

Year 1/2 Autumn – Cycle 2

Science	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Au1: Living Things and Their Habitats</p> <p>End Point: By the end of this unit, children will be able to identify and compare things that are living, dead, and have never been alive. They will understand that all living things depend on their habitats to provide food, water, shelter, and space. They will be able to explain how different animals, including lions, penguins, and woodlice, are suited to their environments and how their habitats help them to survive. Through investigation and observation, they will develop a deeper awareness of the variety of habitats around them and the importance of protecting living things and their homes.</p>	<p>L1 Living things grow, move, reproduce, and need food, water, and air. Dead things were once alive but no longer show these characteristics. Things that have never been alive do not need food, water, or air and do not grow or reproduce. Examples include a tree being living, a fallen leaf being dead, and a rock having never been alive.</p> <p>L2 A habitat is the place where a living thing finds everything it needs to survive. Different habitats provide food, water, shelter, and space for different animals and plants. Examples of habitats include woodlands, ponds, deserts, oceans, and gardens.</p> <p>Jane Goddall is an English zoologist, primatologist and anthropologist. She is considered the world's leading expert on chimpanzees, after 60 years' studying the social and family interactions of wild chimpanzees.</p> <p>L3 A habitat is the place where a living thing finds everything it needs to survive. Different habitats provide food, water, shelter, and space for different animals and plants. Examples of habitats include woodlands, ponds, deserts, oceans, and gardens.</p> <p>L4</p>	<p>Relevant Working Scientifically Skills from NC:</p> <p>Observe closely, using simple equipment.</p> <p>Identify and classify.</p> <p>Use their observations and ideas to suggest answers to questions.</p> <p>Gather and record data to help in answering questions.</p> <p>Learning Like an Expert Skills:</p> <p>Asking questions about what they want to investigate.</p> <p>Observing and measuring.</p> <p>Identifying and classifying.</p> <p>Reporting findings.</p>	<p>L1 Living Dead Never Alive Characteristics Compare</p> <p>L2 Habitat Shelter Environment Survive Food Water</p> <p>L3 Savanna Carnivore Camouflage Pride Prey</p> <p>L4 Antarctica Blubber Flippers Colony Krill</p> <p>L5 Micro-Habitat Damp Decay</p>

		<p>Penguins live in cold, icy environments like Antarctica. Their thick feathers and fat (blubber) keep them warm. They are excellent swimmers, using their flippers to move through water. They eat fish and krill, which are found in the sea.</p> <p><u>L5</u> A woodlouse's micro-habitat is often damp and dark, such as under logs or stones. They need moisture to survive because they breathe through gills. Woodlice eat decaying plants, helping to break them down into soil. Their tough shell helps protect them from predators.</p>		<p>Exoskeleton Nocturnal</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To explore and compare the difference between things that are living, dead and things that have never been alive 2) To understand living things live in different habitats (Scientist – Jane Goddall) 3) To understand how a lion's habitat helps it to stay alive 4) To understand a penguin's habitat helps it to stay alive 5) To investigate how a woodlouse's micro-habitat helps it to stay alive <p>NB: In lesson 5, pupils should investigate a woodlouse's habitat by searching and finding them in the school grounds</p>			
	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Au1: Living Things and Their Habitats</p> <p>End Point: By the end of this unit, children will be able to identify and describe a range of living things and the habitats they live in. They will understand the difference between things that are living, dead, and have never been alive, and recognise that habitats provide for the basic needs of the plants and animals that live there.</p>	<p><u>L1</u> Different types of plants grow in different habitats depending on the conditions. For example, cacti grow in dry, hot deserts because they can store water, while mosses grow well in damp, shady woodlands where the soil stays moist.</p> <p><u>L2</u> Animals can be sorted by what they eat. Herbivores, like deer and rabbits, eat only plants. Carnivores, like lions and eagles, eat</p>	<p><u>Relevant Working Scientifically Skills from NC:</u></p> <p>Observe closely, using simple equipment.</p> <p>Identify and classify.</p> <p>Use their observations and ideas to suggest answers to questions.</p> <p>Gather and record data to help in answering questions.</p> <p><u>Learning Like an Expert Skills:</u></p>	<p><u>L1</u> Habitat Plant Desert Woodland Adapt</p> <p><u>L2</u> Herbivore Carnivore Omnivore Prey Predator</p>

