

# Y1/2 Year Spring – Cycle 2

	Theme	Knowledge	Skills	Key vocabulary and concepts
<b>Science</b>	<b>SP1: Plants</b>	<p>Plants are living things which need water, light and a suitable temperature to grow and stay healthy.</p> <p>As plants grow, their appearance may change.</p> <p>There are many different types of plants that can be found in the world around us.</p> <p>Plants have lots of different parts. For example: leaves, flowers, blossom, petals, fruit, roots, bulb, seed, trunk, branches and stems.</p> <p>Plants begin their life as either seeds or bulbs. These need water to grow, but most do not need light.</p> <p>Seeds and bulbs have a store of food inside them.</p> <p>Plants reproduce in a number of different ways.</p>	<p>Name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Describe the basic structure of a variety of common flowering plants, including trees</p> <p>Draw diagrams showing the parts of different plants including trees.</p> <p>Observe the growth of flowers and vegetables that they have planted</p> <p>Explore and answer questions about plants growing in their habitat.</p> <p>Keep records of how plants have changed over time, for example the leaves falling off trees and buds opening.</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Grow plants from seeds and bulbs</p> <p>Use the local environment throughout the year to observe how different plants grow.</p> <p><u>Practical scientific skills:</u></p> <p>Ask simple questions and recognising that they can be answered in different ways</p> <p>Observe closely, using simple equipment</p> <p>Perform simple tests</p>	<p>Plants</p> <p>Living things</p> <p>Water</p> <p>Light</p> <p>Temperature</p> <p>Reproduce</p> <p>Germinate</p> <p>Grow</p> <p>Seed</p> <p>Bulb</p> <p>Leaves</p> <p>Flowers</p> <p>Blossom</p> <p>Petal</p> <p>Fruit</p> <p>Root</p> <p>Trunk</p> <p>Branches</p> <p>Stem</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><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1) To find out what plants need to grow and survive</li> <li>2) To begin an investigation into the growth of plants</li> <li>3) To learn about the different parts of plants</li> <li>4) To finish our investigation into the growth of plants</li> <li>5) To identify different types of plants in our school grounds</li> </ol>				
	<p><b>SP2: Our Diverse Planet</b></p>	<p>Recycling is reusing materials to make sure they don't get wasted.</p> <p>We can tell if something is recyclable and how to do it by looking at the packaging.</p> <p>Recycling is important because throwing away things creates pollution.</p> <p>Animals need many things to survive – an important thing they need is shelter.</p> <p>We can help some animals survive by building them shelters like bird houses.</p>	<p>Identify if we can recycle things by looking at packaging.</p> <p>Describe what animals need to survive and consider what sort of shelter they need.</p> <p>Design and build a shelter for an animal considering their natural habitat and their needs.</p> <p><u>Practical scientific skills:</u></p> <p>Ask simple questions and recognising that they can be answered in different ways</p> <p>Observe closely, using simple equipment</p> <p>Perform simple tests</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>Recycle</p> <p>Packaging</p> <p>Animal</p> <p>Survive</p> <p>Natural habitat</p> <p>Environment</p> <p>Needs</p> <p>Food</p> <p>Water</p> <p>Air</p> <p>Investigate</p> <p>Survey</p> <p>Construct</p>

