

# Year 1/2 Spring – Cycle 1

Science	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p><b>Sp1: Everyday Materials</b></p> <p><b>End Point:</b> By the end of this unit of work, pupils should be able to identify and explain that objects around us are made from different materials and that these behave in different ways.</p>	<p><b><u>L1:</u></b></p> <p>Winter is the season that comes after autumn and before spring. It is a cold, time of year where there is more rain and snow.</p> <p>During winter, our days are shorter and it gets dark earlier.</p> <p><b><u>L2:</u></b></p> <p>A material is anything that is used to make things. For example, wood, metal, fabric or rock.</p> <p><b><u>L3 / L4:</u></b></p> <p>We can find objects made of different materials all around us.</p> <p><b><u>L5:</u></b></p> <p>Materials have different properties. This means they behave in different ways. For example, some materials bend, some are shiny and some are waterproof.</p>	<p>Describe the patterns of the seasons and typical changes in weather that take place at different times of the year.</p> <p>Observe and record seasonal changes and how these affect our lives.</p> <p>Identify and name a variety of different materials.</p> <p>Separate and identify objects from the materials they are made of.</p> <p>Experiment with and explain how different materials behave.</p> <p><b><u>NC Relevant Working Scientifically Skills</u></b></p> <p>Observe closely, using simple equipment</p> <p>Identify and classify</p> <p>Ask simple questions and recognise that they can be answered in different ways</p>	<p><b>L1:</b></p> <p>Season Winter Spring Summer Autumn Weather Cold Rain Snow Day Night Dark Light</p> <p><b>L2.</b></p> <p>Material Wood Metal Plastic Fabric Rubber</p> <p><b>L3.</b></p> <p>Object Make</p> <p><b>L5.</b></p> <p>Property Behave Hard / soft Stretchy / stiff Shiny / dull Rough / smooth Bendy / not bendy</p>

				Waterproof / not waterproof Absorbent / not absorbent Opaque / transparent
	<b>Sequence of Lessons:</b> 1) SEASONAL CHANGE LESSON – To learn about winter and the changes this season brings 2) To identify and name a variety of different materials 3) To understand that objects are made from different materials 4) To find objects made of different materials around our school 5) To explore and describe the properties of different materials  <b>NB: In lesson 2, pupils should have the opportunity to identify and name materials in their ‘raw’ form – for example, a piece of wood rather than a wooden pencil.</b>			
	<b>Sp2: Everyday Materials</b>  <b>End Point:</b> By the end of this unit of work, pupils should be able to identify and explain that objects around us are made from different materials and that these behave in different ways.	<p><b>L1:</b></p> <p>A material is anything that is used to make things. For example, wood, metal, fabric or rock.</p> <p>Materials have different properties. This means they behave in different ways. For example, some materials bend, some are shiny and some are waterproof.</p> <p>It is possible to compare and group materials based on their properties. For example, we can test which materials are waterproof or not.</p> <p><b>L2:</b></p> <p>When people make things, they choose the materials based on the properties they have.</p> <p><b>L4:</b></p> <p>Scientists and designers test different materials to discover which ones will be best for a job.</p> <p><b>L5:</b></p>	<p>Compare and group materials based on their properties.</p> <p>Understand that materials are chosen for jobs based on their properties and explain why they have been chosen.</p> <p>Choose and select materials to complete a task and perform a simple test to see whether it is appropriate.</p> <p>Describe the patterns of the seasons and typical changes in weather that take place at different times of the year.</p> <p>Observe and record seasonal changes and how these affect our lives.</p> <p><b>NC Relevant Working Scientifically Skills</b></p> <p>Gather and record data to help in answering questions.</p> <p>Use their observations and ideas to suggest answers to questions.</p> <p>Ask simple questions and recognise that they can be answered in different ways.</p>	<p><b>L1:</b></p> <p>Material Object Make Property Behave Hard / soft Stretchy / stiff Shiny / dull Rough / smooth Bendy / not bendy Waterproof / not waterproof Absorbent / not absorbent Opaque / transparent Compare Group</p> <p><b>L2:</b></p> <p>More Less The same Test Best Worst</p> <p><b>L5:</b></p> <p>Season Winter Spring</p>

		<p>spring is the season that comes after winter and before summer. It begins to get warmer and plants begin to grow.</p> <p>During spring, our days begin to get longer, and the nights shorter.</p>	Perform simple tests.	<p>Summer</p> <p>Autumn</p> <p>Weather</p> <p>Warm</p> <p>Rain</p> <p>Snow</p> <p>Day</p> <p>Night</p> <p>Dark</p> <p>Light</p> <p>Plants</p> <p>Grow</p>
	<p><b>Sequence of lessons:</b></p> <p>1) To compare and group materials based on their properties</p> <p>2) To understand that we choose materials for making things because of their properties</p> <p>3) To test which material would be the best for making an umbrella</p> <p>4) To test which material would be the best for making a window</p> <p>5) SEASONAL CHANGE LESSON – To learn about spring and the changes this season brings</p>			
History	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p><b>Sp1: Castles</b></p> <p><b>End Point:</b></p> <p>By the end of this unit of work, pupils should understand why castles were built and the purpose they served. Through studying a range of primary sources, they should be able to explain what life inside a castle was like.</p>	<p><b><u>L1:</u></b></p> <p>A castle is a big, strong building where kings, queens, and knights used to live.</p> <p>Castles have tall walls, towers, and sometimes a moat (a water-filled ditch) around them to keep enemies out. They were giant buildings that protected the people inside from danger.</p> <p><b><u>L2:</u></b></p> <p>Castles were mainly built in the ‘The Middle Ages’. This was a period in</p>	<p>Talk, write and draw about things from the past.</p> <p>Recognise the difference between ‘old’ and ‘new’.</p> <p>Know where some basic events, artefacts and key people from a topic fit on a timeline.</p> <p>Begin to use timelines to support the retelling of past events.</p> <p>Identify differences between objects, people and lifestyles in the past.</p> <p>Start to show some basic understanding of substantive concepts, such as monarchy, parliament, war, voyage, society etc.</p>	<p><b>L1:</b></p> <p>Castle</p> <p>Walls</p> <p>Towers</p> <p>Moat</p> <p>Drawbridge</p> <p>Materials</p> <p>Wood</p> <p>Stone</p> <p>Danger</p> <p>Protect</p> <p><b>L2:</b></p> <p>Past</p> <p>Present</p> <p>Middle Ages</p> <p>Century</p>