	<p>They will be able to name and describe different types of plants and animals, explain how they are suited to their habitats, and describe how animals obtain their food. They will understand the terms herbivore, carnivore, and omnivore, and be able to describe simple food chains, identifying producers, prey, and predators.</p>	<p>other animals. Omnivores, like bears and humans, eat both plants and animals.</p> <p>L3 Animals obtain their food in different ways. Some, like cows, graze on grass. Others, like owls or foxes, hunt for other animals. They use body parts such as teeth, beaks, claws, or tongues to catch, gather, or eat their food.</p> <p>L4 A lion's food chain starts with grass, which gets energy from the sun. A zebra eats the grass, and then the lion eats the zebra. This shows how energy moves from plants to herbivores and then to carnivores.</p> <p>L5 A polar bear's food chain begins with seaweed or tiny ocean plants called phytoplankton. These are eaten by small fish, which are eaten by seals. The polar bear hunts and eats the seals, showing how energy passes through animals living in cold, icy habitats.</p>	<p>Asking questions about what they want to investigate.</p> <p>Observing and measuring.</p> <p>Identifying and classifying.</p> <p>Reporting findings.</p>	<p>L3 Hunt Graze Claws Beak</p> <p>L4 Food Chain Predator Prey Zebra Lion</p> <p>L5 Food Chain Phytoplankton Fish Seal Polar Bear</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To explore the types of plants that live in different habitats 2) To understand that some animals eat plants, some eat other animals and some eat both 3) To describe how different animals obtain their food 4) To explore the food chain of a lion 5) To explore the food chain of a polar bear 			
History	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Au1: The Victorians</p> <p>End Point:</p>	<p>L1 The Victorian period lasted from 1837-1901. It is named after Queen Victoria who was queen of Britain during this time.</p>	<p>Use a broader range of sources (pictures, photos, artefacts, stories, field trips etc.) to extract information about the past.</p>	<p>L1 Queen Monarch Reign</p>

	<p>By the end of this unit, children will be able to describe who Queen Victoria was and explain when and why the Victorian period is an important part of British history. They will understand what life was like for children during this time and be able to compare the experiences of rich and poor families. They will be able to describe features of Victorian homes, know about key inventions and inventors from the period, and explain how some of our Christmas traditions began in Victorian times.</p>	<p>Queen Victoria also ruled many other parts of the world including Australia and India. She was the Queen for 64 years.</p> <p><u>L2:</u> 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><u>L3:</u> Homes in the Victorian period were different to our homes today. For example, most didn't have electricity or hot water. Many had toilets outside.</p> <p><u>L4:</u> During the Victorian period, there were many new inventions. Some of these made Britain very rich.</p> <p><u>L5:</u> The Victorians began many of the Christmas traditions that we still take part in today, like sending cards, decorating trees, and pulling crackers, became popular in Victorian times.</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>Identify and describes differences between objects, people and lifestyles in the past.</p> <p><u>Learning Like an Expert Skills:</u></p> <p>Asking questions.</p> <p>Source analysis.</p> <p>Chronological thinking.</p> <p>Change and continuity.</p> <p>Compare and contrast.</p>	<p>Empire Throne</p> <p><u>L2</u> Workhouse School Chimney Sweep Orphan Education</p> <p><u>L3</u> Terraced Servant Kitchen Chamber Pot Gas Lamp</p> <p><u>L4</u> Invention Steam Engine Telephone Light Bulb Factory</p> <p><u>L5</u> Tradition Christmas Tree Cracker Card Feast</p>
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Geography	Sequence of Lessons: 1) To find out about the life of Queen Victoria PC: Sex 2) To explore what childhood was like in the Victorian period PC: Age 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 Enquiry question: How did life change for people during Queen Victoria's reign?			
	Theme Au2: Deserts and Polar Regions End Point: By the end of this unit, children will be able to identify the hottest and coldest parts of the Earth and explain where deserts and polar regions are found. They will understand the differences in climate between these environments and describe how plants, animals, and people have adapted to survive there. Children will be able to talk about the challenges of living in extreme places and how humans use clothing, shelter, and resources to live in both hot deserts and freezing polar regions.	Knowledge <u>L1</u> The hottest areas of the Earth are near the Equator, where the sun shines strongest, and the coldest areas are near the North and South Poles. <u>L2</u> A desert is a very dry place. They can be very hot and have very little rain. Polar regions are extremely cold, with snow, ice, and freezing temperatures most of the year. <u>L3</u> Desert animals like camels and meerkats can survive heat and dryness, and plants like cacti store water. In polar regions, animals like polar bears and penguins are adapted to the cold, and only a few tough plants like moss and lichen grow there. <u>L4</u> Humans in desert regions wear light, loose clothing to stay cool, find water in wells or oases, and build shelters that protect them from the sun. <u>L5</u> People in polar regions wear thick, insulated clothing, build warm homes, and find food by	Skills Be able to name and locate the 7 continents on a World map. Be able to name and locate the 5 oceans on a World map. Be able to identify seasonal and daily weather patterns of a location in hot and cold areas of the world in relation to the Equator and the North and South Poles. Know that maps give information about the world (where and what). Recognise simple features on maps such as buildings, roads and fields. Recognise that maps need a title. Use directional vocabulary. Draw a simple map (real or imaginary place) for example, freehand maps of gardens, watery places, route maps, places in stories. Use symbols on maps (own and class agreed symbols). Taking digital photos Collecting quantitative data Collecting and sorting natural objects	Key vocabulary and concepts <u>L1</u> Equator Pole Hot Cold Globe Earth <u>L2</u> Climate Weather Temperature Rainfall Dry Freezing Snow Ice <u>L3</u> Cactus Moss Lichen Camel Polar Bear Penguin <u>L4</u> Shelter Water