	<p><b>Sequence of lessons:</b></p> <ol style="list-style-type: none"> <li>1) To learn about recycling and why this is important for the environment</li> <li>2) To investigate what living things are present in our school grounds</li> <li>3) To learn what animals need to survive</li> <li>4) To plan a bird house made from recycled materials</li> <li>5) To construct my bird house and install it in our school grounds</li> </ol>			
<b>History</b>	<b>Theme</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Key vocabulary and concepts</b>
	<b>Explorers</b>	<p>Explorers make journeys into the unknown and make records of their travels. They are searching for scientific or geographical information.</p> <p>Ibn Battuta travelled for 29 years, visiting India, China, West Africa and Europe. He wrote about his travels in a book.</p> <p>Christopher Columbus was a sailor. He became famous as the explorer who found new lands called 'The Americas'.</p> <p>He found the Americas by accident. He did not treat people who already lived there very well.</p> <p>Felicity is a British Polar explorer and the first woman in the world to ski across Antarctica alone. She has written five books about explorers and her own experiences.</p> <p>Explorers can face many types of dangers including extreme weather and dangerous animals.</p> <p>Explorers need lots of types of equipment to help them survive and reach their destination.</p>	<p>Recognise the difference between 'old' and 'new' and give reasons for their ideas.</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>Develop their use of timelines to support the retelling of past events with some use of dates.</p> <p>Identify and describes differences between objects, people and lifestyles in the past.</p> <p>Understand that there are reasons why people in the past acted as they did.</p> <p>Understand that some people and events are more historically significant than others.</p> <p>Ask and answer historical questions.</p> <p>Use a broader range of sources (pictures, photos, artefacts, stories, field trips etc.) to extract information about the past.</p> <p>Begin to recognise different ways we can learn about the past.</p>	<p>Explore</p> <p>Explorer</p> <p>Journey</p> <p>Discover</p> <p>Scientific</p> <p>Geographical</p> <p>Ibn Battuta</p> <p>Christopher Columbus</p> <p>Felicity Aston</p> <p>Equipment</p> <p>Supplies</p> <p>Ship</p> <p>Sledge</p> <p>Skis</p> <p>Camel caravan</p> <p>Africa</p> <p>America</p> <p>Antarctica</p> <p>Dangers</p> <p>Risks</p>

	<b>Sequence of Lessons:</b> 1) To understand what explorers do and why 2) To learn about Ibn Battuta and his explorations 3) To learn about Christopher Columbus and his explorations 4) To learn about Felicity Aston and her explorations 5) To compare the equipment and dangers faced by different explorers			
<b>Geography</b>	<b>Theme</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Key vocabulary and concepts</b>
	<b>The Local Area</b>	<p>Our school is in Heeley which is in the city of Sheffield, which is in the country of England.</p> <p>England is one of the four countries of the United Kingdom. Our capital city is London.</p> <p>The United Kingdom is in the continent of Europe.</p> <p>A city is an area of a country where lots of people live and work.</p> <p>A country is an area which has its own government and makes its own laws.</p> <p>A continent is a group of countries which are located next to each other.</p> <p>In our local area there are lots of different physical features. Physical features are parts of the landscape that have always been there.</p> <p>In our local area there are lots of different human features. Human features are parts of the landscape that have been built by humans.</p> <p>When we use maps and draw maps we can use symbols to show where different features are. We can include a key so other people know what the symbols mean.</p>	<p>Use a range of maps and photographs to identify the location of areas being studied.</p> <p>Use simple compass directions and locational language to describe the position of areas being studied.</p> <p>Use a range of maps and photographs to identify and describe the key physical and human features in a place being studied.</p> <p>Use simple fieldwork and observational skills to study and learn about a place being studied.</p> <p>Create and draw maps, incorporating bird's eye perspectives, symbols and keys to show their understanding of a place being studied.</p>	<p>School          Heeley          Sheffield          London          England          United Kingdom          Europe          The world          City          Capital city          Country          Continent          Physical feature          River          Hill          Woods          Human feature          Houses          Park          Church          Farm          Shops          Map          Symbol          Key          Birds eye view</p>

	<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1) To find our school and local area on a range of different maps</li> <li>2) To find and describe physical features in our local area</li> <li>3) To find and describe human features in our local area</li> <li>4) To conduct some fieldwork to find out how our local area can be improved</li> <li>5) To create a map of local area using symbols and a key</li> </ol>			
Art	<p><b>Theme</b></p>	<p><b>Knowledge</b></p>	<p><b>Skills</b></p>	<p><b>Key vocabulary and concepts</b></p>
	<p><b>SP2 – Andy Goldsworthy Inspired Clay Nature Prints</b></p>	<p>Andy Goldsworthy is an artist who creates artwork out of things he finds in nature like rocks, leaves and sticks.</p> <p>His work is usually found outside rather than in galleries or museums. Sometimes it is temporary which means that the weather can blow or wash it away.</p> <p>A sculpture is a 3D artwork – this means they do not just rest flat on a piece of paper. They can be picked up and viewed from a number of positions.</p> <p>Clay is a natural material which can be shaped into 3D sculptures. It starts off damp and then dries in the air or in an oven called a kiln.</p> <p>We can press objects into clay which then holds the shape of the objects.</p> <p>Clay can be painted once it is dry to add colour to our creations.</p>	<p>Study and evaluate the work of notable artists and give personal opinions about their work.</p> <p>Use inspiration from notable artists to create their own work.</p> <p>Use key vocabulary to describe the work of notable artists.</p> <p>Use a variety of techniques such as rolling, cutting, pinching and imprinting to mold and shape 3D forms.</p> <p>Collect and choose items and objects for their final pieces.</p> <p>Add simple primary colours to final pieces, thinking about the mood they represent.</p> <p>Evaluate their own work thinking about what they have done well and what could be improved.</p>	<p>Clay Sculpture Artist Andy Goldsworthy Outdoors Gallery Museum Mold Roll Cut Pinch Print Colour Primary Nature Natural Final piece Evaluate</p>
	<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1) To study and evaluate the work of Andy Goldsworthy</li> <li>2) To practise a range of clay shaping techniques</li> <li>3) To collect plant samples from our school grounds</li> <li>4) To plan my final piece</li> <li>5) To make and evaluate my final piece</li> </ol>			

