

Year 1/2 Autumn – Cycle 1

Science	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Au1: Animals Including Humans</p>	<p>Animals are living things.</p> <p>There are animals living all around us.</p> <p>Some animals cannot be found in the UK but can be found in other countries.</p> <p>Animals eat different things.</p> <p>Some animals only eat meat. These are called carnivores.</p> <p>Some animals only eat plants. These are called herbivores.</p> <p>Some animals eat meat and plants. These are called omnivores.</p> <p>Animals can have very different bodies to each other.</p> <p>Different body parts help animals do different things. For example, wings allow birds to fly.</p>	<p>Identify and name a variety of animals which live in the UK and animals which live in different countries (including fish, amphibians, reptiles, birds and mammals).</p> <p>Sort and classify animals based upon their diets.</p> <p>Describe and compare the bodies of animals, explaining what different body parts allow animals to do.</p> <p>Investigate which animals live in and around the school grounds.</p> <p><u>Relevant Working Scientifically Skills</u></p> <p>Observe closely, using simple equipment.</p> <p>Identify and classify.</p> <p>Use their observations and ideas to suggest answers to questions.</p> <p>Gather and record data to help in answering questions.</p>	<p>Animal The UK The world Carnivore Herbivore Omnivore Body Legs Wings Feathers Beak Fins Gills Eyes Nose Mouth Teeth Fur Claws</p> <p>The names of a range of common animals, including those which are fish, amphibians, reptiles, birds and mammals.</p> <p>N.B: Pupils are not expected to learn the names of these different groups.</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To identify and name a variety of common animals from our country 2) To identify and name a variety of common animals from around the world 3) To sort common animals based on whether they are carnivores, herbivores or omnivores 4) To describe and compare the bodies of a range of different animals 5) To investigate which animals live in our school grounds 			

	<p>Au2: Animals Including Humans + Seasonal Change</p>	<p><u>Seasonal change:</u> During the autumn, some plants begin to change colour and lose their leaves.</p> <p>The days become shorter and it gets dark earlier.</p> <p>The weather becomes colder and wetter.</p> <p><u>Animals Including Humans</u></p> <p>There are some animals which we keep as pets, and other animals which we would not.</p> <p>Pets need to be looked after. All pets need food and water. Some pets will need to live in a special place and some will need lots of exercise.</p> <p>If we encounter animals in the wild, we need to be kind and careful with them. We should always return wild animals to where they came from.</p> <p>Humans have different parts of their bodies which are used for different things. For example, our legs help us to move.</p> <p>Some body parts give humans their sense. For example, our eyes let us see and our ears let us hear.</p>	<p>Describe the changes that autumn brings and explain how this makes the world look and feel differently.</p> <p>Find signs of autumn in the school grounds and local areas.</p> <p>Sort and classify animals based on whether they are wild or pets.</p> <p>Demonstrate how to take care of both pets and wild animals.</p> <p>Identify, name, draw and label parts of the human body.</p> <p>Understand the 5 senses and explain which body parts are linked to these.</p> <p><u>Relevant Working Scientifically Skills</u></p> <p>Gather and record data to help in answering questions.</p> <p>Observe closely, using simple equipment.</p> <p>Identify and classify</p>	<p>Season Autumn Winter Spring Summer Wet Dry Dark Light Early Late Animal Pet Wild Care Food Water Exercise Temperature Hot Cold Head Neck Arms Elbows Legs Knees Face Ears Eyes Hair Mouth Teeth Sight Hearing Smell Taste Touch</p>