		<p>history which began roughly 1000 years ago.</p> <p>People built castles for about 600 years. Over this time, castles became stronger and bigger and the materials used changed.</p> <p><b><u>L3:</u></b></p> <p>Life in a castle was different for different people. Kings, queens and knights lived in large rooms and had big feasts.</p> <p>For other people like servants, cooks and guards, the rooms were smaller and the food simpler.</p> <p><b><u>L4:</u></b></p> <p>Castles were often attacked. The attackers would use tools such as towers, battering rams and catapults.</p> <p>To keep castles safe from attack, they were built with moats, drawbridges, and safe spaces to fire arrows from. Sometimes boiling water would be poured on the attackers.</p> <p><b><u>L5:</u></b></p> <p>Sheffield once had a castle. It was once used to keep a queen prisoner. However, it was destroyed in a war and built over. Some of the castle was recently dug up.</p>	<p>Begin to use historical vocabulary eg. old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, during, after etc.</p>	<p><b>L3:</b> King Queen Knight Prisoner Servant Job Feast</p> <p><b>L4:</b> Attack Defend Battering ram Catapult</p> <p><b>L5:</b> Sheffield Destroyed Archaeologist</p>
<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1) To understand what a castle is and what their different parts are for</li> <li>2) To know when castles were built and how they changed over time</li> <li>3) To investigate what life was like in a castle and the jobs that people did</li> </ol>				

4) To understand how castles were attacked and defended 5) To find out about Sheffield castle and some of its history				
Geography	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p><b>Sp2: China</b></p> <p><b>End Point:</b> By the end of this unit of work, pupils should have gained an understand of the location, climate and culture of China. They should have been able to observe and make comparisons between urban and rural areas and identify similarities and differences between an aspect of life in China and in the UK. They will achieve these by studying maps, photos and videos and observing their own surroundings first-hand.</p>	<p><b>L1:</b> China is a large country located in Asia. It is bordered by many different countries and has a coastline along the Pacific Ocean to the east.  The capital city of China is Beijing.</p> <p><b>L2:</b> China has different kinds of weather. In the north, it gets very cold in winter and hot in summer. In the south, it is warm and rainy all year round.</p> <p><b>L3:</b> In China, life in the city and the countryside is quite different.  In the city, like Beijing, there are lots of tall buildings, busy streets, and many people.  In the countryside, you'll find more open spaces, farms, and fewer people. People in the countryside often grow their own food and live in smaller houses.</p> <p><b>L4:</b> Chinese food is very special and comes in many different kinds. Some popular dishes are rice, noodles, and dumplings. The dishes are often very spicy.</p>	<p>Be able to name the 7 continents of the World. Be able to name the 5 oceans of the World.</p> <p>Using a simple compass and cardinal compass directions (north, south, west, east).</p> <p>Use directional vocabulary.</p> <p>Know that maps give information about the world (where and what).</p> <p>Know that symbols mean something on maps. Be able to compare the human and physical differences of a small area of the United Kingdom and of a small area in a contrasting non-European country.</p> <p>Making annotated drawings to show variations.</p> <p>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.</p> <p>Confidently use basic geographical vocabulary to refer to physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p><b>L1:</b> China Country Asia Continent Capital city Beijing North South East West</p> <p><b>L2:</b> Climate Weather Winter Spring Summer Autumn Warm Cold Wet Dry Rain Snow</p> <p><b>L3:</b> City (urban) Countryside (rural) Busy Farm Crops Houses Flats</p> <p><b>L4:</b></p>