	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p><b>SP2: Shoe Box Dolls Houses</b></p>	<p>Dolls houses are children’s toys that are smaller versions of real houses.</p> <p>Dolls houses must be safe to use as small children play with them. They must also be exciting and eye-catching.</p> <p>A hinge is a joining part which allows us to open and close windows and doors.</p> <p>When we design our dolls houses we need to think about safety and also how we will make them appealing to children.</p> <p>When we have finished designing and making a product it is important to evaluate our work to think about what we can do better next time.</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 choose tools 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>Use simple joining techniques to make structures strong and stable.</p> <p>Use basic techniques such as hinges to allow for moving parts.</p> <p>Use basic finishing techniques to make products eye-catching and appealing.</p>	<p>Dolls house Toy Design criteria Safety Appeal Evaluate Practise Component Hinge Moving parts Measure Tool Scissors Ruler</p>
	<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1) To study and evaluate a range of dolls houses</li> <li>2) To practise making hinges for a doll’s houses</li> <li>3) To plan my dolls houses from design criteria</li> <li>4) To begin to make my dolls house</li> <li>5) To finish making and evaluate my dolls house</li> </ol>			

# Computing

	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p><b>SP1: Robot Algorithms</b></p>	<p>Algorithms are a set of clear, precise, and ordered instructions.</p> <p>A computer program is the use of an algorithm on a digital device.</p> <p>The instructions that make up an algorithm can also be called 'code'.</p> <p>We can read code to predict what a program will do.</p> <p>At the start of a coding project, we need to think about what we want our program and algorithms to do.</p> <p>The next step is to design our program and the code.</p> <p>After this, we input the code to create the algorithm.</p> <p>When we have finished creating an algorithm, we should test it to check for mistakes or 'bugs'.</p> <p>Removing 'bugs' is known as 'debugging'.</p>	<p>Follow instructions given by someone else.</p> <p>Choose a series of words that can be acted out as a sequence.</p> <p>Give clear instructions.</p> <p>Use the same instructions to create different algorithms.</p> <p>Use an algorithm to program a sequence on a floor robot.</p> <p>Show the difference in outcomes between two sequences that consist of the same instructions.</p> <p>Follow a sequence.</p> <p>Predict the outcome of a sequence.</p> <p>Compare my prediction to the program outcome.</p> <p>Explain the choices that I made for my mat design.</p> <p>Identify different routes around my mat.</p> <p>Test my mat to make sure that it is usable.</p> <p>Explain what my algorithm should achieve.</p> <p>Create an algorithm to meet my goal.</p> <p>Use my algorithm to create a program.</p> <p>Test and debug each part of the program.</p>	<p>Algorithm</p> <p>Code</p> <p>Program</p> <p>Instructions</p> <p>Sequence</p> <p>Predict</p> <p>Bug</p> <p>Debug</p> <p>Test</p> <p>Route</p>

