

# Y1/2 - Summer – Cycle 2

Science	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p><b>Su1: Animals Including Humans</b></p>	<p>Humans have offspring called babies.</p> <p>As humans get older, they grow.</p> <p>Babies become toddlers, then children, then teenagers and then adults.</p> <p>All other animals have offspring.</p> <p>An animal's offspring may look very different to their adults.</p> <p>All other animals grow in different ways as they get older.</p>	<p>Describe how humans and other animals grow from babies into adults.</p> <p>Order the different stages of humans and some animals growth from baby to adult.</p> <p>Compare the development of humans with other animals, identifying similarities and differences.</p> <p><u>Relevant Working Scientifically 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>Identify and classifying.</p> <p>Use their observations and ideas to suggest answers to questions.</p>	<p>Animals Humans Offspring Baby Toddler Teenager Adult Young Old Grow Egg Caterpillar Pupa Butterfly Spawn Tadpole Frog</p>
	<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1) To understand humans have offspring called babies</li> <li>2) To understand that human babies slowly grow into adults</li> <li>3) To understand that other animals have offspring</li> <li>4) To observe and understand how different animals grow (focus on one animal: for example, butterflies)</li> <li>5) To observe and understand how different animals grow (focus on one animal: for example, frogs)</li> </ol>			

	<p><b>Su2: Animals Including Humans</b></p> <p>Water is important for humans and animals. It keeps them cool, helps them to grow and flushes out waste.</p> <p>Food is important for humans and animals. It gives them energy to think, move and grow.</p> <p>Air is important for humans and animals. It helps their bodies to work, grow and produce energy.</p> <p>To stay healthy, it is important that we have a balanced diet with the right amounts of different foods.</p> <p>To stay healthy, we should get plenty of exercise. This helps us to stay fit and keep our bones and muscles strong.</p> <p>To stay healthy, we need to make sure we keep ourselves clean, or hygienic. Doing this helps us remove germs and stops us getting sick.</p>	<p>Describe why water, food and survival are vital for humans and animals to survive.</p> <p>Explain the benefits of having a balanced diet, and the risks of not.</p> <p>Explain the importance of exercising, and the risks of not doing so.</p> <p>Explain the importance of remaining hygienic and the risks of not doing so.</p> <p><u>Relevant Working Scientifically 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>Identify and classifying.</p> <p>Use their observations and ideas to suggest answers to questions.</p>	<p>Animals</p> <p>Humans</p> <p>Survival</p> <p>Water</p> <p>Food</p> <p>Air</p> <p>Diet</p> <p>Balanced</p> <p>Exercise</p> <p>Fit</p> <p>Healthy</p> <p>Hygienic</p> <p>Germs</p> <p>Sickness</p>	
	<p><b>Sequence of lessons:</b></p> <p>1) To understand that humans and animals need water and food for survival</p> <p>2) To understand that humans and animals need air for survival</p> <p>3) To understand that humans need a balanced diet to stay healthy</p> <p>4) To understand that humans need exercise to stay healthy</p> <p>5) To understand that humans need to stay hygienic to stay healthy</p>			
History	Theme	Knowledge	Skills	Key vocabulary and concepts
	Childhood and Toys	<p>Children have played with toys for thousands of years.</p> <p>Over time, toys have changed in many ways.</p>	<p>Recognise the difference between 'old' and 'new' and give reasons for their ideas.</p>	<p>Child</p> <p>Childhood</p> <p>Toy</p> <p>Game</p> <p>Past</p>

		<p>Children in the past did not have many toys, so they were very precious.</p> <p>Children have always played outdoor games with rules. Some games from the past we still play; others we do not.</p> <p>In the past, only very rich children went to school.</p> <p>The children who did not go to school helped their parents with farming or around the house.</p> <p>Some children had jobs which were suited to their size. These could be very dangerous.</p> <p>Toys have to be invented. Some of the toys we still play with today were invented over 100 years ago.</p> <p>The first computer games were invented around 60 years ago. Computer games have changed a lot since then.</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>Discuss the speed of change - sometimes in slow increments, sometimes in leaps.</p> <p>Identify changes in the past and begin to talk about their causes and effects.</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>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>Present Old New Similar Different Materials Outdoor Indoor School Work Dangerous Inventor Famous Computer games Change</p>
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**Sequence of Lessons:**