		hunting, fishing, or importing supplies from other places.	<u>Learning Like an Expert Skills:</u> Using and creating maps. Conducting fieldwork in an area of interest to them. Interpreting data collected through fieldwork.	Oasis Robes Shade <u>L5</u> Insulation Igloo Hunting Fishing Warmth
	Sequence of Lessons: 1) To understand where the hot and cold areas of the Earth are 2) To find out about the climate in deserts and polar regions 3) To find out what plants and animals live in deserts and polar regions 4) To find out how humans survive in deserts 5) To find out how humans survive in polar regions NB: Pupils could potentially take part in basic fieldwork in a number of ways: <ul style="list-style-type: none"> - Taking the temperature / assessing the weather outside and compare to deserts and polar regions, discussing how this would change at different points in the year - Looking for plants and wildlife in the school grounds and deciding whether they would survive in deserts or polar regions - Using a range of materials, design a shelter for a human to survive in a desert or polar region 			
Art	Theme	Knowledge	Skills	Key vocabulary and concepts
	Au1: Julian Opie – Self Portraits End Point: By the end of this unit, children will understand what a portrait is and be able to talk about the style of Julian Opie. They will be able to draw and position facial features using simple shapes, plan their own self-portrait, and use their plan to create a finished piece of art. They will be able to evaluate their work by saying what they like about it	<u>L1</u> A portrait is a picture of a person that shows what they look like, and Julian Opie is an artist known for his simple, bold portraits using clear lines and flat colours. <u>L2</u> Portraits often use simple shapes like ovals for heads, circles for eyes, and curved lines for mouths and hair, especially in Julian Opie’s style. <u>L3</u> The eyes are about halfway down the face, the nose sits in the middle, and the mouth is below	Understand that art is a way in which people from all cultures and times have expressed themselves and that it is practised in many ways. Learn about the work of a range of artists and the ways in which they have created art. Understand that sketch books are a way of generating and developing ideas and begin to use them in their own projects. Understand that learning new skills is an important part of the artistic process.	<u>L1</u> Portrait Artist Style Outline Simple <u>L2</u> Shape Oval Circle Line Straight Curved

	<p>and how they could improve it.</p>	<p>the nose, all spaced to match the shape of the head.</p> <p>L4 Before drawing, artists make a plan by thinking about the shapes, colours, and features they will include to make the portrait look like them.</p> <p>L5 Artists create their portraits using their plan and then look carefully at their finished work to think about what they like and what they could improve.</p>	<p>Begin to experiment with different drawing materials such as pencils, crayons, chalk and felt tips.</p> <p>Begin to draw lines of varying length, thickness and tone.</p> <p>Draw a range of shapes and use these to create simple compositions.</p> <p>Begin to experiment with</p> <p>Begin to understand that different artists have different drawing styles and attempt to imitate simple features of some of these.</p> <p>Begin to create drawings and sketches from actual objects, 2D representations and their own imagination.</p> <p>Develop a simple plan for a final piece based on the media being used and the artist being studied.</p> <p>Discuss their own work and the work of others giving simple opinions about likes and dislikes and making comments about similarities and differences.</p> <p><u>Learning Like an Expert Skills:</u> Analyse, interpret and appraise the work of other artists</p> <p>Practise, develop and refine new skills, techniques and materials in sketch books</p> <p>Make plans and prototypes before creating a final piece</p> <p>Write explanations and descriptions of their works of art.</p>	<p>L3 Eyes Nose Mouth Position Face</p> <p>L4 Plan Sketch Feature Colour Detail</p> <p>L5 Create Evaluate Improve Expression Self-Portrait</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 				

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	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Au2: Healthy Sandwiches</p> <p>End Point: By the end of this unit, children will understand how to evaluate different types of bread and explore various cooking techniques, including safe cutting and spreading. They will know the importance of healthy eating, plan and make their own healthy sandwich, and evaluate it to see what worked well and what could be improved.</p>	<p>L1 Bread comes in many types, like white, brown, and whole grain, and tasting them helps us understand their textures and flavours.</p> <p>L2 When cooking, it's important to use safe techniques, like holding a knife properly for cutting and spreading ingredients evenly.</p> <p>L3 Healthy eating means choosing a variety of foods that help our bodies stay strong, and planning a sandwich means thinking about the ingredients that make it balanced.</p> <p>L4 Making a sandwich involves selecting fresh ingredients, preparing them, and putting them together carefully to create a delicious and healthy meal.</p> <p>L5 After making a sandwich, we can think about how it looks, tastes, and whether it's healthy, to see what worked well and what could be improved.</p>	<p>Explore and evaluate existing products through discussions, comparisons and simple written evaluations.</p> <p>Begin to evaluate their products against simple design criteria giving reasons for their thoughts.</p> <p>Design appealing products for themselves and others based on simple design criteria.</p> <p>Generate initial ideas based on their own experiences and discussion with others with some explanation of their thought process.</p> <p>Develop and communicate these ideas through discussion, drawings, templates and mock-ups.</p> <p>Begin to use simple information and communication technology to produce designs.</p> <p>Begin to choose tools, utensils that could be used from a selection.</p> <p>Think about the size of the components of a design and begin to take measurements with support.</p> <p>Make suggestions about and select which materials and components they could use.</p> <p>With support begin to cut and score materials with some accuracy.</p> <p>Understand that all food comes from plants and animals.</p>	<p>L1 Taste Evaluate Bread Texture Flavour</p> <p>L2 Cutting Spreading Technique Knife Safe</p> <p>L3 Healthy Eating Plan Sandwich Balanced</p> <p>L4 Make Prepare Ingredients Fresh Delicious</p> <p>L5 Evaluate Taste Look</p>

