants change.</p> <p>Animals also change their behaviour for different seasons.</p> <p>In spring and summer, it is light for longer than it is in autumn and winter.</p> <p>Autumn is the season that lasts from the end of September to the middle of December.</p> <p>In autumn, some plants are ready for harvesting – this means they can be picked and eaten.</p> <p>Some plants change colour in autumn and lose their leaves.</p> <p>The weather in autumn will become colder and wetter.</p> | <p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p>Make tables and charts about the weather.</p> <p>Collect and describe examples of how the world is changing around them during autumn.</p> | <p>Seasons</p> <p>Spring</p> <p>Summer</p> <p>Autumn</p> <p>Winter</p> <p>Weather</p> <p>Sunny</p> <p>Cloudy</p> <p>Windy</p> <p>Rainy</p> <p>Stormy</p> <p>Snowy</p> <p>Hot</p> <p>Cold</p> <p>Cool</p> <p>Light</p> <p>Dark</p> <p>Day</p> <p>Night</p> <p>Plants</p> <p>Leaves</p> <p>Colour</p> <p>Change</p> <p>Harvest</p> <p>Red</p> <p>Orange</p> <p>Brown</p> <p>Animals</p> <p>Food</p> <p>Hibernate</p> |

| | | | | |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <p>The amount of light in each day will become shorter in autumn.</p> <p>Some animals begin to hibernate during autumn – this means they eat lots of food and then fall asleep until it becomes warmer again.</p> | | |
| | <p>Sequence of Lessons:</p> <p>1) To understand how the weather changes in autumn 2) To investigate how plants change in autumn 3) To find out how animals change in autumn</p> | | | |
| History | Theme | Knowledge | Skills | Key vocabulary and concepts |
| | Au1: The Victorians | <p>The Victorian period lasted from 1837-1901. It is named after Queen Victoria who was queen of Britain during this time.</p> <p>Queen Victoria also ruled many other parts of the world including Australia and India.</p> <p>Childhood in the Victorian period was very different to today. School could be very strict and some children had to work hard and dangerous jobs.</p> <p>During the Victorian period, there were many new inventions. Some of these made Britain very rich.</p> <p>Homes in the Victorian period were different to our homes today. For example, most didn't have electricity or hot water.</p> | <p>Use a broader range of sources (pictures, photos, artefacts, stories, field trips etc.) to extract information about the past.</p> <p>Know where some basic events, artefacts and key people from a topic fit on a timeline and begin to use dates.</p> <p>Begin to order dates from earliest to latest.</p> <p>Begin to recognise different ways we can learn about the past.</p> <p>Ask and answer historical questions.</p> <p>Understand and describe why people and events being studied are important.</p> <p>Understand that some people and events are more historically significant than others.</p> <p>Identify changes in the past and begin to talk about their causes and effects.</p> <p>Understand that there are reasons why people in the past acted as they did.</p> | <p>The Victorians Queen Victoria The Victorian period Britain British Empire Childhood School Workhouse Job Homes Rich Poor Electricity Hot water Inventor Invention Christmas Tradition</p> |

| | | | | |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | The Victorians began many of the Christmas traditions that we still take part in today. | Identify and describes differences between objects, people and lifestyles in the past. | |
| | Sequence of Lessons: 1) To find out about the life of Queen Victoria 2) To explore what childhood was like in the Victorian period 3) To investigate what Victorian homes were like 4) To find out about Victorian inventors 5) To explore what Christmas was like in the Victorian period | | | |
| Geography | Theme | Knowledge | Skills | Key vocabulary and concepts |
| | Au2: Deserts | <p>Deserts are very dry places where there is very little rain.</p> <p>There are many deserts in the world. Most are around the equator.</p> <p>Deserts are usually very hot places, but they can also be cold places.</p> <p>As deserts are very dry, not many plants or animals can survive in them.</p> <p>To survive in the deserts, humans often have to move around to find water and food. This is called being nomadic.</p> <p>The way that humans behave is changing our climate and heating the planet. This is making deserts bigger.</p> | <p>Use a range of maps to identify the location of deserts and name the countries and continents they are in.</p> <p>Use simple compass directions to describe the location of deserts.</p> <p>Describe the climate of desert regions and explain this in relation to the equator.</p> <p>Use aerial photographs, maps, weather graphs and charts to look at the features of deserts.</p> <p>Use basic geographical vocabulary to describe deserts.</p> <p>Use observational skills to describe how humans survive in the desert.</p> <p>Compare the lives of humans who live in desert to the lives of humans in Sheffield.</p> <p>Explain how human behaviour is causing deserts to grow bigger.</p> | <p>Desert</p> <p>World Map</p> <p>Equator</p> <p>North</p> <p>South</p> <p>East</p> <p>West</p> <p>Climate</p> <p>Dry</p> <p>Rain</p> <p>Hot</p> <p>Cold</p> <p>Plant</p> <p>Animal</p> <p>Humans</p> <p>Survive</p> <p>Water</p> <p>Food</p> <p>Nomadic</p> <p>Climate change</p> |