	<p>Sequence of lessons:</p> <ol style="list-style-type: none"> 1) SEASONAL CHANGE LESSON – To learn about autumn and the changes this season brings (complete in back of books) 2) To understand that some animals are kept as pets and others are not 3) To understand how to take care of both pets and wild animals 4) To identify, name, draw and label parts of the human body 5) To investigate which parts of the human body are linked to the senses 			
History	<p>Theme</p>	<p>Knowledge</p>	<p>Skills</p>	<p>Key vocabulary and concepts</p>
	<p>Au1: The Great Fire of London</p>	<p>London in the 17th century was very different to how it is today. It was a crowded place with some very rich people and lots of poor people. Only rich people could vote.</p> <p>London was quite dirty and diseases spread easily from person to person.</p> <p>Buildings and transport were also different: people travelled by carriage or horse and most houses were made from wood.</p> <p>The Great Fire of London started on September 2nd 1666 in a bakery on pudding lane. The fire spread rapidly and many attempts to put it out failed.</p> <p>On September 5th 1666, the wind began to change direction and the fire burnt out.</p> <p>The fire did enormous damage and left most of the city inhabitants homeless. It was so dangerous because of overcrowding, building materials and the lack of a fire brigade.</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>Begin to identify changes in the past.</p> <p>Understand that the actions of people in the past created change.</p> <p>Answer some historical questions.</p> <p>Begin to understand why events being studied are important.</p> <p>Use pictures and photographs to extract some information about the past.</p> <p>Talk, write and draw about things from the past.</p> <p>Start to show some basic understanding of</p>	<p>London England The UK Capital city King Rule River Thames Materials Wood Thatch Fire brigade Water Primary sources Diaries Paintings Maps Change Rebuild</p>

		We can find out about the fire from diaries, paintings and leaflets. After the fire, London was rebuilt, safety rules were introduced and streets widened.	substantive concepts, such as monarchy, parliament, war, voyage, society etc.	
	Sequence of Lessons: 1) To find out about London in the 17 th century (BV: Democracy) 2) To find out about the events of the Great Fire of London 3) To investigate why the fire was so damaging 4) To understand how we know about the Great Fire of London 5) To find out how the fire changed London			
Geography	Theme	Knowledge	Skills	Key vocabulary and concepts
	Au2: Weather	<p>The weather is what is happening in the outside weather around us. It includes the temperature, whether it is raining, how sunny it is and how many clouds there are.</p> <p>The weather in the UK follows the four seasons: winter, spring, summer and autumn.</p> <p>Weather in the winter is often cold, windy and wet. In the spring it begins to get warmer but there is still plenty of rain. Next, in summer, it is hottest and there is less rain. In autumn, it begins to get colder, wetter and windier again.</p> <p>When geographers find out about the world they collect information about the world. This is called field work.</p> <p>The coldest regions of the world are the North and South Poles. This is because they are furthest away from</p>	<p>Begin to identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Begin to use basic geographical vocabulary to refer to physical features.</p> <p>Confidently use basic geographical vocabulary to refer to physical features.</p> <p>Collect quantitative data.</p> <p>Use a simple recording technique.</p> <p>Know that maps give information about the world (where and what?).</p> <p>Recognise that maps need a title.</p> <p>Use maps to talk about everyday life.</p> <p>Use directional vocabulary.</p> <p>Say which direction N, S, E,W is.</p> <p>Use symbols on maps (own and class agreed symbols).</p>	<p>Weather</p> <p>Temperature</p> <p>Hot</p> <p>Cold</p> <p>Water</p> <p>Rain</p> <p>Snow</p> <p>Hail</p> <p>Storm</p> <p>Windy</p> <p>Clear</p> <p>Cloudy</p> <p>Pattern</p> <p>Season</p> <p>Winter</p> <p>Spring</p> <p>Summer</p> <p>Autumn</p> <p>Equator</p> <p>North Pole</p> <p>South Pole</p> <p>Danger</p> <p>Blizzard</p> <p>Drought</p> <p>Heatwave</p> <p>Hurricane</p>

		<p>the sun. The hottest area is around the equator which is closer to the sun.</p> <p>Weather can be dangerous and we should be careful. For example, too much rain can create dangerous floods and heat can make us feel very ill.</p>	<p>Know that symbols mean something on maps.</p> <p>Add simple information to maps for example, labels and markers.</p> <p>Find and highlight areas on a map.</p> <p>Add an image to a map.</p>	
	<p>Sequence of Lessons:</p> <p>1) To understand what weather is and the different types</p> <p>2) To understand seasonal weather patterns and how this affects us</p> <p>3) To track daily weather patterns (field work)</p> <p>4) To learn about hot and cold regions of the world</p> <p>5) To understand how weather can be dangerous</p>			
	Theme	Knowledge	Skills	Key vocabulary and concepts
	Au2: Wheeled Vehicles	<p>A vehicle is a machine for moving things around.</p> <p>Most vehicles that move around on land use wheels.</p> <p>Wheels are spinning, circular discs which moves easily over the ground.</p> <p>To connect wheels to each other and to the vehicle, they are put on the end of a long pole called an axel.</p> <p>When designers begin a project, they look at the work of other designers to collect ideas.</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>Begin to think about the size of the components of a design.</p> <p>Select from a range of materials and components.</p> <p>With support, begin to cut some materials with some accuracy.</p>	<p>Vehicle</p> <p>Movement</p> <p>Land</p> <p>Wheel</p> <p>Circular</p> <p>Spin</p> <p>Rotate</p> <p>Connect</p> <p>Axel</p> <p>Chassis</p> <p>Study</p> <p>Analyse</p> <p>Plan</p> <p>Annotate</p> <p>Materials</p> <p>Tools</p> <p>Make</p> <p>Evaluate</p>