Com			<p>Explain where in the world different foods originate from and are grown.</p> <p>Name and sort foods into the five food groups and understand that everyone should eat at least five portions of fruit and vegetables a day to remain healthy.</p> <p>Begin to discuss a healthy diet when planning and preparing food.</p> <p>With support, begin to understand how to prepare basic dishes safely and hygienically.</p> <p>With support, begin to use techniques such as cutting and grating.</p> <p>Discuss how and why certain cooking utensils are used.</p> <p><u>Learning Like an Expert Skills:</u></p> <p>Research, Analyse and Evaluate Products Currently Available.</p> <p>Practise Using New Materials, Tools and Skills.</p> <p>Create Plans and Decide Upon the Final Design of their Product.</p> <p>Discuss their Product with Others and Receive Feedback.</p>	Healthy Improve
	<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 			
Com	Theme	Knowledge	Skills	Key vocabulary and concepts

	<p>Au1: Information Technology Around Us</p> <p>End Point: By the end of this unit, children will be able to identify and explain the different uses of information technology both in school and beyond. They will understand how technology helps us with tasks like communication, research, and entertainment. They will also be able to describe how to use information technology safely, ensuring their privacy and security while using devices both online and offline.</p>	<p>L1 Information technology includes devices like computers, tablets, and phones, and is used for tasks like storing information, communicating, and playing games.</p> <p>L2 In school, information technology is used for learning activities, research on the internet, creating presentations, and organising work.</p> <p>L3 Outside of school, information technology is used in things like smartphones, televisions, online shopping, and social media.</p> <p>L4 Information technology helps us by making it easier to communicate, find information quickly, and complete tasks more efficiently.</p> <p>AI is when computers or robots can think and make decisions like humans, but they don't have feelings or thoughts like people do. However, we have to be careful with this and make sure we check the information it gives us.</p> <p>L5 To use information technology safely, it's important to keep personal information private, avoid talking to strangers online, and ask for help if something doesn't seem right.</p>	<p>Identify examples of computers.</p> <p>Describe some uses of computers.</p> <p>Identify that a computer is a part of IT.</p> <p>Identify examples of IT.</p> <p>Sort school IT by what it's used for.</p> <p>Identify that some IT can be used in more than one way.</p> <p>Find examples of information technology. Sort IT by where it is found.</p> <p>Talk about uses of information technology. Recognise common types of technology.</p> <p>Demonstrate how IT devices work together. Say why we use IT.</p> <p>List different uses of information technology.</p> <p>Talk about different rules for using IT.</p> <p>Say how rules can help keep me safe.</p> <p><u>Learning Like an Expert Skills:</u></p> <p>Take steps and precautions to remain safe online.</p>	<p>L1 Information Technology Device Communication Storage Function</p> <p>L2 Computer Tablet Presentation Research Classroom</p> <p>L3 Smartphone Television Internet Online Social Media</p> <p>L4 Efficiency Communication Task Search Convenience</p> <p>L5 Privacy Stranger Security Safety Help</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 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 (include reference to AI) 5) To explain how to use information technology safely 			

	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Au2: Digital Photography</p> <p>End Point: By the end of this unit, children will be able to use a digital device to take clear, purposeful photographs. They will understand how to make choices about what and how they photograph, and describe what makes a good image. They will be able to suggest ways to improve their photographs and use simple editing tools to change and enhance their images.</p>	<p>L1 Digital devices like tablets or cameras can be used to take photographs by pressing a button to capture an image.</p> <p>L2 When taking a photograph, you can choose what to include, how close to stand, and where to point the camera to get the best picture.</p> <p>L3 A good photograph is clear, well-lit, and shows the subject in a way that is interesting or easy to see.</p> <p>L4 Photographs can be improved by changing the angle, using better lighting, or keeping the camera steady.</p> <p>L5 Images can be changed using tools to crop, rotate, or add filters to improve how they look.</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>L1 Camera Tablet Photograph Capture Device</p> <p>L2 Angle Zoom Focus Subject Position</p> <p>L3 Lighting Clarity Composition Background Framing</p> <p>L4 Steady Retake Brightness Shadow Detail</p> <p>L5 Crop Rotate Filter Edit Image</p>

			<p><u>Learning Like an Expert Skills:</u></p> <p>Collaborate with other computer scientists.</p> <p>Take steps and precautions to remain safe online.</p>	
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none">1) To use a digital device to take a photograph2) To make choices when taking a photograph3) To describe what makes a good photograph4) To decide how photographs can be improved5) To use tools to change an image			