| | | | | |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To understand what a desert is and where they can be found 2) To find out about the climate in a desert region 3) To find out what plants and animals can survive in the desert. 4) To find out how humans survive in the desert 5) To understand why deserts are getting bigger | | | |
| Art | <p>Theme</p> | <p>Knowledge</p> | <p>Skills</p> | <p>Key vocabulary and concepts</p> |
| | <p>Au1: Julian Opie – Self Portraits</p> | <p>A portrait is a drawing or painting of someone’s face.</p> <p>A self-portrait is a drawing or painting of someone’s face created by that person.</p> <p>Julian Opie is a British artist who creates portraits and images of people. His portraits use simple lines and shapes and are made with block colour.</p> <p>Portraits can be very detailed or very simple. Some can be very realistic, but others are not.</p> | <p>Study the work of a famous artist and describe the features of their work using artistic vocabulary.</p> <p>Describe the shapes we see in faces and talk about their position.</p> <p>Experiment with pencils and pens to create self-portraits made up of simple lines and shapes.</p> <p>Create a plan for a final piece, including information about line, shape and colour.</p> <p>Complete a final piece and evaluate this by comparing it to the work of a famous artist.</p> | <p>Art Artist Portrait Self portrait Pencil Pen Line Shape Position Colour Block colour Plan Final piece Evaluate</p> |
| | <p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To explore the work of Julian Opie and understand what a portrait is 2) To identify the shapes used in portraits and practise drawing them 3) To practise drawing facial features in the correct position 4) To plan my self portrait 5) To create my self-portrait and evaluate it | | | |

| | Theme | Knowledge | Skills | Key vocabulary and concepts |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Au2: Healthy Sandwiches | <p>Bread is a key part of many people's diets. It comes in many different forms with different flavours and textures.</p> <p>There are many different skills we use when cooking. For some of these, like cutting, we need to make sure we stay safe.</p> <p>A healthy diet is very important. We need a balance of different types of food and only small amounts of some types.</p> <p>When we decide to make food, we need to think about the ingredients we are going to use and how healthy they are.</p> <p>When we decide to make food, we need to think about the equipment we are going to use and how safe it is.</p> <p>All the equipment we use and the area we make food in must be kept very clean.</p> | <p>Taste and evaluate a range of different types of bread.</p> <p>Select from and use a range of tools and equipment to perform practical tasks.</p> <p>Explain how to use different tools and equipment safely.</p> <p>Plan products using a set of design criteria.</p> <p>Reflect upon and explain what a healthy diet is and why it is important.</p> <p>Evaluate finished products and explain whether they have met a design criteria.</p> | <p>Cooking Sandwich Healthy Balanced Diet Flavour Texture Taste Ingredients Variety Equipment Safe Clean</p> |
| <p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To taste and evaluate a variety of different types of bread 2) To practise a range of cooking techniques: safe cutting and spreading 3) To learn about healthy eating and plan my sandwich 4) To make my healthy sandwich 5) To evaluate my healthy sandwich | | | | |

| Theme | Knowledge | Skills | Key vocabulary and concepts |
|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Au1: Information Technology Around Us</p> | <p>Information technology is any devices that are computers or can be used with computers.</p> <p>Examples of information technology are computers, laptops, tablets, printers, scanners etc.</p> <p>Some examples of information technology can be used in more than one way.</p> <p>Information technology is very useful and can help us with many tasks.</p> <p>Some examples of information technology can be used together.</p> <p>To keep ourselves safe, we have to be careful how we use information technology.</p> | <p>Identify examples of information technology in school and beyond school.</p> <p>Explain how information technology can help us.</p> <p>Sort examples of information technology into different groups based on their uses.</p> <p>Explain where examples of information technology can be found.</p> <p>Recognise common types of information technology.</p> <p>Demonstrate how some devices work together.</p> <p>Explain some of the dangers of using information technology and how to avoid them.</p> | <p>Information technology Device Computer Laptop Tablet Printer Scanner Use Together Safe Dangers</p> |