		<p>Chinese New Year is a special celebration that marks the beginning of a new year. People wear red clothes, decorate with red lanterns, and give gifts in red envelopes for good luck! This is at a different time to our new year.</p> <p><b>L5:</b></p> <p>Children in China go to school just like children in the UK. There are many things that are similar about Chinese schools and many things that are different.</p>		<p>Rice Noodles Dumplings Spicy Celebration Chinese New Year Decorations Lanterns</p> <p><b>L5:</b> School Similarity Difference</p>
	<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1) To be able to find China on a map and describe its location</li> <li>2) To be able to describe the climate of China</li> <li>3) To compare life in a Chinese city with life in the countryside</li> <li>4) To find out about Chinese food and celebrations</li> <li>5) To compare school in China with school in the UK</li> </ol> <p><b>NB: Lesson 5 should be a fieldwork opportunity – children can watch a short video on school in China and then conduct a walk around school to spot similarities and differences. They can record their observations by drawing images for both types of school.</b></p>			
DT	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p><b>Sp2: Fruit Salad</b></p> <p><b>End Point:</b> By the end of this unit of work, pupils should understand the role of fruit in a healthy diet and be able to use simple cutting and peeling skills to prepare a fruit salad that they have</p>	<p><b>L1:</b></p> <p>Different types of fruit have different flavours and textures. They can be sweet, sour, tangy, juicy or crunchy.</p> <p><b>L2:</b></p>	<p>Explore and evaluate existing products through discussions and comparisons.</p> <p>Understand that all food comes from plants and animals.</p> <p>Explain where in the world different foods originate from and are grown.</p>	<p><b>L1:</b> Fruit Fruit salad Apple Orange Grape Banana Pineapple Sweet</p>

	<p>planned.</p>	<p>Fruit is an important part of our diet. It keeps us healthy by giving us vitamins which help our bodies stay strong and fight off illnesses.</p> <p>Fruit grows all around the world, but some fruits only grow in certain places.</p> <p>Some fruits grow all year round, but others only grow in certain seasons.</p> <p><b><u>L3:</u></b></p> <p>Some fruits come in a skin and have to be peeled.</p> <p>When we cut or slice fruit with a knife, we have to be careful not to cut ourselves. We can use different methods for cutting fruit: ‘the bridge hold’, ‘the claw grip’ or by using a fork to hold the fruit still.</p> <p>Some fruits can be turned into liquid – these are called fruit juices.</p> <p><b><u>L4:</u></b></p> <p>Fruit salad is a dish made by mixing different kinds of fresh fruits together, like apples, bananas, strawberries, and grapes. It's colourful, sweet, and healthy, and you can enjoy it as a snack, dessert, or even for breakfast! You can eat it plain or with a little yogurt or juice.</p> <p><b><u>L5:</u></b></p> <p>When we are designing things like a meal, it's important to plan them.</p>	<p>Name the materials that a product is made from.</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>Design appealing products for themselves based on simple design criteria.</p> <p>Generate initial ideas based on their own experiences.</p> <p>Develop and communicate these ideas through discussion, drawings and templates.</p> <p>Make suggestions about the tools, utensils that could be used.</p> <p>Select from a range of materials and components.</p> <p>With support, begin to cut some materials with some accuracy</p> <p>Begin to evaluate their products against simple design criteria.</p>	<p>Sour Tangy Juicy Crunchy</p> <p><b>L2:</b> Diet Healthy Vitamins Bodies Strong Illness Grow Seasons</p> <p><b>L3:</b> Skin Peel Cut Slide Knife Safety Bridge hold Claw grip Liquid Juice</p> <p><b>L4:</b> Plan Choose Design Recipe Ingredients Steps</p> <p><b>L5:</b> Make Prepare Equipment Evaluate</p>
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	<b>Sequence of Lessons:</b> 1) To taste and describe a range of different types of fruit 2) To learn about healthy diets and where fruit comes from 3) To be able to safely cut fruit 4) To plan my fruit salad 5) To make and evaluate my fruit salad  <b>NB: In lesson 4, more able pupils may be able to write a simple recipe for their fruit salad. Most children can complete an annotated drawing.</b>			
Art	Theme	Knowledge	Skills	Key vocabulary and concepts
	<b>Sp1: Collage Portraits (Giuseppe Arcimboldo)</b>  <b>End Point:</b> By the end of this unit of work, pupils should be familiar with the work and style of Giuseppe Arcimboldo and be able to create a collage portrait influenced by his approach using simple cutting and sticking techniques.	<b>L1:</b>  When artists make a new piece of work, they often look at and evaluate the work of other artists – this means decide what they like and find ideas.  Giuseppe Arcimboldo was an artist from Italy. He was born a very long time ago, in the year 1526.  Arcimboldo is famous for painting faces using things like fruits, vegetables and flowers for the facial features such as eyes, noses and mouths.  <b>L2:</b>  Before making a piece of art, artists practise the skills they will use.  Collage is a technique of making images by sticking together different pieces of material such as paper, card or fabric.	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.  Sort and group images based on colour.  Cut, fold, crumple, tear and overlap images with some accuracy.  Find images from pre-printed materials such as newspapers and magazines for use in collages.  Arrange and attach images to paper using glue with some accuracy giving some thought to the composition of the piece.  Develop a simple plan for a final piece based on the media being used and the artist being studied.	<b>L1:</b> Giuseppe Arcimboldo Painter Collage Evaluate Like Dislike  <b>L2:</b> Practise Images Cut Fold Crumple Tear Overlap Scissors Glue  <b>L3:</b> Plan Decide Choose Select