- 1) To be able to sort toys chronologically and compare them
- 2) To learn about the types of outdoor games children played in the past
- 3) To find out about what children did before everyone had to go to school
- 4) To learn about a famous inventor of toys (Morris Mitchum – Teddy Bears, or, Godtfred Kirk Christiansen – Lego)
- 5) To learn about how computer games have changed since their invention

# Geography

	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p><b>Nigeria</b></p>	<p>Nigeria is a country in Africa. It is in the west of Africa.</p> <p>Africa is a continent – this means it is a group of countries. Africa has about 50 countries.</p> <p>Nigeria is a hot country. However, it is wetter in the south and drier in the north. Nigeria has a different climate to the UK.</p> <p>Life in the countryside in Nigeria is different to life in the city.</p> <p>In the countryside, people often work on farms and may struggle to get clean water, healthcare, education and electricity.</p> <p>In the city, people do different jobs and it is easier to get clean water, healthcare, education and electricity.</p> <p>Nigeria has tropical rainforests. This mean they are very hot and often have heavy rain. The rainforests are full of different plants and animals.</p> <p>Sadly, lots of Nigeria’s rainforests are being cut down. This is called ‘deforestation’.</p> <p>Some buildings in Nigeria are very different to the buildings in Sheffield. Other buildings are very similar.</p>		<p>Nigeria Country Africa Continent North South East West Map Climate Weather Hot Wet Dry Compare Countryside (rural) City (urban) Job Farm Crop Clean water Healthcare Education Electricity Tropical (hot and wet) Rainforest Plants Animals Deforestation Buildings Materials Similarities Differences Fieldwork</p>

<b>DT</b>				
	<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1) To be able to find Nigeria on a range of maps and describe its location</li> <li>2) To find out about the climate in Nigeria and compare it to our own</li> <li>3) To compare life in the countryside to life in the city in Nigeria</li> <li>4) To find out about tropical rainforests in Nigeria and the problems they face</li> <li>5) To compare buildings in Nigeria with buildings in the UK (Fieldwork)</li> </ol>			
	<b>Theme</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Key vocabulary and concepts</b>
	<p><b>Su2: Moving Dinosaur Toys</b></p>	<p>Toys come in lots of different types – some have moving parts.</p> <p>Using sliders and levers help us to make toys with moving parts.</p> <p>Sliders and levers are simple mechanisms which help us move parts of a toy. Levers have a pivot which is the point they move around.</p> <p>A design brief is a set of things to include in our finished project.</p> <p>It is important to plan a project before we make it.</p> <p>Making a project may take a long while.</p> <p>When we have finished a project, it is important to evaluate it. This is when we decide what we have done well and what could be even better.</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>Toy</p> <p>Moving</p> <p>Evaluate</p> <p>Mechanism</p> <p>Slider</p> <p>Lever</p> <p>Pivot</p> <p>Design brief</p> <p>Project</p> <p>Component</p> <p>Measurement</p> <p>Materials</p> <p>Cut</p> <p>Accuracy</p> <p>Colour</p> <p>Pattern</p>

			<p>Independently begin to join and combine materials using adhesives such as glue and tape.</p> <p>Begin to add colour and simple patterns to finish their products.</p> <p>Explore and evaluate existing products through discussions, comparisons and simple written evaluations.</p> <p>Name and describe the materials that a product is made from.</p> <p>Begin to evaluate their products against simple design criteria giving reasons for their thoughts.</p> <p>Begin to understand the iterative process and that this sometimes requires repeating stages of the design cycle.</p> <p>Use and explore simple mechanisms such as levers, sliders, hinges, wheels and axels in their products.</p>	
	<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1) To evaluate a range of moving toys</li> <li>2) To learn how to make basic sliders and levers</li> <li>3) To plan my own moving toy against a design brief</li> <li>4) To begin to make my toy</li> <li>5) To finish and evaluate my toy</li> </ol>			
<b>Art</b>	<b>Theme</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Key vocabulary and concepts</b>
	<b>Su1: Relief Printing (Henri Matisse)</b>	<p>Henri Matisse was a French artist who made art in lots of different ways including painting, making collages and printing.</p> <p>His relief prints used simple designs and usually just one colour.</p>	<p>Learn about and explain the work of a range of artists, the ways in which they have created art.</p> <p>Understand that sketch books are a way of generating, developing and evaluating ideas and begin to use them in their own projects</p>	<p>Henri Matisse Artist Art Printing Relief printing Block Image</p>