			<p>Plan algorithms for different parts of a task.</p> <p>Put together the different parts of my program.</p>	
<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1) To describe a series of instructions as a sequence</li> <li>2) To explain what happens when we change the order of instructions</li> <li>3) To use logical reasoning to predict the outcome of a program</li> <li>4) To explain that programming projects can have code and artwork</li> <li>5) To design an algorithm</li> <li>6) To create and debug a program that I have written</li> </ol>				
	<p><b>SP2: Pictograms</b></p>	<p>Data is facts about the world which use numbers. When we study data, we can spot patterns and draw conclusions. This is called information.</p> <p>A tally chart is a simple way of showing amounts using 'sticks' in groups of five.</p> <p>A pictogram is a visual way of organising information using pictures.</p> <p>When we make a pictogram, we need to choose where we will collect data from and what 'attribute' we will focus on. For example, we could collect information from our class about hair colour.</p> <p>We can look at pictograms to compare amounts and think about how different amounts compare to each other.</p> <p>Before making a pictogram, we need to collect our data.</p> <p>It is important that we are very careful when sharing data or information online – some may be private.</p>	<p>Record data in a tally chart.</p> <p>Represent a tally count as a total.</p> <p>Compare totals in a tally chart.</p> <p>Enter data onto a computer.</p> <p>Use a computer to view data in a different format.</p> <p>Use pictograms to answer simple questions about objects.</p> <p>Organise data in a tally chart.</p> <p>Use a tally chart to create a pictogram.</p> <p>Explain what the pictogram shows.</p> <p>Tally objects using a common attribute.</p> <p>Create a pictogram to arrange objects by an attribute.</p> <p>Answer 'more than'/'less than' and 'most/least' questions about an attribute.</p> <p>Choose a suitable attribute to compare people.</p>	<p>Information Data Tally chart Enter Format Pictogram Organise More than Less than Most Least Attribute Compare</p>



			<p>Collect the data I need.</p> <p>Create a pictogram and draw conclusions from it.</p> <p>Use a computer program to present information in different ways.</p> <p>Share what I have found out using a computer.</p> <p>Give simple examples of why information should not be shared.</p>	
	<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1) To recognise that we can count and compare objects using tally charts</li> <li>2) To recognise that objects can be represented as pictures</li> <li>3) To create a pictogram</li> <li>4) To select objects by attribute and make comparisons</li> <li>5) To recognise that people can be described by attributes</li> <li>6) To explain that we can present information using a computer</li> </ol>			
PE	Theme	Knowledge	Skills	Key vocabulary and concepts
	<b>SP1: Class Teacher: Hockey</b>	<p>Hockey is an invasion game played between two teams.</p> <p>The aim of the game is to score in the opponents' goal.</p> <p>Each player has a stick which they must control the ball with. Apart from the goalie, players are not allowed to use their hands or feet.</p> <p>For safety reasons, players are not allowed to raise the stick above waist height.</p> <p>Players are allowed to tackle each other and take the ball, but they are not allowed any physical contact.</p> <p>Field hockey requires a combination of skills including speed, hand-eye coordination, and teamwork.</p>	<p>Understand and follow the rules of the game.</p> <p>Watch and describe a performance accurately. Recognise what is successful.</p> <p>Understand and describe changes to your heart rate when playing a game</p> <p>Perform a range of skills with control of the ball.</p> <p>Pass a ball with control and increasing accuracy and consistency.</p> <p>Develop fundamental movement skills, becoming increasingly confident and competent, moving fluently, changing direction and speed – with and without a</p>	<p>Hockey</p> <p>Stick</p> <p>Ball</p> <p>Team</p> <p>Attack</p> <p>Defend</p> <p>Dribble</p> <p>Pass</p> <p>Block</p> <p>Tackle</p> <p>Shoot</p> <p>Score</p> <p>Goal</p> <p>Teamwork</p>

			<p>ball.</p> <p>Choose and use simple tactics to suit different situations in small sided games. React to situations in ways that make it difficult for opponents.</p>	
	<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1) To move into space showing awareness of others.</li> <li>2) To move with control.</li> <li>3) To pass/receive a ball with control.</li> <li>4) To dribble a ball using a hockey stick.</li> <li>5) To move towards a goal to defend it.</li> <li>6) To compete against others trying to score.</li> </ol>			
	<p><b>SP1: PE Specialist: Basket Ball</b></p>	<p>Basketball is a fast-paced team sport played on a rectangular court.</p> <p>Two teams of 5 players use their hands to dribble (bouncing the ball while moving) and pass the ball to each other with the aim of shooting the ball through their opponent's hoop to score.</p> <p>Players cannot run with the ball – they must dribble the ball.</p> <p>A player can't stop dribbling and then start again. Once a player stops dribbling, they need to pass the ball to a teammate or try to shoot for a basket.</p> <p>Players cannot take the ball out of an opponent's hands – they must try to block shots.</p> <p>Basketball is a team sport. Players should pass the ball to their teammates and work together to try to score points. It's important to share and take turns.</p>	<p>Throw and catch the ball with increasing control, and throw the ball in different ways e.g. fast, slow, high, low (mastering basic throwing technique).</p> <p>Perform a range of actions with the ball keeping it under control.</p> <p>Show good awareness of others when playing games.</p> <p>React to situations to make it difficult for opponents – using simple tactics.</p> <p>Begin to understand the importance of preparing safely and carefully for exercise – warming up/down.</p> <p>Understand and describe changes to your heart rate when playing a game.</p>	<p>Basketball</p> <p>Ball</p> <p>Basket</p> <p>Attack</p> <p>Defend</p> <p>Aim</p> <p>Catch</p> <p>Close</p> <p>Control</p> <p>Explore</p> <p>Pass</p> <p>Ready</p> <p>Teamwork</p> <p>Accuracy</p> <p>Rules</p> <p>Score</p> <p>Space</p>