Sequence of Lessons:

- 1) To recognise the uses and features of information technology
- 2) To identify the uses of information technology in school
- 3) To identify information technology beyond school
- 4) To explain how information technology helps us
- 5) To explain how to use information technology safely

| | Theme | Knowledge | Skills | Key vocabulary and concepts |
|--|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>Au2: Digital Photography</p> | <p>Many different devices can be used to take photographs. Some are especially for photography, and others have a separate app.</p> <p>A photograph can be taken in either portrait or landscape format.</p> <p>A photograph is composed by a photographer. Sometimes photos will have problems caused by a mistake.</p> <p>When a photograph does not work, it can be improved by retaking it.</p> <p>Light is an important factor when taking photographs.</p> <p>Sometimes photographers use a flash to create artificial light.</p> <p>Photographs can be edited using many different types of software.</p> | <p>Identify which devices can be used to take photos.</p> <p>Use a number of different devices or apps to take photos.</p> <p>Explain how a device is used to take photograph.</p> <p>Explain the process of taking a good photograph.</p> <p>Take photographs in both landscape and portrait format.</p> <p>Explain why a photograph looks better in portrait or landscape format.</p> <p>Compose photographs thinking about a number of factors.</p> <p>Identify what is wrong with a photograph.</p> <p>Discuss how to take a good photograph.</p> <p>Improve a photograph by retaking it.</p> <p>Explore the effect that light has on a photo.</p> <p>Experiment with different light sources.</p> <p>Explain why a picture may be unclear.</p> <p>Recognise that images can be changed.</p> <p>Use a tool to achieve a desired effect.</p> | <p>Photo Photograph Photographer Device Camera App Landscape Portrait Compose Composition Light Dark Flash Light source Mistake Unclear Blurred Edit Software</p> |

| | | | | |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Sequence of Lessons: 1) To use a digital device to take a photograph 2) To make choices when taking a photograph 3) To describe what makes a good photograph 4) To decide how photographs can be improved 5) To use tools to change an image | | | |
| PE | Theme | Knowledge | Skills | Key vocabulary and concepts |
| | Au1: Class Teacher: Gymnastics | <p>Gymnastics is an Olympic sport.</p> <p>Someone who takes part in gymnastics is called a gymnast.</p> <p>Gymnastics involves a combination of strength, flexibility, coordination, and balance.</p> <p>A professional Gymnast requires a great deal of physical fitness, body awareness, discipline, and confidence.</p> <p>Gymnastics often requires using apparatus and equipment – these must be used safely.</p> | <p>Watch a performance and describe what you enjoyed.</p> <p>Describe what you enjoy about gymnastics.</p> <p>Understand why balance is important in lots of different sports and games.</p> <p>Safely demonstrate flowing movement when travelling in different ways.</p> <p>Learn and develop the quality of a log roll.</p> <p>Copy, create movement phases.</p> <p>Jump and Land safely, and with control, when performing off the floor and apparatus.</p> <p>Explore large point balances including the shoulder stand.</p> <p>Create floor and apparatus sequences on your own and with a partner.</p> <p>Perform and link movements with control using a range of body actions and body parts.</p> <p>Remember and repeat sequences of gymnastic actions.</p> | <p>Movement</p> <p>Travelling</p> <p>Apparatus</p> <p>Dish</p> <p>Performance</p> <p>Forwards</p> <p>Backwards</p> <p>Tuck</p> <p>Arch</p> <p>Straight</p> <p>Star</p> <p>Balance</p> <p>Mirroring</p> <p>Linking</p> <p>Rolls</p> <p>Jumping</p> <p>Landing</p> <p>Technique</p> <p>Individual</p> |

Sequence of Lessons:

- 1) To travel in different ways
- 2) To link movements and shapes
- 3) To balance on some large body parts
- 4) To land safely when jumping
- 5) To use different pieces of equipment and apparatus
- 6) To work well with a partner

Theme**Knowledge****Skills****Key vocabulary and concepts****Au1: PE Specialist: Tag Rugby**

It is important to warm up and warm down before and after exercise.

Tag rugby is a game played by two teams.