		<p>He often used very simple designs – this was because, as he grew older, he became ill and could not move around easily.</p> <p>Printing is a way of making the same image again and again.</p> <p>Relief printing uses a block with a raised image on it. Ink or paint is added to the image and then it is pressed down on paper.</p> <p>The block can be used many times to create the same image.</p> <p>When we make art, it is important what plan our work so that we know what we are going to do.</p> <p>When we have finished making, it is important to evaluate our work so we can decide what we have done well and what we could do better.</p>	<p>including some annotations about their feelings towards their work and some basic features of it including colour and shape.</p> <p>Develop a plan for a final piece based on the media being used and the artist being studied including information about colour and shape.</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 with reasons based on colour and shape.</p> <p>Know the names of the primary and secondary colours.</p> <p>Use the primary colours to mix secondary colours with some accuracy.</p> <p>Begin to use black and white to darken or lighten colours.</p> <p>Begin to talk about the colours being ‘hot’ or ‘cold’ and explain how they may be used.</p> <p>Understand that printing is a quick way of repeating an image or pattern.</p> <p>Create simple relief print using cardboard, string and other found objects.</p> <p>Repeat a pattern using relief printing.</p>	<p>Paint Ink Paper Plan Evaluate</p>
<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1) To learn about Henri Matisse and evaluate his relief prints</li> <li>2) To learn a simple relief printing technique (string on cardboard)</li> <li>3) To plan my own relief print in the style of Henri Matisse</li> <li>4) To make my own relief print</li> <li>5) To evaluate my relief print</li> </ol>				

# Computing

	Theme	Knowledge	Skills	Key vocabulary and concepts
	<b>Su1: Digital Music</b>	<p>Computers can be used to play the sounds of different instruments.</p> <p>We can use a computer to make representations of musical patterns.</p> <p>The sounds produced by a computer can be changed to sound differently.</p> <p>We can use a computer to compose rhythms and melodies.</p> <p>When we have created a piece of music on a computer</p>	<p>Identify that computers can be used to play sounds of different instruments.</p> <p>Identify that the same pattern can be represented in different ways.</p> <p>Experiment with musical patterns on a computer.</p> <p>Experiment with different sounds on a computer.</p> <p>Compare playing music on instruments with making music on a computer.</p> <p>Use a computer to create a musical pattern.</p> <p>Use a computer to compose a rhythm and a melody on a given theme.</p> <p>Use a computer to play the same music in different ways (e.g. tempo).</p>	<p>Sound Music Computer Instruments Pattern Represent Experiment Compose Rhythm Melody Theme Tempo Pitch</p>
	<b>Sequence of Lessons:</b> 1) To describe how music makes us feel 2) To identify there are patterns in music 3) To experiment with sound using a computer 4) To use a computer to make a musical pattern 5) To create music for a purpose			
	<b>Su2: Programming Quizzes</b>	<p>A series of instructions on a computer can be called a sequence.</p> <p>The result of following a sequence is called the outcome.</p> <p>When we change the order of a sequence, this can affect the outcome.</p>	<p>Describe a series of instructions as a 'sequence'.</p> <p>Choose a series of words that can be enacted as a sequence.</p> <p>Explain what happens when we change the order of instructions.</p>	<p>Instructions Commands Sequence Program Outcome Predict Study Error Bug</p>