	<b>Sequence of Lessons:</b> 1) To move with a ball. 2) To move with a ball under control. 3) To throw a ball high, low, fast and slow. 4) To catch with some control. 5) To move towards a goal to defend it. 6) To compete against others trying to score.			
	<b>SP2: Class Teacher: Athletics</b>	<p>Athletics is a collection of sports that includes running, jumping and throwing.</p> <p>Running takes place on an athletics track, there are various running distances including sprints, middle distance, long distance and relay races.</p> <p>Field events involve either jumping or throwing.</p> <p>Athletics requires a range of skills and attributes such as stamina, strength and hand-eye coordination.</p> <p>Most athletics events are completed as individuals, however, some like relay races require cooperation and teamwork.</p>	<p>Explore and practice a variety of athletic movements and apply athletic skills and techniques to a variety of activities.</p> <p>Develop coordination and balance whilst exploring different running, jumping, and throwing techniques.</p> <p>Begin to show control, coordination, and consistency when running at speed.</p> <p>Develop a range of jumping techniques.</p> <p>Develop the underarm and pull throw Technique.</p> <p>Understand the variety of correct running techniques.</p> <p>Develop the distance running technique, understanding the difference between sprinting, and running over longer distances.</p> <p>Begin to evaluate and improve own performance.</p>	<p>Athletics</p> <p>Running</p> <p>Jumping</p> <p>Throwing</p> <p>Challenge</p> <p>Running</p> <p>Landing</p> <p>Aim</p> <p>Coordination</p> <p>Movement</p> <p>Balance</p> <p>Teamwork</p> <p>Relay</p> <p>Improve</p> <p>Target</p> <p>Speed</p>
	<b>Sequence of Lessons:</b> 1) To run with control 2) To control your body and equipment when 3) To run with the correct arm technique 4) To run and jump on the balls of your feet 5) To show a correct pull throw technique 6) To compete against yourself			

RE				
	<p><b>SP2: PE Specialist: Gymnastics</b></p>	<p>Gymnastics is an Olympic sport that requires a combination of strength, flexibility, coordination, and balance.</p> <p>At competitions, judges award points to Gymnasts for performing good quality leaps, jumps, turns, and acrobatic skills</p> <p>Gymnastics consists of a range of different disciplines. For example, artistic gymnastics, rhythmic gymnastics, trampoline gymnastics, acrobatic gymnastics and tumbling.</p> <p>Gymnastic manoeuvres must be completed safely and in the correct way to avoid injury.</p> <p>In some gymnastic events, gymnasts perform alone, and in others, work as a team.</p>	<p>Demonstrate flowing movement, changing the dynamics of movement through different levels and directions.</p> <p>Combine different ways of travelling with control.</p> <p>Develop flexibility, strength and coordination.</p> <p>Continue to develop a range of gymnastic elements, including small and large point balances and rolls.</p> <p>Land safely and with control when performing jumps off the floor and apparatus.</p> <p>Create floor and apparatus sequences on your own and with a partner showing quality of movements.</p> <p>Understand the importance of travelling and transitioning with quality and purpose.</p> <p>Understand and describe changes in heart rate when active.</p>	<p>Gymnastics Gymnast Stepping Body Control Reflection Individual Performance Unison/ Canon Technique Mirroring Apparatus Explore Routine Sideways Stretching Sissonne Arabesque Tension Feedback</p>
	<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1) To move smoothly with control</li> <li>2) To link stepping with other elements.</li> <li>3) To jump with control.</li> <li>4) To balance on large and small body parts.</li> <li>5) To roll with others.</li> <li>6) To create sequences with a partner.</li> </ol>			
RE	Theme	Knowledge	Skills	Key vocabulary and concepts