	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Au1: Class Teacher: Gymnastics</p> <p>In this unit pupils learn, explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high-quality performance.</p>	<p>L1 Gymnastic shapes like tuck, star, and straight can be linked smoothly to create a short movement sequence.</p> <p>L2 Balances use strong, still body shapes like arabesque or dish, and they need control and stillness to hold them steadily.</p> <p>L3 Apparatus like benches and mats can be used to move across and then balance on, linking actions smoothly with control.</p> <p>L4 Jumps in gymnastics should start with a good take off, show a clear shape in the air, and end with a safe, bent-knee landing.</p> <p>L5 Rolls such as log, egg, and teddy bear rolls can be linked with other movements to form a flowing gymnastic sequence.</p> <p>L6 A gymnastic sequence can include shapes, balances, jumps, and rolls performed on the floor and apparatus, joined together with control.</p>	<p>Begin to provide feedback using key words.</p> <p>Perform the basic gymnastic actions with some control and balance.</p> <p>Plan and repeat simple sequences of actions.</p> <p>Use directions and levels to make my work look interesting.</p> <p>Use shapes when performing other skills.</p> <p>Work safely with others and apparatus.</p> <p>Be proud of my work and confident to perform in front of others.</p> <p><u>Learning Like an Expert Skills:</u></p> <p>Practise key skills repeatedly.</p> <p>Receive feedback from coaches.</p> <p>Practise maneuvers, set pieces and tactics with team mates.</p> <p>Study and evaluate their own performances.</p>	<p>L1 Tuck Star Straight Sequence Link</p> <p>L2 Balance Control Stillness Shape Hold</p> <p>L3 Travel Apparatus Bench Mat Flow</p> <p>L4 Jump Take Off Landing Bend Height</p> <p>L5 Roll Log Teddy Bear Smooth Order</p> <p>L6</p>

				Sequence Combine Movement Perform Apparatus
	Sequence of Lessons: 1) To perform gymnastic shapes and link them together. 2) To use shapes to create balances. 3) To link travelling actions and balances using apparatus. 4) To demonstrate different shapes, take off and landing when performing jumps. 5) To develop rolling and sequence building. 6) To create a sequence using apparatus.			
	Theme	Knowledge	Skills	Key vocabulary and concepts
	Au1: PE Specialist: Fundamentals End Point: In this unit, pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.	L1 When running at different speeds, the body moves in different ways—arms swing faster, strides get longer, and the body leans forward when running quickly. L2 Dodging and changing direction quickly help the body stay agile and avoid obstacles or opponents in games. L3 Landing safely means bending the knees and keeping balance to stop the body from falling or wobbling. L4	Begin to provide feedback using key words. Begin to turn and jump in an individual skipping rope. Describe how my body feels during exercise. Show balance when changing direction. Show hopping, skipping and jumping movements with some balance and control. Work co-operatively with a partner and a small group. Show balance and co-ordination when running at different speeds. <u>Learning Like an Expert Skills:</u> Practise key skills repeatedly. Receive feedback from coaches. Practise maneuvers, set pieces and tactics with team mates.	L1 Speed Jog Sprint Stride Movement L2 Dodge Agility Turn Quick Direction L3 Balance Stable Landing Control Knees

		<p>Jumping, hopping and skipping use different foot patterns and help build coordination and rhythm.</p> <p>L5 Combining jumps needs control and timing so that movements flow smoothly from one jump to the next.</p> <p>L6 Skipping with a rope involves turning the rope at the right time while jumping in rhythm without stopping.</p>	Study and evaluate their own performances.	<p>L4 Jump Hop Skip Bounce Rhythm</p> <p>L5 Co-ordination Combine Jump Timing Flow</p> <p>L6 Skip Rope Turn Jump Rhythm</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To explore how the body moves when running at different speeds. 2) To develop changing direction and dodging. 3) To develop balance, stability and landing safely. 4) To explore and develop jumping, hopping and skipping actions. 5) To develop co-ordination and combining jumps. 6) To develop combination jumping and skipping in an individual rope. 			
	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Au2: Class Teacher: Dance</p> <p>End Point: In this unit, pupils explore space and how their body can move to express and idea, mood, character or feeling. They expand their knowledge of travelling</p>	<p>L1 A dance can tell a story by linking different movements together in an order that shows what is happening.</p> <p>L2</p>	<p>Begin to provide feedback using key words.</p> <p>Copy, remember, repeat and create dance phrases.</p> <p>Describe how my body feels during exercise.</p> <p>Show a character and idea through the actions and dynamics I choose.</p>	<p>L1 Action Repeat Link Sequence Story</p> <p>L2</p>

	<p>actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.</p>	<p>Dynamics in dance—like fast, slow, strong, or gentle—can change how a movement feels and help show different moods or ideas.</p> <p>L3 Counting in sets of 8 helps dancers stay in time with the beat and move together with others.</p> <p>L4 Using your face and body together in a dance helps show emotions and makes characters clear to the audience.</p> <p>L5 Pathways are the directions dancers move in, and levels are how high or low their movements are on the floor.</p> <p>L6 Rehearsing helps dancers improve their performance, and using clear expression and character makes the dance more exciting to watch.</p>	<p>Use counts to stay in time with the music.</p> <p>Work with a partner using mirroring and unison in our actions.</p> <p>Show confidence to perform.</p> <p><u>Learning Like an Expert Skills:</u></p> <p>Practise key skills repeatedly.</p> <p>Receive feedback from coaches.</p> <p>Practise maneuvers, set pieces and tactics with team mates.</p> <p>Study and evaluate their own performances.</p>	<p>Dynamics Fast Slow Strong Gentle</p> <p>L3 Count Beat Music Timing Eight</p> <p>L4 Expression Character Face Emotion Copy</p> <p>L5 Pathway Level High Low Direction</p> <p>L6 Rehearse Perform Expression Character Improve</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To remember, repeat and link actions to tell the story of my dance. 2) To develop an understanding of dynamics and how they can show an idea 3) To use counts of 8 to help you stay in time with the music. 4) To copy, remember and repeat actions using facial expressions to show different characters. 5) To explore pathways and levels. 6) To remember and rehearse our dance showing expression and character. 			