Computing		<p>The different pieces combine to make one big image.</p> <p>When we make collages, we might use a range of different techniques such as cutting, folding, crumpling, tearing or overlapping.</p> <p><b>L3:</b></p> <p>Before making a piece of art, artists plan so they know what they will do.</p> <p>When artists have finished a piece of work, they will think about what they have done well and what they could do even better.</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><b>L5:</b> Evaluate</p>
	<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1) To learn about Giuseppe Arcimboldo and evaluate some of his work</li> <li>2) To practise a range of collaging skills</li> <li>3) To plan my collage</li> <li>4) To collect and choose images for my collage</li> <li>5) To make and evaluate my collage</li> </ol> <p><b>NB: Pupils should be made aware that Giuseppe Arcimboldo painted his images, but they will be making collages inspired by his work</b>  <b>NB: In lesson 3, pupils can sketch their plan, and in lesson 4, collect images – these can be printed out beforehand by the teacher</b></p>			
Computing	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p><b>Sp1: Moving a Robot</b></p> <p><b>End Point:</b> By the end of this unit of work, pupils should be able to plan a sequence of commands for a floor robot and input these correctly so the device behaves as intended.</p>	<p><b>L1:</b></p> <p>When we programme a computer, or a device containing a computer, we give it commands – this means telling it what to do.</p> <p><b>L2:</b></p> <p>For physical devices which move, these commands will often be directions.</p>	<p>Recognise that computers don't have a brain.</p> <p>Explain that we control computers by giving them instructions.</p> <p>Create a simple program e.g. to control a floor robot.</p> <p>Create a simple algorithm.</p>	<p><b>1:</b> Computer Device Robot Programme Command</p> <p><b>2:</b> Direction Combine Sequence</p>

		<p>When we combine a set of commands, we have created a sequence.</p> <p>A sequence of commands is often called a program or an algorithm.</p> <p><b>L5:</b></p> <p>When we create a sequence, we should plan and test it.</p> <p>If we find any problems, we should fix the problems - this is called debugging.</p>	<p>Predict the outcome of a simple algorithm or program.</p> <p>Explain what an algorithm is – a sequence of instructions to make something happen.</p> <p>Recognise that the order of instructions in an algorithm is important.</p> <p>Debug an error in a simple algorithm or program e.g. for a floor robot.</p>	<p>Algorithm Program</p> <p><b>5:</b> Plan Create Test Fix Debug</p> <p><b>Numbers indicate which lesson vocabulary is first introduced in.</b></p>
	<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1) To understand what the commands on a floor robot do</li> <li>2) To practise giving and receiving directions</li> <li>3) To combine forwards and backwards commands to make a sequence</li> <li>4) To combine four direction commands to make a sequence</li> <li>5) To plan, create and test a sequence of commands</li> </ol> <p><b>NB: The lesson taught in week 5 should be lesson 6 from the scheme – this may require editing the slides to ensure the lessons follow on from one another smoothly.</b></p>			
	<p><b>Sp2: Grouping Data</b></p> <p><b>End Point:</b> By the end of this unit of work, pupils will have developed an understanding on how computers can be used to store, sort and group data. They will be able to do this with both physical objects and digital objects using PowerPoint.</p>	<p><b>L1:</b></p> <p>We often use computers to sort and group data together - we can practise doing this using objects from the world around us.</p> <p>Data is another word for information or objects that we use on a computer.</p> <p>To do this, we need to be able to name and label objects. Sometimes, we can name and label objects in different ways.</p> <p><b>L2:</b></p>	<p>Describe objects using labels.</p> <p>Match objects to groups.</p> <p>Identify the label for a group of objects.</p> <p>Count objects.</p> <p>Group objects.</p> <p>Record how many objects are in a group.</p> <p>Group objects in more than one way.</p> <p>Count a group of objects.</p> <p>Count how many objects share a property.</p> <p>Describe an object.</p> <p>Describe a property of an object.</p> <p>Describe groups of objects.</p>	<p><b>1:</b> Computer Data Information Objects Label Name</p> <p><b>2:</b> Group Colour Size Properties Count</p> <p><b>3:</b> Sort Different</p>

PE		<p>We can place objects into groups based on different things such as colour or size. These different things are called ‘properties’.</p> <p>When we place objects into a group, it is important to count them.</p> <p><b><u>L3:</u></b></p> <p>Sometimes objects can be sorted into different groups based on their properties.</p> <p><b><u>L4:</u></b></p> <p>We can compare and describe whole groups of objects as well as objects by themselves.</p> <p><b><u>L5:</u></b></p> <p>We can use labelling, counting and grouping to answer questions.</p>	<p>Find objects with similar properties.</p> <p>Choose how to group objects.</p> <p>Decide how to group objects to answer question.</p> <p>Compare groups of objects.</p> <p>Record and share what I have found.</p>	<p>Similar</p> <p><b>4:</b> Compare Describe</p> <p><b>5:</b> Question Answer</p> <p><b>Numbers indicate which lesson vocabulary is first introduced in.</b></p>
	<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1) To label objects</li> <li>2) To count and group objects</li> <li>3) To describe objects in different ways</li> <li>4) To count and group objects with the same properties</li> <li>5) To use labelling, counting and grouping to answer questions</li> </ol> <p><b>NB: The lesson taught in week 5 should be lesson 6 from the scheme – this may require editing the slides to ensure the lessons follow on from one another smoothly.</b></p>			
	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p><b>Sp1: Class Teacher: Invasion Games</b></p> <p><b>End Point:</b></p>	<p><b><u>L1:</u></b></p> <p>Invasion games are games where there are two teams and two goals. Teams try to score in the opposition’s goal.</p>	<p>Begin to dribble a ball with my hands and feet.</p> <p>Change direction to move away from a defender.</p>	<p><b>L1:</b> Defender Attacker</p>