	<p><b>SP1: Sacred Places (What makes somewhere sacred?)</b></p>	<p>Everybody has special places that make them feel comfortable, safe and calm.</p> <p>A sacred place is a place linked to religion. Usually these places are places of worship where members of the religion go to feel close to their god or gods.</p> <p>There are different sacred places for different religions. They will have key features and be organised in certain ways. Some sacred places will have rules on how to behave.</p> <p>A Christian sacred place is called a church.</p> <p>An Islamic sacred place is called a mosque.</p> <p>A Hindu sacred place is called a mandir.</p> <p>A Jewish sacred place is called a synagogue.</p>	<p>Name places of worship for different religions and recognise some of their key features.</p> <p>Talk about places that are special and explain why they are special.</p> <p>Talk about places that are sacred and what makes them sacred.</p> <p>Explain why religious people choose to go to their places of worship.</p> <p>Identify similarities and differences between places of worship.</p> <p>Suggest things that people do to find peace stillness and rest and why they do them.</p> <p>Understand and explain the difference between a special place and a sacred place.</p>	<p>Place Special Sacred Reflect Place of worship Church Mosque Mandir Synagogue Christianity Islam Hinduism Judaism</p>
<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1) To reflect on the places that are special to us</li> <li>2) To think about why some places are sacred</li> <li>3) To visit and learn from a sacred place</li> <li>4) To be able to explain why a place is sacred</li> <li>5) to be able to explain the difference between special and sacred</li> </ol>				
	<p><b>SP2: Journeys (What happens on a spiritual journey?)</b></p>	<p>A pilgrimage is a religious journey taken to a special or a sacred place.</p> <p>Pilgrimages are based upon religious stories – often pilgrims retrace the footsteps of other pilgrims before them.</p> <p>Pilgrimages are meant to help the pilgrims grow and change in a spiritual way.</p> <p>Pilgrimages are often a way for pilgrims to say sorry, to express thanks, to make devotion.</p>	<p>Develop an awareness of our needs, views and feelings and be sensitive to those of others.</p> <p>Develop knowledge and respect for our own cultures and beliefs and those of others.</p> <p>Discuss and explain what different religious pilgrims do.</p> <p>Reflect on the value of apologising, giving thanks and saying please.</p> <p>Understand and explain the stories about well-known pilgrims and their journeys.</p>	<p>Pilgrim Pilgrimage Journey Spiritual Please Thanks Sorry Love Story Feelings Reflect</p>

			Discuss and reflect upon the feelings that pilgrims encounter on their journey.	
	<b>Sequence of Lessons:</b> 1) To begin to think about pilgrimages 2) To begin to learn about some well-known pilgrimages 3) To reflect on what it feels like to go on a pilgrimage 4) To reflect on the importance of giving thanks and apologising 5) To show what I have learnt about pilgrimages			
PSHE	Theme	Knowledge	Skills	Key vocabulary and concepts
	<b>SP1: Dreams and Goals</b>	<p>We all face challenges in our lives, and it's important to show perseverance in the face of these.</p> <p>When selecting goals and challenges, it's important to be realistic about what we can achieve.</p> <p>It is important to think about who we can help and who can help us to achieve our goals.</p> <p>Working in groups can help us, but it can also create challenges.</p> <p>It's important to share and celebrate our successes and the successes of other people.</p>	<p>Choose and select realistic goals and challenges.</p> <p>Decide upon the steps I need to take to achieve my goals and challenges.</p> <p>Support others to achieve their goals and challenges and help others to achieve theirs.</p> <p>Celebrate my own and others achievements.</p>	<p>Goal</p> <p>Challenge</p> <p>Realistic</p> <p>Unrealistic</p> <p>Help</p> <p>Support</p> <p>Achieve</p> <p>Fail</p> <p>Group</p> <p>Team</p> <p>Success</p> <p>Celebrate</p>
	<b>Sequence of Lessons:</b> 1) To select a challenge or a goal 2) To identify the steps needed to achieve a challenge or goal 3) To think about how we can help each other to learn 4) To reflect upon our hopes and dreams 5) To think about how we can celebrate our achievements  <b>6) Online Saftey: Sheffield Scheme: Communicating Online (S3): LC: To understand what information we share with people who we don't know</b>			