	<p>We can predict the outcome of a program by studying the sequence.</p> <p>When a sequence has an error in it, it is called a 'bug'.</p> <p>Getting rid of the error is called 'debugging'.</p>	<p>Recall that a series of instructions can be issued before they are enacted.</p> <p>Choose a series of commands that can be run as a program.</p> <p>Use logical reasoning to predict the outcome of a program.</p> <p>Trace a sequence to make a prediction.</p> <p>Test a prediction by running the sequence.</p> <p>Create and debug a program that I have written.</p> <p>Run a program on a device.</p>	<p>Debug Quiz</p>	
	<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1) To explain that a sequence of commands has a start</li> <li>2) To explain that a sequence of commands has an outcome</li> <li>3) To create a program using a given design</li> <li>4) To change a given design</li> <li>5) To create a program using my own design</li> </ol>			
PE	<b>Theme</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Key vocabulary and concepts</b>
	<p><b>Su1: Class Teacher: Rounders</b></p>	<p>Rounders is an outdoor team sport played on a circular pitch.</p> <p>Two teams take turns at batting and fielding.</p> <p>The aim is for the batters to hit the ball (thrown by the fielding team) and then run around a series of bases to score a 'run'.</p> <p>The fielding team aims to get the batter out by catching the ball, or forcing them out at a base.</p>	<p>React to situations in ways that make it difficult for opponents, applying simple tactics like hitting the ball into space to help score more points.</p> <p>Begin to understand the importance of preparing safely for exercise – warming up.</p> <p>Recognise what is successful.</p> <p>Show good awareness of others when playing games.</p>	<p>Balance</p> <p>Skill</p> <p>Control</p> <p>Direction</p> <p>Competition</p> <p>Fielding</p> <p>Catch</p> <p>Throw</p> <p>Fielder</p> <p>Space</p> <p>Backstop</p> <p>Technique</p> <p>Batting</p> <p>Shot selection</p>

		There are many skills involved in rounders. For example, throwing, batting, catching, running, teamwork, communication.	<p>Develop fundamental movement skills, becoming increasingly confident and competent.</p> <p>Perform a range of actions with control including catching, gathering and hitting a ball with increasing accuracy.</p> <p>Throw/hit a ball in different ways e.g. high, low, fast, slow</p>	<p>Cooperate</p> <p>Score</p> <p>Aiming</p> <p>Bowler</p> <p>Run</p> <p>Teamwork</p>
	<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1) To move confidently</li> <li>2) To use an underarm throwing technique</li> <li>3) To choose simple tactics in a game</li> <li>4) To move into space</li> <li>5) To strike a ball into space</li> <li>6) To compete with others</li> </ol>			
	<p><b>Su1: PE Specialist: Handball</b></p>	<p>Handball is a team sport.</p> <p>Two teams of 7 players (including a goalkeeper) use their hands to pass the ball to each other with the aim of throwing the ball into the opponent's goal to score.</p> <p>Players can bounce the ball to dribble, but can only make 3 steps when holding the ball.</p> <p>There are many skills involved in handball. For example, throwing, catching, running, teamwork, communication.</p>	<p>Choose and use simple tactics to suit different situations and apply these in small sided games.</p> <p>Begin to understand some rules of the game.</p> <p>Recognise what is successful and copy actions and ideas to improve your skills.</p> <p>Begin to understand the importance of preparing safely and carefully for exercise – warming up.</p> <p>Perform a range of actions with control of the ball, including throwing, catching, gathering, keeping possession, and throwing in different ways (fast, slow, high, low).</p> <p>Know and show how to defend between ball and target.</p>	<p>Handball</p> <p>Sport</p> <p>Game</p> <p>Team</p> <p>Aim</p> <p>Goals</p> <p>Ball Control</p> <p>Technique</p> <p>Underarm</p> <p>Catch</p> <p>Movement</p> <p>Passing</p> <p>Position</p> <p>Receive</p> <p>Accuracy</p> <p>Attack/Defend</p> <p>Skill</p> <p>Awareness</p> <p>Gather</p>