Tag rugby is a safer version of full-contact rugby.

The ball in tag rugby must always be passed backwards.

When a player has a tag removed, they must pass the ball within three seconds.

A try is scored by the attacking team when they place the ball on the ground over the try line.

Understand who the attackers and who the defenders are.

Decide when to pass and when to run.

Throw and catch a rugby ball to themselves and others.

Improve movement skills whilst moving with the ball in two hands.

Play simple tag rugby games understanding the rules of the game.

Learn how to tag.

Attack
Belts
Catch
Defend
Pass
Run
Space
Target
Throw
Try

Sequence of Lessons:

- 1) To hold and move with a rugby ball
- 2) To throw a rugby ball
- 3) To catch a rugby ball
- 4) To run with the ball
- 5) To play tag games
- 6) To simple play games following the rules

| | Theme | Knowledge | Skills | Key vocabulary and concepts |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Au2: Class Teacher: Dance | <p>It is important to warm up and warm down before and after exercise.</p> <p>Dancing is an excellent way of keeping fit and healthy.</p> <p>When we dance we usually dance to music.</p> <p>The music we dance to gives us the rhythm of our dance.</p> <p>Dances are made up of a series of movements in an order.</p> | <p>Understand why being active and playing games is good for you.</p> <p>Describe what they have done or seen others doing.</p> <p>Respond imaginatively to a range of stimuli.</p> <p>Move confidently and safely in a space using changes of speed, level and direction.</p> <p>Perform movement phrases using a range of different body actions and body parts with control and accuracy.</p> <p>Create linked movements, combining different ways of travelling, with beginnings, middles and ends.</p> | <p>Actions</p> <p>Beat</p> <p>Character</p> <p>Copy</p> <p>Count</p> <p>Create</p> <p>Dance</p> <p>Direction</p> <p>Imagination</p> <p>Move</p> <p>Performance</p> <p>Position</p> |
| <p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To move while changing direction and speed 2) To move with control 3) To work individually and with others 4) To move with music showing expressive qualities of dance 5) To create linked movement phrases 6) To participate in a performance | | | | |
| | Theme | Knowledge | Skills | Key vocabulary and concepts |

| | | | | |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| RE | Au2: PE Specialist: Health Related Exercise (Fitness) | <p>It is important to warm up and warm down at the start and end of exercise.</p> <p>Keeping fit keeps us healthy.</p> <p>Regular physical activity can improve your strength.</p> <p>It is important to carry out exercises in the correct way to keep ourselves safe.</p> | <p>Discuss healthy & unhealthy foods, and why eating well is good for you.</p> <p>Understand the benefits of regular exercise.</p> <p>Improve speed, agility, and stamina, coordination, control, and balance, and negotiate space.</p> <p>Take turns and work well in teams.</p> <p>Explore and practice a variety of different movements and fitness techniques.</p> <p>Develop jumping technique to gain height and distance, and when moving at speed.</p> <p>Complete exercise with good technique and focus, and with good energy.</p> | <p>Jump</p> <p>Land</p> <p>Space</p> <p>Coordination</p> <p>Height</p> <p>Hurdle</p> <p>Control</p> <p>Balance</p> <p>Posture</p> <p>Distance</p> <p>Energy</p> <p>Forfeit</p> <p>Movement</p> <p>Stretch</p> <p>Technique</p> <p>Control</p> <p>Stamina</p> <p>Speed</p> <p>Stamina</p> <p>Balance</p> <p>Agility</p> <p>Relay</p> <p>Fitness</p> |
| | <p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To move at speed with control and in a safe way 2) To change direction with coordination 3) To perform a variety of jump combinations 4) To move on and across apparatus 5) To balance with control – both when staying still and on the move 6) To play and compete against others | | | |
| | RE | Theme | Knowledge | Skills |
| | <p>Aut 1: Fairness and Justice</p> <p>What does Religions teach about fairness?</p> | <p>Fairness includes treating people equally.</p> <p>The 'Golden Rule' is found in many Christian stories and also other religions.</p> | <p>Discuss what is fair and what is unfair.</p> <p>Explain what the 'Golden Rule' is and give examples from real life.</p> <p>Listen to the story 'The Unforgiving Servant' and discuss what it means.</p> | <p>Fairness</p> <p>Sharing</p> <p>Equal</p> <p>Treated</p> <p>Forgiveness</p> <p>Right</p> <p>Wrong</p> |

| | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>Forgiveness is important for Christians and for us all in everyday life.</p> <p>Other religions (such as Sikhism and Judaism) want people to be kind, fair and forgiving.</p> | <p>Discuss things in the world that we are thankful for.</p> <p>Explain what forgiveness is and why it is good to forgive people.</p> <p>Explore how ideas of fairness and forgiveness feature in different religions.</p> | <p>Differences</p> <p>Similarities</p> <p>The Golden Rule</p> <p>Christianity</p> <p>Sikhism</p> <p>Judaism</p> |
| <p>Sequence of Lessons:</p> <p>1) To understand the difference between what is fair and unfair</p> <p>2) To know what 'The Golden Rule' is</p> <p>3) To retell a story and discuss what it means</p> <p>4) To reflect on forgiveness</p> <p>5) To explore a story and think about how the world can be improved</p> | | | |
| Theme | Knowledge | Skills | Key vocabulary and concepts |
| <p>Aut 2:</p> <p>Why is freedom important to Jewish People?</p> | <p>Freedom means to be able to do as you want without other people stopping you.</p> <p>Pesach is a story about the Jewish people's escape from slavery in Egypt.</p> <p>Passover is the celebration of the story Pesach.</p> <p>Symbols are signs or images that mean or refer to something.</p> <p>A seder plate is a traditional, symbolic meal that Jewish people eat during Passover.</p> | <p>Discuss images and how they might relate to a theme or idea.</p> <p>Recall and understand the story of Pesach and why this is important to Jewish people.</p> <p>Reflect on the symbolism in religious practices such as the Jewish tradition of Sedar plates.</p> <p>Design my own symbols related to my own experiences and beliefs.</p> <p>Reflect on why freedom is important to Jewish people</p> | <p>Pesach</p> <p>Passover</p> <p>Sedar</p> <p>Plagues</p> <p>Exodus</p> <p>Bible</p> <p>Torah</p> <p>Freedom</p> <p>Symbols</p> <p>Festival</p> |

| PSHE | | The idea of freedom is important to Jewish people because of the story of Pesach. | | |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Sequence of Lessons: 1) To explore an idea through studying pictures 2) To reflect the idea of freedom 3) To explore the symbolism of a Sedar plate 4) To learn the story of Pesach 5) To design my own symbolic meal | | | |
| | Theme | Knowledge | Skills | Key vocabulary and concepts |
| | Aut 1: Being Me In My World | <p>Everyone has hopes and fears, especially about big events like starting a new school year.</p> <p>If we are worried about something, we should ask someone for help.</p> <p>Being a member of a class and a school comes with rights and responsibilities.</p> <p>Rights are things we should always be allowed to do.</p> <p>Responsibilities are things we should always do.</p> <p>In school there are rewards for good behaviour and consequences for poor behaviour.</p> <p>Following our class learning charter will help us and others in our class learn.</p> | <p>Explain what my hopes and fears are for the new school year.</p> <p>Speak to an adult if I am worried about something.</p> <p>Say what my rights and responsibilities are in my class and school.</p> <p>Explain what the rewards and consequences are in my class and in school.</p> <p>Explain how following the learning charter will help me learn.</p> <p>Follow a learning charter.</p> | <p>Worries</p> <p>Hopes</p> <p>Fears</p> <p>Belonging</p> <p>Responsibilities</p> <p>Rights</p> <p>Responsible</p> <p>Actions</p> <p>Praise</p> <p>Reward</p> <p>Consequence</p> <p>Positive</p> <p>Negative</p> <p>Choices</p> <p>Co-operate</p> <p>Learning charter</p> <p>Problem solving</p> |

| | | | |
|--|---------------------------------------------------------------------|--|--|
| | The choices we make affect the rewards and consequences we receive. | | |
|--|---------------------------------------------------------------------|--|--|

Sequence of Lessons:

- 1) To reflect on our hopes and fears for the year
- 2) To discuss our rights and responsibilities in school
- 3) To explore rewards and consequences in school
- 4) To reflect on how choices can lead to rewards and consequences
- 5) To explore our class learning charter