		<p>It is important to plan our final pieces so we know what materials to use and how to build them.</p> <p>When we have finished our final piece, we should evaluate at it to see what we can do better next time.</p>	<p>With support, begin to join and combine materials using adhesives such as glue and tape.</p> <p>Begin to add colour to finish their products.</p> <p>Explore and evaluate existing products through discussions and comparisons.</p> <p>Name the materials that a product is made from.</p> <p>Begin to evaluate their products against simple design criteria.</p> <p>Begin to understand the iterative process.</p> <p>Use and explore simple mechanisms such as levers, sliders, hinges, wheels and axels in their products.</p>	
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To study and analyse different wheeled vehicles (PC: Disability) 2) To practice two key skills: using scissors correctly and attaching wheels to an axel 3) To plan my final piece using design criteria 4) To make my final piece following my plan 5) To evaluate my final piece against design criteria 			
Art	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Au1: Fiery Landscapes (Georgia O’Keeffe) Painting – Poster Paints</p>	<p>Art is a way in which people from all cultures and times have expressed themselves and it is practised in many ways.</p> <p>Georgia O’Keeffe was a famous artist from America who was born in 1887 and died in 1986.</p>	<p>Develop a simple plan for a final piece based on the media being used and the artist being studied.</p> <p>Discuss their own work and the work of others giving simple opinions about likes and dislikes and making comments about similarities and differences.</p>	<p>Georgia O’Keeffe Painter Painting Poster Paints Palette Brush Colour Primary Secondary</p>

	<p>She often painted landscapes, flowers and even sometimes bones.</p> <p>Her paintings were very bright and colourful and are still loved by many people today.</p> <p>Learning new skills is an important part of the artistic process.</p> <p>Poster paints are a type of paint that are created by adding some water to a coloured powder.</p> <p>The thickness of the paint can be changed by adding more or less water.</p> <p>Sketch books are a way of generating and developing ideas and begin to use them in their own projects.</p>	<p>Begin to experiment with poster paint and brushes of varying thickness.</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>Hot colour</p> <p>Cold colour</p> <p>Water</p> <p>Landscape</p>	
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To study the work of Georgia O’Keeffe (PC: Sex) 2) To practise using basic painting techniques 3) To plan my final piece 4) To make my final piece 5) To evaluate my final piece 			
Computing	Theme	Knowledge	Skills	Key vocabulary and concepts
	Au1: Technology Around Us	<p>Technology is equipment and machines made by humans that help us to do a job.</p> <p>Some technology is digital and contains a computer.</p>	<p>Explain technology as something that helps us.</p> <p>Locate examples of technology in the classroom.</p> <p>Explain how these examples help us.</p> <p>Explain where to go for help when I have</p>	<p>Technology</p> <p>Digital</p> <p>Non-digital</p> <p>Computer</p> <p>Desktop</p> <p>Laptop</p> <p>Screen</p> <p>Keyboard</p>