	<p>In this unit, pupils develop their understanding of attacking and defending and what being 'in possession' means. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.</p>	<p>Examples include football, handball, rugby, netball, basketball, hockey</p> <p>Defenders focus on stopping the opposing team from scoring by blocking passes or shots.</p> <p>Attackers aim to create opportunities to score by moving the ball forward and outsmarting defenders.</p> <p><b><u>L2:</u></b> Passing to an open teammate increases the chance of keeping possession of the ball.</p> <p>Choosing a teammate closer to the goal or in a better position helps move the game forward effectively.</p> <p><b><u>L3:</u></b> Dribbling helps maintain control of the ball while advancing towards the goal.</p> <p>Keeping the ball close reduces the risk of losing it to defenders.</p> <p><b><u>L4:</u></b> Supporting a teammate means staying close enough to receive a pass if they need help.</p> <p>Moving into a better position can make it easier for your teammate to create a scoring chance.</p> <p><b><u>L5:</u></b> Moving into open space makes it harder for defenders to block you or intercept the ball.</p>	<p>Recognise space when playing games.</p> <p>Send and receive a ball with hands and feet.</p> <p>Use simple rules to play fairly.</p> <p>Move to stay with another player when defending.</p> <p>Recognise changes in my body when I do exercise.</p> <p>Understand when I am a defender and when I am an attacker.</p>	<p>Interception Marking</p> <p><b>L2:</b> Passing Positioning Strategy Teammate</p> <p><b>L3:</b> Dribbling Control Advancing Goal</p> <p><b>L4:</b> Support Positioning Assist Communication</p> <p><b>L5:</b> Space Movement Awareness Marking</p> <p><b>L6:</b> Marking Tracking Defending Positioning</p>
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		<p>Watching where defenders are positioned helps you choose the best place to move.</p> <p><b>L6:</b> Staying close to your assigned player makes it harder for them to receive the ball or move freely.</p> <p>Watching both the ball and your player helps you react quickly to changes in play.</p>		
	<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1) To understand the role of defenders and attackers</li> <li>2) To recognise who to pass to and why.</li> <li>3) To move towards goal with the ball.</li> <li>4) To support a teammate when playing in attack</li> <li>5) To move into space showing an awareness of defenders.</li> <li>6) To stay with a player when defending.</li> </ol>			
	<p><b>Sp1: PE Specialist: Striking and Receiving</b></p> <p><b>End Point:</b></p> <p>In this unit, pupils develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by the rules to keep themselves and others safe.</p>	<p><b>L1:</b> When rolling a ball, aim to use a smooth, underhand motion for better control.</p> <p>For throwing, step forward with the opposite foot to your throwing arm for balance and accuracy.</p> <p><b>L2:</b> Keep your hands or feet ready to stop the ball and bring it in safely.</p> <p>Always watch the ball closely and move your body to track its path.</p> <p><b>L3:</b> Use the inside of your foot to pass the ball more accurately.</p> <p>To receive a ball, cushion it by gently guiding it with the inside or sole of your foot.</p>	<p>Begin to send and receive a ball with my feet.</p> <p>Catch a ball with some success.</p> <p>Recognise changes in my body when I do exercise.</p> <p>Roll a ball towards a target. I can throw a ball to a partner.</p> <p>Track a ball that is coming towards me.</p> <p>Work co-operatively with a partner.</p>	<p><b>L1:</b> Target Roll Throw Accuracy</p> <p><b>L2:</b> Receive Track Control Movement</p> <p><b>L3:</b> Pass Receive Foot Control</p> <p><b>L4:</b> Throw Catch</p>

		<p><b><u>L4:</u></b> For short throws, use both hands to throw the ball gently and aim for your partner's hands.</p> <p>When catching, keep your eyes on the ball and use your hands to 'give' with the ball to absorb the impact.</p> <p><b><u>L5:</u></b> When throwing long distances, use your whole body, not just your arm, to generate power.</p> <p>For catching at a distance, position your body so you can move easily to meet the ball.</p> <p><b><u>L6:</u></b> In small games, always be aware of your teammates and opponents to know when to pass or receive the ball.</p> <p>Practice sending and receiving skills in different directions to stay ready for all types of passes in the game.</p>		<p>Hands Distance</p> <p><b>L5:</b> Power Long Throw Catch</p> <p><b>L6:</b> Game Pass Teammate Position</p>
	<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1) To develop rolling and throwing a ball towards a target</li> <li>2) To develop receiving a rolling ball and tracking skills.</li> <li>3) To be able to send and receive a ball with your feet.</li> <li>4) To develop throwing and catching skills over a short distance</li> <li>5) To develop throwing and catching over a longer distance.</li> <li>6) To apply sending and receiving skills to small games.</li> </ol>			
	<p><b>Sp2: Class Teacher: Net and Wall Games</b></p> <p><b>End Point:</b> In this unit, pupils develop their understanding of attacking and defending principles in net games such as using a ready</p>	<p><b><u>L1:</u></b> Net and wall games are games where either a net or wall separates the players or a wall is used. The object is to hit the ball over the net and into the court space or against a wall to make it difficult for a partner to return.</p>	<p>Hit a ball using a racket.</p> <p>Throw a ball to land over the net and into the court area.</p> <p>Track balls and other equipment sent to me.</p>	<p><b>L1:</b> Target Roll Throw Accuracy</p> <p><b>L2:</b></p>