	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Au2: PE Specialist: Ball Skills</p> <p>End Point:</p> <p>In this unit pupils will develop their fundamental ball skills such as throwing, catching, rolling, hitting a target, dribbling with both hands and feet and kicking. They will look to perform these skills with increasing control and accuracy using coordination and balance. Pupils will have the opportunity to work independently, in pairs and small groups.</p>	<p>L1 Rolling a ball accurately uses careful aim and the right amount of force to reach and hit a target.</p> <p>L2 Stopping a rolling ball needs good timing and control, using hands or feet to block or catch it gently.</p> <p>L3 Dribbling with your feet means gently tapping the ball to keep it close while moving around.</p> <p>L4 Kicking a ball uses different parts of the foot to move the ball with power, accuracy, or direction.</p> <p>L5 Throwing and catching help build hand-eye coordination and need timing and focus to be successful.</p> <p>L6 Dribbling a ball with your hands means bouncing it with control and rhythm to keep it moving steadily.</p>	<p>Begin to provide feedback using key words.</p> <p>Begin to understand and use simple tactics.</p> <p>Dribble a ball with my hands and feet with some control.</p> <p>Roll and throw a ball to hit a target.</p> <p>Send and receive a ball using both kicking and throwing and catching skills.</p> <p>Track a ball and collect it.</p> <p>Work co-operatively with a partner and a small group.</p> <p><u>Learning Like an Expert Skills:</u></p> <p>Practise key skills repeatedly.</p> <p>Receive feedback from coaches.</p> <p>Practise maneuvers, set pieces and tactics with team mates.</p> <p>Study and evaluate their own performances.</p>	<p>L1 Roll Target Aim Force Direction</p> <p>L2 Stop Control Catch Block Roll</p> <p>L3 Dribble Feet Control Tap Direction</p> <p>L4 Kick Foot Power Accuracy Ball</p> <p>L5 Throw Catch Hands Aim Coordination</p> <p>L6 Dribble Bounce</p>

RE				Hands Control Rhythm
	Sequence of Lessons: 1) To develop rolling a ball to hit a target. 2) To develop stopping a rolling ball 3) To develop dribbling a ball with your feet 4) To develop kicking a ball. 5) To develop throwing and catching 6) To develop dribbling a ball with your hands.			
RE	Theme	Knowledge	Skills	Key vocabulary and concepts
	Aut 1: What makes some place sacred to believers? End Point: By the end of this unit, children will understand what the words 'sacred' and 'holy' mean and be able to identify key features of Christian and Islamic holy places. They will know how these places are used by believers and reflect on how to show respect when visiting a holy place.	L1 Something that is sacred or holy is special and important in a religion and is treated with great respect. L2 In a Christian church, you might find crosses, Bibles, stained glass windows, and places for prayer and worship. L3 In a mosque, you might find prayer mats, a mihrab showing the direction of Mecca, and space for washing before prayer. L4 Holy places are used for worship, prayer, celebration, learning, and coming together as a community.	Recognise that there are special places where people go to worship, and talk about what people do there. Identify objects used in worship in two religions and give a simple account of how they are used and something about what they mean. Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship. Give examples of stories, objects, symbols and actions used in churches, mosques which show what people believe. Give simple examples of how people worship at a church and mosque. Talk about why some people like to belong to a sacred building or a community. Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions,	L1 Sacred Holy Special Respect Religion L2 Church Cross Bible Prayer Worship L3 Mosque Prayer Mihrab Qur'an Wudu L4 Worship Prayer

		L5 Being respectful in holy places means being quiet, calm, and following any special rules, like removing shoes or covering your head.	giving good reasons for their ideas. Talk about what makes some places special to people, and what the difference is between religious and non-religious special places. <u>Learning Like an Expert Skills:</u> Observing religious practices. Exploring the emotional and sensory world of religion.	Celebrate Community Gather L5 Respect Rules Quiet Behaviour Belonging
	Sequence of Lessons: 1) To understand what 'sacred' and 'holy' mean 2) To investigate what can be found in Christian holy place 3) To investigate what can be found in an Islamic holy place 4) To find out how holy places are used 5) To reflect on how we can be respectful in holy places All lessons: BV: Tolerance / Mutual Respect. PC: Religion or Belief NB: Please consult the RE scheme of work for more extensive lesson ideas and links to resources			
	Theme	Knowledge	Skills	Key vocabulary and concepts
	Aut 2: What is the 'good news' that Christians believe Jesus brings? End Point: By the end of this unit, children will know who the disciples were and understand some of the key beliefs Christians hold about Jesus, including forgiveness, peace, and kindness. They will explore how Christians try to follow Jesus' example and reflect on how these ideas can be meaningful for everyone,	L1 The disciples were Jesus' closest followers who travelled with him, listened to his teachings, and helped share his message. L2 Christians believe that forgiveness is important and that Jesus taught people to forgive others, even when it is difficult.	Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news' Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians Recognise that Jesus gives instructions to people about how to behave Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless	L1 Disciple Jesus Follow Teach Friend L2 Forgive Kindness Wrong Sorry Love