		Decide when and where to run, showing good awareness of others.	
<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1) To move into space with a ball.</li> <li>2) To bounce, roll, and carry a ball</li> <li>3) To throw and catch a ball with others.</li> <li>4) To shoot accurately at a target.</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>Su2: Class Teacher: Tennis</b></p>	<p>Tennis is a racket sport played on a rectangular court divided by a net and is usually played 1v1 (singles) or 2v2 (doubles).</p> <p>Points are scored by hitting a tennis ball over the net and into the opponent's side of the court in a way that the opponent cannot return it.</p> <p>In adult's tennis, matches are split into 'games', 'sets' and 'matches'. This means the whole match can last for a very long time.</p> <p>Tennis requires a range of skills and attributes including speed, agility, hand-eye coordination and special awareness.</p>	<p>Understand and follow the rules of the game.</p> <p>Watch and describe a performance accurately. Use actions and ideas you have seen to improve your own skills.</p> <p>Begin to understand the importance of preparing safely and carefully for exercise – warming up.</p> <p>Engage in cooperative and competitive physical activities (both against self and against others).</p> <p>Use and move with a tennis racket with control.</p> <p>Perform a range actions including catching/ gathering skills and sending/passing with control and throw/ hit a ball in different ways e.g. high, low, fast, slow.</p> <p>Choose and use skills and simple tactics to suit different situations – showing good awareness of others.</p>	<p>Racket Balance Ball control Opposition Swing Score Positioning Movement Aiming Accuracy Rolling Send Throw Bounce Competition Underarm Ready position Bounce feed Receive Cooperate</p>
<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1) Change direction when moving.</li> <li>2) To control your body and equipment.</li> <li>3) To catch a ball a tennis ball.</li> <li>4) To run and jump on the balls of your feet.</li> <li>5) To hit a ball with hands and racket.</li> </ol>			

RE	6) To compete against yourself and others.			
	<p><b>Su2: PE Specialist: Athletics</b></p>	<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>There are many skills involved in athletics. For example, running for speed, running for distance, jumping at height and at length, throwing for distance and throwing for accuracy.</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>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>Athlete Athletics Run Throw Jump Overarm Underarm Run Jog Sprint</p>
	<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1) To run with control</li> <li>2) To control your body and equipment when throwing</li> <li>3) To run with the correct arm technique</li> <li>4) To run and jump on the balls of your feet</li> <li>5) To show a correct pull throw technique</li> <li>6) To compete against yourself</li> </ol>			
	Theme	Knowledge	Skills	Key vocabulary and concepts

	<p><b>Su1: Why is Jesus so important to Christians?</b></p>	<p>Christians are followers of Jesus.</p> <p>Christians believe that Jesus is the founder of their religion.</p> <p>Christians believe that Jesus is the son of God and was sent to Earth to save humanity from its brokenness.</p> <p>There are many stories about what Jesus and his early followers did.</p> <p>Christians use these stories express ideas and for inspiration.</p> <p>Christians believe that Jesus teaches them to think about God, to ask questions, to be generous and to forgive.</p>	<p>Listen with enjoyment and respond to three stories about Jesus which show why he is important to Christians.</p> <p>Extend their vocabulary by beginning to use and explore the meaning of some keys words related to Christianity such as 'Jesus', 'God' and 'Bible'.</p> <p>Identify a key point from a story and explain why it is important.</p> <p>Make links of their own between the stories and their own life.</p> <p>Describe examples of fairness, generosity and forgiveness.</p>	<p>Christian Jesus God Son Story Meaning Heaven Earth Followers Disciples Inspiration Ideas Generosity Forgiveness</p>
	<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1) To understand that Christians are followers of Jesus</li> <li>2) To know what Christians do to follow Jesus</li> <li>3) To understand the story of Zacchaeus</li> <li>4) To understand why forgiveness is important for Christians</li> <li>5) To know the three symbols for Jesus</li> </ol>			
	<p><b>Su2: Why do some people inspire others?</b></p>	<p>Most religions encourage their followers to show love and compassion.</p> <p>Most faiths use stories or art to teach this.</p> <p>Many religions have inspiring key figures who demonstrate their values.</p> <p>Mother Teresa of Kolkata is widely recognised as a person of great compassion and influence.</p> <p>Mother Teresa was a Christian nun who devoted her life to religion.</p>	<p>Outline the main events of the story of the life of Mother Teresa.</p> <p>Suggest the meaning of some of Mother Teresa's ideas and prayers.</p> <p>Respond sensitively to thinks Mother Teresa did and said.</p> <p>Make connections between Mother Teresa's life and the idea of inspiration.</p> <p>Find out more about and describe my own inspiring people.</p>	<p>Religion Faith Mother Teresa Christianity Nun Devoted Sick Poor Inspiration Inspiring Story Art</p>