	<p>There are lots of examples of technology in school and at home.</p> <p>If we have concerns about what we see online, we should speak to an adult.</p> <p>Computers come in many forms, but two main types are desktop computers and laptops.</p> <p>A computer screen shows that the computer is doing.</p> <p>The keyboard lets us type letters and numbers.</p> <p>The mouse lets us select and move objects. On a laptop this is called a track pad.</p> <p>The base unit in a desktop computer stores and processes information.</p> <p>There are lots of different ways of using these pieces of equipment.</p>	<p>concerns about content or contact when online.</p> <p>Name the main parts of a computer.</p> <p>Switch on and log into a computer.</p> <p>Use a mouse to click and drag.</p> <p>Use a mouse to open a program.</p> <p>Click and drag to make objects on a screen.</p> <p>Use a mouse to create a picture.</p> <p>Say what a keyboard is for.</p> <p>Type my name on a computer.</p> <p>Save my work to a file.</p> <p>Open my work from a file.</p> <p>Use the arrow keys to move the cursor.</p> <p>Delete letters.</p>	<p>Type</p> <p>Mouse</p> <p>Trackpad</p> <p>Move</p> <p>Objects</p> <p>Base unit</p> <p>Information</p> <p>Store</p> <p>Process</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To identify technology 2) To identify a computer and its main parts 3) To use a mouse in different ways 4) To use a keyboard to type on a computer 5) To use the keyboard to edit text 		
	<p>Au2: Digital Painting</p>	<p>It is possible to make artwork on a computer using lots of different programmes.</p> <p>These programmes have lots of different tools which do different things.</p>	<p>Make marks on a screen and explain which tools I used.</p> <p>Draw lines on a screen and explain which tools I used.</p> <p>Use the paint tools to draw a picture.</p> <p>Make marks with the square and line tools.</p>

		<p>There are tools for drawing different types of lines and shapes.</p> <p>There are tools that we can use like brushes and pens. These can be changed to different sizes.</p> <p>There are tools for adding different colours.</p>	<p>Use the shape and line tools effectively.</p> <p>Use the shape and line tools to recreate the work of an artist.</p> <p>Choose appropriate shapes.</p> <p>Make appropriate colour choices.</p> <p>Create a picture in the style of an artist.</p> <p>Explain that different paint tools do different jobs.</p> <p>Choose appropriate paint tools and colours to recreate the work of an artist.</p> <p>Say which tools were helpful and why.</p> <p>Make dots of colour on the page.</p> <p>Change the colour and brush sizes.</p> <p>Use dots of colour to create a picture in the style of an artist on my own.</p>	<p>Colour</p> <p>Brush</p> <p>Pen</p> <p>Size</p> <p>Artist</p> <p>Style</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To describe what different freehand tools do 2) To use the shape tool and line tools 3) To make careful choices when painting a digital picture 4) To explain why I chose the tools I used 5) To use a computer on my own to paint a picture 			
PE	Theme	Knowledge	Skills	Key vocabulary and concepts
	Au1: Class Teacher: Gymnastics	<p>Gymnastics is an Olympic sport that requires a combination of strength, flexibility, coordination, and balance.</p> <p>Strength is being able to hold and move your body weight easily.</p>	<p>Describe what they have done or seen others doing.</p> <p>Understand the importance of landing safely and practise safe landing.</p>	<p>Gymnastics</p> <p>Strength</p> <p>Flexibility</p> <p>Coordination</p> <p>Balance</p> <p>Movement</p>

	<p>Flexibility is being able to bend and twist your body safely.</p> <p>Coordination is being able to move your body quickly and smoothly.</p> <p>Balance is being able to remain in a position or travel in a direction without slipping or falling.</p> <p>At competitions, judges award points to Gymnasts for performing good quality leaps, jumps, turns, and acrobatic skills.</p>	<p>Move with purpose and accuracy.</p> <p>Copy, create and explore different ways of travelling and link a range of movements and shapes, safely.</p> <p>Develop balance and coordination.</p> <p>Learn and develop the quality of an egg roll.</p> <p>Perform basic jumps with quality and control.</p> <p>Work well with a partner.</p> <p>Remember and repeat sequences of gymnastic actions.</p>	<p>Travelling</p> <p>Level</p> <p>Copy</p> <p>Explore</p> <p>Forwards</p> <p>Backwards</p> <p>Sequence</p> <p>Tuck</p> <p>Feedback</p> <p>Straight</p> <p>Star</p> <p>Shapes</p> <p>Rolls</p> <p>Jumping</p> <p>Landing</p> <p>High</p> <p>Low</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To move in different ways 2) To be able to perform 5 key shapes 3) To perform one shape after another 4) To link movements 5) To move on different body parts 6) To participate in a performance 		
	<p>Au1: PE Specialist: Football</p>	<p>Football is a team sport that is played in countries all around the world.</p> <p>Two teams of eleven players play the game on a 'pitch' and compete to score goals by kicking the ball into the other team's goal.</p> <p>The only player allowed to touch the ball with their hands is the goalkeeper.</p> <p>All players must listen to the referee who ensures everyone is following the rules.</p>	<p>Describe an action performed themselves or others.</p> <p>Describe what it feels like to exercise.</p> <p>Explore different ways to use and move with a ball.</p> <p>Show control of a ball with basic actions.</p> <p>Send or pass a ball and successfully catch or stop a ball.</p> <p>Move fluently, changing direction and speed.</p>