	regardless of faith.	<p>L3 Christians believe that Jesus wanted people to live in peace and to try to be calm, gentle, and fair to others.</p> <p>L4 Christians try to follow Jesus by being kind, helping others, forgiving people, and showing love to everyone.</p> <p>L5 Many people, even those who are not Christians, believe we can learn from Jesus' example of love, peace, and forgiveness.</p>	<p>Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession)</p> <p>Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.</p> <p><u>Learning Like an Expert Skills:</u></p> <p>Reading religious texts.</p> <p>Exploring the emotional and sensory world of religion.</p> <p>Discussing and debating beliefs and reasoning.</p>	<p>L3 Peace Calm Fair Gentle Harmony</p> <p>L4 Follow Help Kindness Love Jesus</p> <p>L5 Belief Example Respect Learn Care</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To understand who the disciples were 2) To reflect on Christians' beliefs about forgiveness 3) To reflect on Christians' beliefs about peace 4) To explore how Christians follow the actions of Jesus 5) To reflect on what all people can take from Christians' beliefs about Jesus <p>All lessons: BV: Tolerance / Mutual Respect. PC: Religion or Belief</p> <p>NB: Please consult the RE scheme of work for more extensive lesson ideas and links to resources</p>			
PSHE	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Aut 1: Being Me In My World</p> <p>End Point:</p>	<p>L1 Everyone has different hopes and fears at the start of something new, and it's</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>L1 Hope Fear Feelings</p>

	<p>By the end of this unit, children will understand that everyone has hopes and fears, and that school is a place where we all have rights and responsibilities. They will recognise how choices lead to rewards or consequences, understand the purpose of their class charter, and begin to make safe, respectful decisions both in school and online.</p>	<p>helpful to share and talk about them.</p> <p>L2 In school, everyone has the right to feel safe and learn, and the responsibility to help others do the same.</p> <p>L3 Rewards are given for good choices, while consequences happen when rules are broken or someone is unkind.</p> <p>L4 The choices we make can lead to good or bad outcomes, and thinking first helps us make better decisions.</p> <p>L5 A learning charter is a list of promises we make to help everyone feel happy, safe, and ready to learn.</p> <p>L6 Being safe online means making smart choices, like not sharing personal information and being kind to others.</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><u>Learning Like an Expert Skills:</u></p> <p>Take part in discussion and debate.</p> <p>Reflect upon their feelings and how others feel.</p> <p>Identify problems and challenges and try to think of solutions.</p> <p>Think about society and how they can make it a better place.</p>	<p>New Talk</p> <p>L2 Rights Responsibilities Safe Learn Respect</p> <p>L3 Reward Consequence Choice Behaviour Rule</p> <p>L4 Choice Action Result Think Decision</p> <p>L5 Charter Promise Safe Happy Learn</p> <p>L6 Online Safe Kind Share Choice</p>
	<p>Sequence of Lessons:</p> <p>1) To reflect on our hopes and fears for the year</p> <p>2) To discuss our rights and responsibilities in school BV: Individual Liberty / Mutual Respect</p> <p>3) To explore rewards and consequences in school BV: Respect for the Rule of Law / Mutual Respect</p> <p>4) To reflect on how choices can lead to rewards and consequences BV: Respect for the Rule of Law / Mutual Respect</p> <p>5) To explore our class learning charter</p>			

6) Online Safety: 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

Aut 2: Celebrating Difference

End Point:

By the end of this unit, children will understand that boys and girls can be both similar and different, and that everyone should be treated with respect. They will know what bullying is, how to stand up for themselves and others, and recognise the importance of kindness in both real life and online.

L1

We may have ideas about the ways in which boys and girls are different to each other. However, when we often think about it, boys and girls are similar in many ways.

L2

Boys and girls are alike in many ways. However, they are born with different bodies.

L3

Bullying is when someone hurts, threatens, or picks on another person on purpose, and it's important to stand up against it.

L4

Standing up for ourselves means speaking out when something is wrong, and standing up for others helps create a kinder, safer environment.

L5

We all have different likes, dislikes, and qualities, and it's important to appreciate what makes each person special.

L6

Being kind online means treating others with respect and care, just like we do face-to-face, to create a safe, positive space.

Describe some of the ways in which boys and girls are similar.

Describe some of the ways in which boys and girls are different.

Discuss some of the ways we are similar and different to our friends.

Explain what bullying is and how someone being bullied might be feeling.

Explain how someone being bullied might be able to get help.

Discuss how it feels to be someone's friend and what is positive about this.

Learning Like an Expert Skills:

Take part in discussion and debate.

Reflect upon their feelings and how others feel.

Identify problems and challenges and try to think of solutions.

Think about society and how they can make it a better place.