		<p>Mother Teresa spent her life caring for the sick and the poor.</p> <p>We can find other inspirational people in our lives who live around us.</p>	<p>Create inspirational art showing the values that Mother Teresa embodied.</p>	
	<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1) To find out about Mother Teresa</li> <li>2) To learn about Mother Teresa's life story</li> <li>3) To investigate what makes Mother Teresa inspirational</li> <li>4) To find out what inspired Mother Teresa (activity 4)</li> <li>5) To create some inspirational art about Mother Theresa</li> </ol>			
PSHE	Theme	Knowledge	Skills	Key vocabulary and concepts
	Su1: Relationships	<p>All families are different – they have different members who have different relationships to each other.</p> <p>We have similarities and differences with our friends. Sometimes we may experience conflict with them. There are many ways of dealing with this.</p> <p>There are different kinds of touch – some which are acceptable, and others which are not.</p> <p>There are different types of secret. We should keep some types of secret, but not others.</p> <p>It is important to trust some people, but not everyone. The more we know someone, the easier it is to trust them.</p> <p>We must be very careful when accepting messages online, and not accept messages from strangers.</p>	<p>Identify some of the things that cause conflict with their friends.</p> <p>Recognise and appreciate people who can help them in their family, their school and their community.</p> <p>Express their appreciation for the people in their special relationships.</p> <p>Discuss how everyone's family is different and understand that most people value their family.</p> <p>Explain which types of physical contact they like and don't like and talk about this.</p> <p>Discuss how it feels to be asked to keep a secret they do not want to keep and know who to talk to about this.</p>	<p>Family</p> <p>Differences</p> <p>Similarities</p> <p>Special Relationship</p> <p>Touch</p> <p>Physical contact</p> <p>Like</p> <p>Dislike</p> <p>Acceptable</p> <p>Unacceptable</p> <p>Conflict</p> <p>Secret</p> <p>Surprise</p> <p>Adult</p> <p>Child</p> <p>Trust</p> <p>Trustworthy</p>

**Sequence of Lessons:**

- 1) To discuss and explain who is in our family
- 2) To think about friendship and conflict
- 3) To reflect on how touching may make us feel
- 4) To think about different types of secret
- 5) To explore the idea of trust
- 6) Online safety: To learn about accepting messages online

**Su2: Changing Me**

All living things change over the course of their life – this is called a life cycle.

As we grow up, our bodies and our minds change in many ways.

Boys and girls’ bodies’ have similarities and differences.

Some parts of our bodies are private and should not be touched.

Anyone can share information online and sometimes this is information is false.

We should be careful with what we see online and not believe everything.

Recognise cycles of life in nature, including the human cycle of life.

Explain the natural process of growing from young to old and understand that this is not in their control.

Identify people they respect who are older than them.

Identify what they are looking forward to when they move to their next class.

Identify parts of boys’ and girls’ bodies that are similar and different.

Use the correct terminology for different parts of our bodies.

Explain what sort of touching is and isn’t appropriate.

Identify that some content online is false or fake and cannot be trusted.

Life cycle  
Young  
Old  
Baby  
Toddler  
Child  
Teenager (adolescent)  
Adult  
Old person  
Boy  
Girl  
Man  
Woman  
Male  
Female  
Body  
Similarity  
Difference  
Penis  
Vagina  
Anus  
Touch  
Private  
Online  
Information  
Content creator  
Fake  
False  
Trustworthy  
Untrustworthy

**Sequence of Lessons:**

- 1) To learn about life cycles
- 2) To think about how we change as we grow up
- 3) To make a timeline of how we grow up
- 4) To learn about how boys and girls are similar and different
- 5) To reflect upon when touching is and isn't appropriate
- 6) Online safety: To learn about online content creators

Theme	Knowledge	Skills	Key vocabulary and concepts
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**Su1: Contrasts**

A contrast in a piece of music is when a part of the music changes. For example, it gets louder or quieter.

A rhythm is a pattern of beats. A rhythmic contrast is when the rhythm of a song changes.