Music	<p><b>SP2: Healthy Me</b></p> <p>Being healthy is important for a happy life. It is important to look after our physical health and our mental health.</p> <p>Exercise is very important for keeping our bodies fit and healthy. It also helps to improve our mental health.</p> <p>Stress can be bad for our mental and physical health. It is important to find ways in which we can unwind and be calm.</p> <p>Medicines can be very dangerous if taken in the wrong way. We must be very careful and not take any medicine without an adult.</p> <p>What we eat has a big effect on our physical health. We need to make sure we have a balanced diet with different amounts of the different food groups.</p> <p>We can make our lifestyles healthier by make a few small changes.</p>	<p>Explain the importance of exercise and the different ways in which we can take part.</p> <p>Talking about what might cause us stress and how we can unwind and relax.</p> <p>Discuss the dangers of medicines and how to take them in a safe way.</p> <p>Explain what a healthy diet is and identify what foods are healthy or not.</p>	<p>Healthy Physical Mental Exercise Fit Stress Relax Unwind Medicine Dangerous Careful Adult Diet Balanced Fruit Vegetables Sugar Fat</p>	
	<p><b>Sequence of Lessons:</b></p> <p>1) To understand what it means to be healthy and reflect on the importance of exercise</p> <p>2) To learn about the importance of relaxation and avoiding stress</p> <p>3) To understand how and why to behave safely with medicines</p> <p>4) To think about the importance of healthy eating</p> <p>5) To think about how we can make our diet more healthy</p> <p><b>6) Online Saftey: Sheffield Scheme: Feeling Uncomfortable Online (P2): LC: To Understand that there are inappropriate images and text on the internet</b></p>			
	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p><b>SP1: Tempo, dynamics and timbre</b></p>	<p>Tempo is how fast or slow a piece of music is.</p> <p>The pitch of a piece of music is how high or low it sounds.</p> <p>Music can be played softly or loudly – this is called dynamics.</p>	<p>Identify and describe the tempo of different pieces of music.</p> <p>Experiment and investigate how we can make high and low sounds, using the term ‘pitch’.</p> <p>With experiment with dynamics, making both loud and soft sounds.</p>	<p>Tempo Pitch High Low Dynamics Loud Soft Quiet</p>

		<p>We can use our voices to make lots of different sounds with varying pitch and dynamics.</p> <p>We can use instruments in different ways, varying the pitch and dynamics.</p>	<p>Experiment with different ways of using our voices.</p> <p>Investigate different ways of using instruments.</p> <p>Listen to others' musical ideas and comment on them.</p> <p>Share our own ideas and receive feedback on them.</p>	<p>Voices Instruments</p>
<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1) To be able to identify tempo</li> <li>2) To investigate high and low sounds</li> <li>3) To experiment with loud and soft sounds</li> <li>4) To investigate different ways of using our voices</li> <li>5) To investigate different ways of using instruments</li> </ol>				
<p><b>SP2: Rhythm</b></p>		<p>The pulse of a piece of music is the steady beat that forms the foundation of a piece of music.</p> <p>The rhythm of a piece of music is the pattern of sounds on top of the pulse.</p> <p>We can use symbols to represent different sounds and their qualities.</p> <p>We can compose our own rhythms using very little equipment.</p>	<p>Find the pulse in a piece of music and follow this using clapping or other rhythmic sounds.</p> <p>Follow rhythms as opposed to pulse and explain the difference between the two concepts.</p> <p>Begin to use basic symbols to represent different sounds and their qualities.</p> <p>Recognise some basic musical symbols and follow them.</p> <p>Compose simple rhythms and share them with others, taking feedback.</p> <p>Listen to the musical ideas of others and offer constructive feedback.</p>	<p>Pulse Rhythm Beat Steady Pattern Symbol Represent Compose Share Listen Appraise</p>



**Sequence of Lessons:**

- 1) To be able to find the pulse of a piece of music
- 2) To explore the difference between pulse and rhythm
- 3) To use symbols to represent sounds
- 4) To be able to recognise different musical symbols
- 5) To be able to compose my own rhythm