6) Online Saftey: Sheffield Scheme: Choosing what to do online (L2): LC:To understand that we must decide what to do and not do online

| Theme | Knowledge | Skills | Key vocabulary and concepts |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Aut 2: Celebrating Difference</p> | <p>Assumptions are things that people quickly think which aren't true.</p> <p>A stereotype is an assumption about a group of people. For example, boys and girls.</p> <p>Sometimes people make assumptions or stereotypes about boys and girls.</p> <p>Bullying is deliberately hurting someone several times.</p> <p>Bullying is sometimes about difference.</p> <p>It is important that we think about what is right and wrong and how we can help or hurt people.</p> <p>It is important to think about how we can look after ourselves.</p> | <p>Describe some of the ways in which boys and girls are similar.</p> <p>Describe some of the ways in which boys and girls are different.</p> <p>Discuss some of the ways we are similar and different to our friends.</p> <p>Explain what bullying is and how someone being bullied might be feeling.</p> <p>Explain how someone being bullied might be able to get help.</p> <p>Discuss how it feels to be someone's friend and what is positive about this.</p> | <p>Boys Girls Similarities Assumptions Shield Stereotypes Special Bully Purpose Difference Kind Unkind Feelings Sad Lonely Help On purpose Stand up for Male Female Diversity Fairness Kindness</p> |

| Music | | It is ok to be different from other people and still be friends with them. | | Friends Unique Value |
|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| | <p>Sequence of Lessons:</p> <p>1) To explore our ideas about boys and girls 2) To think about how boys and girls are similar and different 3) To understand what bullying is 4) To learn how to stand up for ourselves and for others 5) To reflect on how we are different to each other</p> <p>6) Online Saftey: Sheffield Scheme: Being Kind Online (S2): LC: Understand that being kind online is just as important as it is in real life</p> | | | |
| Music | Theme | Knowledge | Skills | Key vocabulary and concepts |
| | Aut 1: Pulse | <p>The pulse of a piece of music is a special type of beat that is regular. It is like the heartbeat of the song.</p> <p>We can keep a beat to a song by clapping along to the pulse or by moving our bodies in different ways.</p> <p>Every song will have a number of beats in a bar that we can count along to.</p> <p>Sounds can be represented by different symbols.</p> | <p>Identify and copy the pulse to a range of different songs using clapping and other rhythmic sounds.</p> <p>Keep a beat to a song whilst singing by clapping along to the pulse and moving our bodies in different ways.</p> <p>Identify by counting how many beats there are in a song.</p> <p>Identify simple rhythmic patterns in songs and pieces of music.</p> <p>Find the strong beat in a bar of music.</p> <p>Create simple rhythmic patterns for songs using clapping and other movements of the body.</p> <p>Interpret different symbols for different types of sound.</p> | <p>Music Song Beat Pulse Regular Rhythm Pattern Bar Strong beat Sound Symbol</p> |

Sequence of Lessons:

- 1) To understand what pulse is
- 2) To create simple patterns
- 3) To understand how sound is represented by symbols
- 4) To physicalise pulse in different ways
- 5) To maintain pulse and identify strong beats

| Theme | Knowledge | Skills | Key vocabulary and concepts |
|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Aut 1: Pitch</p> <p>This unit of work will also include singing practice in preparation for the Christmas performance.</p> | <p>The pitch of a sound is how high or low the sound is.</p> <p>A high sound has a high pitch.</p> <p>A low sound has a low pitch.</p> <p>Some instruments make high pitch sounds, and other instruments make low pitch sounds.</p> <p>The pitch of the sound an instrument makes depends on the size, shape and materials used to make instrument.</p> <p>Most instruments can make sounds of different pitches.</p> <p>Songs will have different sounds in them – some will be high pitch and some will be low pitch.</p> <p>When we sing, it is important that we follow the pitch of the song we are singing.</p> | <p>Understand what pitch is and describe the pitch of different sounds using ‘high’ and ‘low’.</p> <p>Identify instruments which will make high pitch sounds and those which will make low pitch sounds.</p> <p>Use our voices to make high and low pitch noises and sounds.</p> <p>Follow the pitch of a piece of music, making our singing voices higher and lower.</p> | <p>Music</p> <p>Song</p> <p>Pitch</p> <p>High</p> <p>Low</p> <p>Middle</p> <p>Instruments</p> <p>Flute</p> <p>Violin</p> <p>Drum</p> <p>Bassoon</p> <p>Bass guitar</p> |

Sequence of Lessons:

- 1) To understand what pitch is
- 2) To identify high pitched sounds and the instruments which make them
- 3) To identify low pitched sounds and the instruments which make them
- 4) To follow the pitch of a piece of music

5) To change pitch of our singing voices