The pitch of a sound of piece of music is how high or low it is. A contrast in pitch is when a sound or piece of music becomes higher or lower.

The dynamics of a piece of music is its volume, or how loud or quiet it is. A dynamic contrast is when the volume changes.

Articulation in music is how we sing or play the notes. Sometimes they can make them short and snappy, and at other times long and smooth. A contrast in articulation is when we change this.

The melody to a piece of music is the tune, or pattern or notes that are played or sung. A melodic contrast is when the melody of a song changes.

Recognise, perform and compose rhythmic contrasts in our music making.

Recognise, perform and compose music that has contrasts in its pitch.

Recognise, perform and compose music that uses dynamic contrasts.

Recognise, perform and compose music that has contrasts in its articulation.

Recognise, perform and compose music that has melodic contrasts.

Say what they like about making music - playing, changing and combining sounds.  
Sing in tune and pitch small intervals accurately.

Join in and stop as appropriate.  
Talk about how to change sounds and make different sounds for music.

Understand and use some basic musical features: louder, softer, higher, lower, faster, slower.

Describe the quality of sounds and how they are made and combined etc.

Contrast  
Recognise  
Perform  
Compose  
Contrast  
Change  
Difference  
Rhythm  
Pattern  
Beats  
Pitch  
High  
Low  
Dynamics  
Volume  
Loud  
Quiet  
Articulation  
Short  
Long  
Smooth  
Snappy  
Melodic  
Pattern  
Notes



		<p>When we compose music, we are writing the music ourselves.</p>	<p>Make music by choosing sounds and deciding a good order for them to create the mood or effect I want.</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.</p> <p>Recognise rhythmic patterns found in speech, e.g. chanting names, counting syllables in words etc.</p>	
<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1) To learn how to recognise, perform and compose rhythmic contrasts</li> <li>2) To learn how to recognise, perform and compose music that has contrasts in pitch</li> <li>3) To learn how to recognise, perform and compose music that has dynamic contrasts</li> <li>4) To learn how to recognise, perform and compose music that has contrasts in its articulation</li> <li>5) To learn how to recognise, perform and compose music that has melodic contrasts</li> </ol>				
	<p><b>Su2: Musical Devices</b></p>	<p>A conjunct musical melody is when the notes in a melody get higher or lower in order of pitch.</p> <p>A disjunct musical melody is when the notes in a melody jump around in pitch, sometimes higher then lower.</p> <p>Musical imitation is when a melody is copied or imitated shortly afterwards.</p> <p>A musical sequence is a pattern that gets repeated over and over again.</p> <p>A musical riff is a very short pattern that gets repeated over and over again. They are often used in pop music to make it catchy. They often have a melody or tune over the top of them.</p>	<p>Use music to support the telling of stories.</p> <p>Recognise and describe changes in pitch.</p> <p>Recognise, perform and compose a conjunct melody.</p> <p>Recognise, perform and compose a disjunct melody.</p> <p>Recognise, perform and compose using musical imitation.</p> <p>Recognise, perform and compose musical sequences.</p> <p>Say what they like about making music - playing, changing and combining sounds.</p>	<p>Melody Tune Pattern Notes Pitch High Low Conjunct melody Disjunct melody Imitation Copy Sequence Repeat Riff Pop music Catchy Mood Feeling Story</p>

Using different musical devices helps us create the mood or feeling of a story or film.

Sing in tune and pitch small intervals accurately.

Join in and stop as appropriate.  
Talk about how to change sounds and make different sounds for music.

Understand and use some basic musical features: louder, softer, higher, lower, faster, slower.

Describe the quality of sounds and how they are made and combined etc.  
Make music by choosing sounds and deciding a good order for them to create the mood or effect I want.

Listen carefully to a variety of live and recorded music with good concentration.

Make statements and observations about the music and provide personal responses through movement, sound and other creative media.

Recognise rhythmic patterns found in speech, e.g. chanting names, counting syllables in words etc.

**Sequence of Lessons:**

- 1) To explore conjunct musical melodies
- 2) To explore disjunct musical melodies
- 3) To explore musical imitation
- 4) To explore musical sequences
- 5) To explore musical riffs