	<p>position to defend their court and placement of a ball into space. They use and develop skills such as throwing, catching, tracking and hitting a ball. They learn how to score points and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.</p>	<p>Examples include tennis, badminton, volleyball, squash.</p> <p>The ready position involves standing with feet shoulder-width apart, knees slightly bent, and the racket held in front, ready to react.</p> <p><b>L2:</b> In most net and wall games, players take turns hitting the ball and try to score by making the ball land in the opponent's side of the court.</p> <p>Scoring is often done by winning points when your opponent fails to return the ball or hits it out.</p> <p><b>L3:</b> Hold the racket with both hands (for beginners) or one hand (as you get more advanced) to ensure control when striking the ball.</p> <p>Focus on hitting the ball with the middle of the racket strings for the best accuracy and power.</p> <p><b>L4:</b> Practising hitting the ball against a wall helps improve control and hand-eye coordination.</p> <p>Keeping your eyes on the ball as you hit it helps you make cleaner shots and improve accuracy.</p> <p><b>L5:</b> To send the ball over the net, swing your racket from low to high, using your body to generate power.</p>	<p>Use a ready position to move to the ball. I know how to score points.</p> <p>Recognise changes in my body when I do exercise.</p> <p>Show honesty and fair play when playing against an opponent.</p>	<p>Receive Track Control Movement</p> <p><b>L3:</b> Pass Receive Foot Control</p> <p><b>L4:</b> Throw Catch Hands Distance</p> <p><b>L5:</b> Power Long Throw Catch</p> <p><b>L6:</b> Game Pass Teammate Position</p>
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		<p>A follow-through after hitting the ball helps direct the ball with more control and precision.</p> <p><b><u>L6:</u></b> When hitting over a net, aim to strike the ball with enough height so it clears the net, but with enough force to reach the opponent's side.</p> <p>Aiming for the corners of the court can make it harder for your opponent to return the ball.</p>		
	<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1) To defend space using the ready position.</li> <li>2) To play against an opponent and keep the score.</li> <li>3) To explore hitting with a racket.</li> <li>4) To develop racket and ball skills.</li> <li>5) To develop sending a ball using a racket.</li> <li>6) To develop hitting over a net.</li> </ol>			
	<p><b>Sp2: PE Specialist: Team Building</b></p> <p><b>End Point:</b> In this unit pupils develop their teamwork skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They develop key skills of communication and problem solving, They are given the opportunity to discuss and plan their ideas and reflect on their success.</p>	<p><b><u>L1:</u></b> Cooperation means working together and using each other's strengths to reach a common goal.</p> <p>It's important to communicate clearly and be willing to help and listen to your partner.</p> <p><b><u>L2:</u></b> A team works best when each member contributes their ideas and skills to the task.</p> <p>Teamwork involves trust, respect, and supporting each other throughout the challenge.</p> <p><b><u>L3:</u></b></p>	<p>Communicate simple instructions.</p> <p>Follow instructions.</p> <p>Follow path and lead others.</p> <p>Listen to others' ideas.</p> <p>Suggest ideas to solve tasks.</p> <p>Work with a partner and a small group.</p> <p>Understand the rules of the game.</p>	<p><b>L1:</b> Co-operate Partner Challenge Help</p> <p><b>L2:</b> Team Support Share Contribute</p> <p><b>L3:</b> Talk Listen Share Understand</p> <p><b>L4:</b> Lead Guide</p>

		<p>Active listening is crucial in team activities; it shows respect and helps everyone understand each other.</p> <p>Sharing ideas openly encourages teamwork and helps solve problems more effectively.</p> <p><b><u>L4:</u></b> Good leaders speak clearly and guide their partner through tasks with instructions and encouragement.</p> <p>Listening to your partner's feedback helps improve communication and teamwork.</p> <p><b><u>L5:</u></b> Planning together helps set clear goals and ensures everyone knows their role in the challenge.</p> <p>A good plan allows everyone to contribute ideas and strategies before starting the task.</p> <p><b><u>L6:</u></b> Clear communication is essential for making sure everyone in the group knows what to do.</p> <p>Sharing ideas and listening to others ensures the team can adapt and work together to solve problems.</p>		<p>Instructions Encourage</p> <p><b>L5:</b> Plan Idea Role Goal</p> <p><b>L6:</b> Communicate Teamwork Problem-solve Feedback</p>
	<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1) To co-operate with a partner to complete challenges.</li> <li>2) To explore and develop working as a team.</li> <li>3) To develop talking, listening and sharing skills.</li> <li>4) To use speaking and listening skills to lead a partner.</li> <li>5) To plan with a partner and small group to complete challenges.</li> <li>6) To use talking, listening and sharing skills to complete challenges.</li> </ol>			

	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p><b>Sp1: Who is Muslim and how do they Live?</b></p> <p><b>End Point:</b> By the end of this unit of work, pupils should have developed an understanding of the fundamental Islamic beliefs about God, how stories inform Muslims' beliefs about Muhammed and the practices involved in reading the Qur'an.</p>	<p><b>L1:</b> Muslims call God 'Allah'. This not a name, but the word for God in Arabic.</p> <p>Muslims only believe in one God. This is expressed in the words of the Shahadah: 'There is no God but God; Muhammad is the messenger of God'.</p> <p><b>L2:</b> Muslims believe it is impossible to understand what God is really like.</p> <p>However, they use 99 different names for God which show some of the ways he is like.</p> <p><b>L3 + L4:</b> Muslims believe in the prophet Muhammed – they believe he spoke to Allah and passed on his messages.</p> <p>There are many stories about Muhammed which show us what Muslims believe about him.</p> <p><b>L5:</b> Muslims read the Qur'an in a special way – this shows their respect for the book and its messages.</p>	<p>Recognise the words of the Shahadah and that it is very important for Muslims.</p> <p>Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean.</p> <p>Give examples of how stories about the Prophet show what Muslims believe about Muhammad.</p> <p>Give examples of how Muslims use the Shahadah to show what matters to them Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan).</p> <p>Give examples of how Muslims put their beliefs about prayer into action.</p> <p>Think, talk about and ask questions about Muslim beliefs and ways of living.</p> <p>Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas.</p> <p>Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</p>	<p><b>1 + 2:</b> Islam Muslim God Allah Arabic Shahadah</p> <p><b>3 + 4:</b> Muhammed Prophet Shahadah Story Belief</p> <p><b>5:</b> Qur'an Holy book Rules Respect</p> <p><b>Numbers indicate which lesson vocabulary is first introduced in.</b></p>