		Playing football well requires speed, coordination, team work and ball control.	Develop fundamental movement skills, becoming increasingly confident and competent. Use skills in different ways when playing games. Recognise space in games and use it to their advantage.	Rules Pitch Goal
	Sequence of Lessons: 1) To move into space 2) To move with and without a ball 3) To roll, kick and carry a ball 4) To stop a ball 5) To change direction when moving 6) To use skills in games			
	Au2: Class Teacher: Dance	Dance involves movements of the body with rhythm, usually to music. Dance can be performed alone, with a partner or within a group. Instead of using words, we can use dance as a way of expressing ourselves and our feelings. Dance routines are made up of a series of different linked movements or actions. Dance also improves our fitness, gives us better coordination, and helps us to connect with other people.	Describe what they have done or seen others doing. Respond imaginatively to a range of stimuli. Move confidently and safely in your own and general space, using changes of speed, level and direction. Perform movement phrases using a range of different body actions and body parts with control and accuracy. Create linked movements, combining different ways of travelling, with beginnings, middles and ends.	Dance Dancer Music Beat Count Actions Routine Copy Character Direction Imagination Position Performance
Sequence of Lessons: 1) To move while changing direction and speed 2) To move with control 3) To work individually and with others 4) To move to music showing expressive qualities of dance 5) To create linked movement phrases 6) To participate in a performance				

RE	Au2: PE Specialist: Netball	<p>Netball is fast-paced and requires fitness, speed and accuracy.</p> <p>Most junior games have 5 players per team, but senior teams have 7 players.</p> <p>Points are scored by shooting the ball into the opposite team's net.</p> <p>Different players have different jobs which require different skills.</p>	<p>Understand how to play in a safe way.</p> <p>Watch, copy and describe others play.</p> <p>Explore different ways to use, move and send the ball.</p> <p>Develop skills such as sending an object to a target, catching, gathering, rolling and basic ball control.</p> <p>Move to defend a goal.</p>	<p>Netball</p> <p>Ball</p> <p>Player</p> <p>Aim</p> <p>Throw</p> <p>Pass</p> <p>Send</p> <p>Roll</p> <p>Gather</p> <p>Catch</p> <p>Shoot</p> <p>Score</p> <p>Tackle</p> <p>Defend</p> <p>Ball control</p> <p>Travel</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To copy actions 2) To roll a ball 3) To throw and catch a ball 4) To bounce a ball 5) To move with a ball 6) To defend by blocking a target 			
RE	Theme	Knowledge	Skills	Key vocabulary and concepts
	Au1: What does it mean to belong to a faith community? (Unit 1.10)	<p>The idea of loving and caring for other people is important to most faiths and communities.</p> <p>Most religious leaders have taught their followers that it is important to love one another.</p> <p>Many faiths have ceremonies in which babies or children are welcomed into the religion.</p>	<p>Talk about stories of people who belong to groups.</p> <p>Find out about groups to which pupils belong, including their families and school, what they enjoy about them and why they are important to them.</p> <p>Find out about some symbols of 'belonging' used in Christianity and other faiths.</p> <p>Explore the idea that everyone is valuable.</p>	<p>Religion</p> <p>Faith</p> <p>Leader</p> <p>Teach</p> <p>Follower</p> <p>Love</p> <p>Care</p> <p>Community</p> <p>Membership</p> <p>Belong</p> <p>Baby</p> <p>Child</p> <p>Welcome</p>