L1

Boys
Girls
Interest
Quality
Unique

L2

Similar
Different
Alike
Unique
Body

L3

Bullying
Hurt
Threaten
Pick on
Stand up

L4

Stand up
Speak
Support
Help
Respect

L5

Different
Qualities
Appreciate

				Respect Special L6 Kind Online Respect Positive Safe
	Sequence of Lessons: 1) To explore our ideas about boys and girls PC: Sex 2) To think about how boys and girls are similar and different PC: Sex 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 BV: Mutual Respect 6) Online Safety: Sheffield Scheme: Being Kind Online (S2): LC: Understand that being kind online is just as important as it is in real life			
Music	Theme	Knowledge	Skills	Key vocabulary and concepts
	Aut 1: Start with singing: finding my singing voice End Point: This unit helps pupils to discover the difference between their speaking, or chanting, and singing voice. Through a diverse range of echo and call and response songs pupils will begin to pitch match songs that use an age appropriate small range of notes. Class Song from BBC: Hands in the Air	L1 We warm up before singing so that our bodies, minds and voices are ready to sing. L2 An echo is an exact match of a phrase. L3 A call and response is a question and answer structure in which the response can be different from the call. L4 Singing can be made into a game. When doing this we have to listen carefully and make sure singing the correct part. L5	Say what I like about making music - playing, changing and combining sounds. Sing in tune and pitch small intervals accurately. Join in and stop as appropriate. Sing and play instruments, showing a good sense of pulse and rhythm. Show (by movement, playing or singing) knowledge of the difference between pulse and rhythm. Try out different ways of making sounds with voice, musical instruments, simple music technology and 'body sounds' (tapping, clicking, marching, stamping etc.). Understand and use some basic musical features: louder, softer, higher, lower, faster, slower.	L1 Sing Voice Body Mind Warm up Ready L2 Echo Exact Match Phrase L3 Call Response Question

		<p>When singing, it's important to identify the pulse of a song. This is the steady beat that runs throughout the song.</p>	<p>Take good notice of musical cues when singing or playing</p> <p>Recognise rhythmic patterns found in speech, e.g. chanting names, counting syllables in words etc.</p> <p>Use graphic notations which include signs to show pitch.</p> <p><u>Learning Like an Expert Skills:</u></p> <p>Practise, develop and refine new musical skills.</p> <p>Use improvisation and ideas from other music to compose their own pieces.</p> <p>Perform their compositions to others.</p>	<p>Answer</p> <p>L4 Singing Listen Carefully Correct</p> <p>L5 Identify Pulse Steady Beat</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To find my singing voice 2) To sing echo songs 3) To sing call and response songs 4) To play call and response singing games 5) To be able to identify and sing echo and call and reponse 			
	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Aut 2: Christmas Celebration Singing</p> <p>End Point:</p> <p>By the end of this unit, children will know the words and melodies of the Christmas songs they are performing. They will understand how rhythm, pitch, melody, dynamics and phrasing contribute to a musical performance. They will be able to sing expressively, using gestures and movement to show the meaning of the songs. Children will also be</p>	<p>L1 Songs can tell a story or share a message through their lyrics, and we can learn more about a song by listening carefully and talking about what the words mean.</p> <p>L2 Songs have rhythmic patterns we can clap or tap, a melody we follow with our voice, and different pitches that can be high or low.</p> <p>L3</p>	<p>Listen carefully to a variety of live and recorded music with good concentration.</p> <p>Make statements and observations about the music and provide personal responses through movement, sound and other creative media. (e.g. drawing, colouring, talking, acting, dancing, waving scarves)</p> <p>Say what I like about making music - playing, changing and combining sounds.</p> <p>Sing in tune and pitch small intervals accurately.</p> <p>Join in and stop as appropriate.</p>	<p>L1 Lyrics Meaning Appraise Story Song</p> <p>L2 Rhythm Melody Pitch Pattern Practise</p>

	<p>confident rehearsing and performing with other classes as part of a festive assembly.</p>	<p>Singers can make a song more expressive by changing the volume (dynamics) and by grouping words together in musical phrases.</p> <p>L4 We can show the meaning of the lyrics by using facial expressions, movement and simple gestures while we sing.</p> <p>L5 Rehearsing with other classes helps us learn how to perform as a group, listen to others and get ready for the final performance.</p>	<p>Sing and play instruments, showing a good sense of pulse and rhythm.</p> <p>Show (by movement, playing or singing) knowledge of the difference between pulse and rhythm.</p> <p>Understand and use some basic musical features: louder, softer, higher, lower, faster, slower.</p> <p>Take good notice of musical cues when singing or playing</p> <p>Follow and give simple performance directions. Show good understanding of these through movement, singing and playing (including: dynamics and tempo, beginnings and endings, adhering to 'starts and stops' - i.e. sound and silence). Suggest and try out ideas.</p> <p>Show awareness of the audience when performing.</p> <p><u>Learning Like an Expert Skills:</u></p> <p>Listen to and appraise the music of others</p> <p>Practise, develop and refine new musical skills.</p> <p>Practise and rehearse their own compositions.</p> <p>Perform their compositions to others.</p>	<p>L3 Dynamics Phrasing Volume Soft Loud</p> <p>L4 Gesture Expression Movement Performance Character</p> <p>L5 Rehearsal Stage Group Listen Perform</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To listen to, appraise and discuss the lyrics to our songs 2) To practise our songs paying attention to rhythmic patterns, melody and pitch 3) To practise our songs paying attention to dynamics and phrasing 4) To practise our songs incorporating performative gestures 5) To take part in a full dress rehearsal with other classes 			