<b>Sequence of Lessons:</b> 1) To understand that Muslims believe in only one God 2) To find out what Muslims believe God is like 3) To discover what stories teach us about Muslims’ beliefs about Muhammed (The Story of the Tiny Ants) 4) To discover what stories teach us about Muslims’ beliefs about Muhammed (A Slave Set Free) 5) To understand how Muslims read the Qur’an			
<b>Sp2: Who is Muslim and how do they Live?</b>  <b>End Point:</b> By the end of this unit of work, pupils will have developed their understanding of how Muslims show their commitment to Allah including by praying, fasting and giving to charity. Pupils will be confident in discussing how these practices could be of benefit to people of different faiths or no-faith.	<b>L1:</b>  Muslims pray in a certain way. For example, they pray five times a day, face in a certain direction and wash before praying.	Recognise the words of the Shahadah and that it is very important for Muslims.  Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean.	<b>1:</b> Islam Muslim God Allah Muhammed Prophet Pray Prayer
	<b>L2:</b>  During Ramadan, Muslims who are adults will fast during the day light.	Give examples of how stories about the Prophet show what Muslims believe about Muhammad.	<b>2:</b> Fast Ramadan
	<b>L3:</b>  Muslims also give money to charity.	Give examples of how Muslims use the Shahadah to show what matters to them Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan).	<b>3:</b> Donate
	<b>L4:</b>  Muslims believe that by praying, fasting and giving they become closer to Allah, it teaches them patience and lets them help other people.	Give examples of how Muslims put their beliefs about prayer into action.	<b>4:</b> Charity Patience Kindness
	<b>L5:</b>  Other religions have similar practices to praying, fasting and giving. These can be of use to non-Muslims and people of no faith.	Think, talk about and ask questions about Muslim beliefs and ways of living.  Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas.  Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.	<b>5:</b> Similar Different Religion No-faith  <b>Numbers indicate which lesson vocabulary is first introduced in.</b>
<b>Sequence of Lessons:</b> 1) To discover how Muslims pray 2) To find out about how Muslims fast 3) To find out about how Muslims donate to charity			

	4) To think about what the benefits Muslims get from praying, fasting and giving 5) To reflect on what we can all gain from the way that Muslims live			
PSHE	Theme	Knowledge	Skills	Key vocabulary and concepts
	<b>Sp1: Dreams and Goals</b>  <b>End Point:</b> By the end of this unit of work, pupils will understand how goal and target setting can help us more successful and support our mental wellbeing. In online safety, they will understand which information should be kept private and how to do this online.	<u><b>L1:</b></u>  A goal is something that we decide we want to do in the future. We can have goals for school, and our lives out of school.  <u><b>L2:</b></u>  To achieve a goal, we have to think about the different steps that help us along the way.  <u><b>L3:</b></u>  When we work with partners, we have to share, take turns and listen to each other.  <u><b>L4:</b></u>  On our way to achieving a goal, we will be faced with obstacles which make things trickier.  <u><b>L5:</b></u>  When we achieve a goal, we feel success. This means feeling happy and proud. There are many ways we can celebrate our successes and the successes of other.	Set reasonable and sensible goals for life in school and life outside.  Break a goal down into a set of steps that will someone achieve it.  Discuss and identify what working well with others looks like and the skills we need for doing this well.  Identify possible obstacles to achieving a goal and think about how they can be overcome.  Talk about what we have been successful with and how this makes it feel.  Listen to other people talk about their successes and celebrate with them.  Decide which information is private and which can be shared.  Discuss how to keep personal information safe when we are online.	<b>1:</b> Dream Goal Challenge Reasonable Achievable  <b>2:</b> Steps  <b>3:</b> Obstacles  <b>4:</b> Partners Share Listen Take turns  <b>5:</b> Achieve Success Proud Happy Celebrate  <b>6:</b> Online Offline Information Personal Private Secret Share