		<p>Many faiths have ceremonies in which people who are in love declare their love for each other.</p> <p>People often express their membership in a community through a variety of ways.</p> <p>Most people believe that belonging to a community (either faith-based or otherwise) has many benefits.</p>	<p>Explore and compare welcoming ceremonies of different faiths.</p> <p>Find out how people of different faiths and no faiths can show they love someone and that they belong with another person.</p> <p>Explore the idea that different people belong to different religions, and that some people are not part of religious communities, but that most people are in communities of one sort or another.</p>	<p>Ceremony Love Wedding Express Positive Benefit Good</p>
<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To recognise that loving others is important in lots of communities 2) To be able to explain what religious leaders have taught about loving people 3) To compare traditional Christian and Islamic welcome ceremonies 4) To compare traditional Christian and Jewish wedding ceremonies 5) To explore why it is good to belong to a community and how people express this <p>NB: Emphasise the following at the start of all lessons: BV (Mutual Respect / Tolerance) PC (Religion or Belief)</p>				
	<p>Au2: Why does Christmas matter to Christians? (Unit 1.3)</p>	<p>Stories about Jesus' life come from the Gospels. These are the first four books of the New Testament.</p> <p>In the story of Jesus' birth, Mary and Joseph (his parents) had to travel to Bethlehem.</p> <p>They could not find anywhere to sleep, so slept in a barn.</p> <p>Jesus was born in a manger. He was visited by shepherds who were guided by an angel.</p> <p>This story is from the Gospel of Luke.</p> <p>There are a number of Christian traditions linked to Christmas. For example, advent calendars, the use of the star symbol and the giving of gifts.</p>	<p>Understand and explain that stories about Jesus' life come from the Gospels (the first four books of the New Testament).</p> <p>Retell a religious story in order, picking out the key details.</p> <p>Explain how religious stories can guide people's thoughts and actions are specific times of the year.</p> <p>Explore how eventful days might have different meanings for people of different faiths.</p> <p>To discuss and explain what they have to be thankful for.</p> <p>Begin to give explanations for their thoughts about ideas linked to faith and religion.</p>	<p>Christianity Christian Christmas Jesus Christ God Mary Joseph Shepherds Angel Angel Gabriel Bethlehem Journey Birth Incarnation Celebrate Thankful Tradition</p>

PSHE		<p>Christians believe that Christmas is a good time to consider what they are thankful for.</p> <p>Many non-Christian people still celebrate Christmas, but this may mean different things for them.</p>		
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To retell the story of Jesus' birth 2) To explain why Christians believe Jesus' birth is important 3) To explain how Christians use the story of the Nativity to guide their actions at Christmas 4) To discuss what Christmas means for Christians and for people who are not 5) To reflect upon what they have to be thankful for <p>NB: Emphasise the following at the start of all lessons: BV (Mutual Respect / Tolerance) PC (Religion or Belief)</p>			
	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Au1: Being Me in My World</p>	<p>To feel safe means to be protected from danger.</p> <p>To feel special means to feel loved and valued for being different to other people.</p> <p>There are many ways in which we can help others to learn, and also ways we can stop them from learning.</p> <p>A class charter is a set of rules for great learning that all members of a class agree on.</p> <p>To feel proud is to recognise that we have done something special or important.</p>	<p>Explain what safe and special means and discuss where they should feel like this.</p> <p>Discuss how we can help and hinder each other to learn while in school.</p> <p>Take part in writing a class charter of positive behaviour.</p> <p>Understand and explain the class rules.</p> <p>Think of examples of when they have felt proud and recognise when others should too.</p> <p>Explain that breaking rules has consequences and that these can stop them doing fun things.</p> <p>Give a basic explanation of what the internet is and what they can do online.</p>	<p>Safe</p> <p>Special</p> <p>Danger</p> <p>Different</p> <p>Help</p> <p>Stop</p> <p>Learning</p> <p>Charter</p> <p>Rules</p> <p>Class</p> <p>Members</p> <p>Agree</p> <p>Proud</p> <p>Important</p> <p>Consequences</p> <p>Negative</p> <p>Positive</p> <p>Internet</p> <p>Computers</p> <p>Connect</p>