		<p><b><u>L6:</u></b></p> <p>Some information about us is private. We shouldn't share this with people we don't know, either online or in real life.</p>		Numbers indicate which lesson vocabulary is first introduced in.
	<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1) To set a simple goal</li> <li>2) To work out how to achieve a goal</li> <li>3) To understand how to work well with a partner</li> <li>4) To understand that we may face obstacles when trying to achieve a goal</li> <li>5) To think about how success feels and how we can celebrate it</li> <li>6) Online safety: LC: To understand which information is private and why not to share it (S1)</li> </ol>			
	<p><b>Sp2: Healthy Me</b></p> <p><b>End Point:</b></p> <p>By the end of this unit of work, pupils will understand what is healthy and some basic practices to support a healthy life. For example, a healthy diet, personal hygiene, sleeping well and road safety. In online safety, pupils will understand that not everyone online is who they say they are in real life.</p>	<p><b><u>L1:</u></b></p> <p>Being healthy is when our bodies and minds work as well as they can and we feel good.</p> <p>Being unhealthy is when we are ill and our bodies or minds aren't working as well as they can.</p> <p>We will all feel unhealthy or ill at some point in our lives – this is completely normal.</p> <p><b><u>L2:</u></b></p> <p>To keep ourselves as healthy as possible, it's important to make sure that we make healthy choices – these may be choices about our diet, hygiene, sleep and taking risks.</p> <p><b><u>L3:</u></b></p> <p>To keep ourselves protected from germs and illnesses, it's important that we wash ourselves properly, including brushing our teeth.</p>	<p>Explain the differences between being healthy and unhealthy.</p> <p>Identify choices that can make us more or less healthy and explain why this is the case.</p> <p>Understand the importance of personal hygiene and be able to wash hands correctly and thoroughly.</p> <p>Recognise that medicines can help us when we are ill, but can also be very dangerous if they are taken in the wrong way.</p> <p>Cross a road with an adult carefully, including thinking about a sensible spot for crossing.</p> <p>Explain that some people online may not be who they say they are and what we can do if we are worried about someone online.</p>	<p><b>1:</b></p> <p>Healthy Unhealthy Illness Sick</p> <p><b>2:</b></p> <p>Choices Diet Sleep Sugar Fruit Vegetables</p> <p><b>3:</b></p> <p>Hygiene Soap Shower Daily Wash Toothbrush / paste</p> <p><b>4:</b></p> <p>Doctor Rules Medicines Adult Child</p>

		<p><b><u>L4:</u></b></p> <p>Medicines can help us when we are ill – however, we must make sure to take them with an adult and read the instructions. Taking medicines in the wrong way can be dangerous and make us very ill.</p> <p><b><u>L5:</u></b></p> <p>Roads can be very dangerous and we must cross them in the correct way to stay safe.</p> <p><b><u>L6:</u></b></p> <p>We must always be careful about strangers and people we don't know. This is true in real life and when we are online.</p>		<p><b>5:</b></p> <p>Road Danger Crossing Traffic light Stop, look and listen</p> <p><b>6:</b></p> <p>Online Offline Stranger Trusted adult Report</p> <p><b>Numbers indicate which lesson vocabulary is first introduced in.</b></p>
	<p><b>Sequence of Lessons:</b></p> <p>1) To understand the difference between being healthy and unhealthy</p> <p>2) To recognise some healthy life choices</p> <p>3) To understand the importance of keeping clean</p> <p>4) To understand when and how to take medicines safely</p> <p>5) To be able to cross the road safely</p> <p>6) Online safety: LC: To understand that people online are not always who they say they are (P1)</p>			
Music	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p><b>Sp1: Rhythm</b> <b>Song: Humpty Dumpty</b></p> <p><b>End Point:</b> By the end of this unit of work, pupils will understand rhythm and pulse and what</p>	<p><b><u>L1:</u></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>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><b>1:</b></p> <p>Pulse Rhythm Beat Steady</p> <p><b>2:</b></p> <p>Read Write</p>

	<p>differentiations them. They will become confident in reading and writing their own rhythms in basic notation.</p>	<p><b><u>L2 + L3 + L4</u></b> We can use symbols to represent different sounds and their qualities.</p> <p><b><u>L5:</u></b> We can compose our own rhythms using very little equipment.</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>Notation Pattern Symbol Represent</p> <p><b>5:</b> Improvise Compose Share Listen Appraise</p> <p><b>Numbers indicate which lesson vocabulary is first introduced in.</b></p>
	<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1) To know the difference between rhythm and pulse</li> <li>2) To begin to read and write rhythmic notation</li> <li>3) To become more confident in reading and writing rhythmic notation</li> <li>4) To recognise the rhythms in our favourite songs</li> <li>5) To learn to improvise and compose a rhythmic pattern</li> </ol>			
	<p><b>Sp2: Pitch</b> <b>Song: I'm a Little Tea Pot</b></p> <p><b>End Point:</b> By the end of this unit of work, pupils will understand pitch and recognise and describe instruments which typically make high or low sounds. They will be able to identify different pitches in pieces of music and alter the pitch of their own voice when singing.</p>	<p><b><u>L1:</u></b> 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><b><u>L2 + L3</u></b> 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>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><b>1:</b> Music Song Pitch High Low Middle</p> <p><b>2 + 3:</b> Instruments Flute Violin Drum Bassoon Bass guitar</p> <p><b>4:</b> Follow Rise Fall</p>

		<p><b><u>L4:</u></b> Songs will have different sounds in them – some will be high pitch and some will be low pitch.</p> <p><b><u>L5:</u></b> When we sing, it is important that we follow the pitch of the song we are singing.</p>		<p><b>5:</b> Sing Change Breathing Diaphragm</p> <p><b>Numbers indicate which lesson vocabulary is first introduced in.</b></p>
	<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"><li>1) To understand what pitch is</li><li>2) To identify high pitched sounds and the instruments which make them</li><li>3) To identify low pitched sounds and the instruments which make them</li><li>4) To follow the pitch of a piece of music</li><li>5) To change pitch of our singing voices</li></ol>			