		<p>If we break rules, there can be consequences. These often stop us from doing things that we enjoy.</p> <p>The internet is a way of linking together different computers. We can do many things online. For example, talk to people, buy things and play games.</p>		<p>Talk Play Buy</p>
<p>Sequence of Lessons:</p> <p>1) To reflect on what it means to be safe and special (BV: Tolerance) (PC: Disability, Race, Religion or Belief, Sex) 2) To explore how we can help each other to learn (BV: Mutual Respect) 3) To explore our class rules (BV: Democracy) 4) To reflect on what it means to be proud 5) To understand that breaking rules has consequences (BV: Rule of Law)</p> <p>6) Online Safety: Sheffield Scheme: What is the Internet (C2): LC: To understand that the internet is</p>				
	<p>Au2: Celebrating Difference</p>	<p>A similarity is something that two things share.</p> <p>A difference is something that isn't the same between two things.</p> <p>We all have some similarities and differences with each other.</p> <p>Similarities and differences are normal and shouldn't cause falling out.</p> <p>Bullying is when someone deliberately upsets someone several times.</p> <p>We can't spot a bully just be the way someone looks.</p> <p>If we know that we or someone else is being bullied, we should speak to an adult straight away.</p>	<p>Respectfully spot and describe similarities between people.</p> <p>Respectfully spot and describe differences between people.</p> <p>Explain what bullying is and describe bullying behaviours.</p> <p>Describe what they should do if they are being bullied or know someone else is being bullied.</p> <p>Explain what friendship means and think of different ways of making and celebrating friendship.</p> <p>Explain the ways in which too much screen time can be bad for us.</p>	<p>Same Similarity Different Difference Normal Bully Bullying Behaviour Upset Sad Hurt Adult Child Friend Friendship Screen time Phone Tablet Laptop TV Tired</p>

	<p>There are many ways we can make friends and make our fiends feel happy.</p> <p>Using devices such as phones, tablets, laptops or TVs is known as screen time.</p> <p>Too much screen time is bad for us. It can make us tired, stop us doing other things and keep us away from people we love.</p>			
	<p>Sequence of Lessons:</p> <p>1) To be able to spot similarities between people and things (BV: Mutual Respect, Tolerance) (PC: Disability, Race, Religion or Belief, Sex)</p> <p>2) To be able to spot differences between people and things (BV: Mutual Respect, Tolerance) (PC: Disability, Race, Religion or Belief, Sex)</p> <p>3) To explore what bullying means (BV: Individual Liberty)</p> <p>4) To know what to do about bullying (BV: Rule of Law)</p> <p>5) To reflect upon how we make friends</p> <p>6) Online Safety: Sheffield Scheme: Screen Time (L1): LC: To understand why too much screen time is bad for us</p>			
Music	Theme	Knowledge	Skills	Key vocabulary and concepts
	Au1: Pulse	<p>The pulse of a piece of music is a special type of beat that is regular. It is like the heartbeat of the song.</p> <p>We can keep a beat to a song by clapping along to the pulse or by moving our bodies in different ways.</p> <p>Every song will have a number of beats in a bar that we can count along to.</p> <p>Sounds can be represented by different symbols.</p>	<p>Understand and use some basic musical features: louder, softer, higher, lower, faster, slower.</p> <p>Show (by movement, playing or singing) knowledge of the difference between pulse and rhythm.</p> <p>Sing and play instruments, showing a good sense of pulse and rhythm.</p> <p>Try out different ways of making sounds with voice, musical instruments, simple music technology and 'body sounds' (tapping, clicking, marching, stamping etc.).</p> <p>Join in and stop as appropriate.</p>	<p>Music</p> <p>Song</p> <p>Beat</p> <p>Pulse</p> <p>Regular</p> <p>Rhythm</p> <p>Pattern</p> <p>Bar</p> <p>Strong beat</p> <p>Sound</p> <p>Symbol</p>

		<p>Sing in tune and pitch small intervals accurately.</p> <p>Take good notice of musical cues when singing or playing</p> <p>Share ideas and listen to other children's ideas.</p> <p>Take turns fairly, e.g. passing around instruments and sharing.</p>	
<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To understand what pulse is 2) To create simple patterns 3) To understand how sound is represented by symbols 4) To physicalise pulse in different ways 5) To maintain pulse and identify strong beats <p>NB: Pupils should be using the djembes and other percussive instruments during lessons</p> <p>Song: London's Burning</p>			
<p>Au2: Timbre</p>	<p>Timbre describes the ways in which sounds are different to each other.</p> <p>Timbre helps us to recognise different instruments and voices.</p> <p>We can use our voice in lots of different ways. Some of these are better suited to songs than others.</p> <p>It is possible to make lots of different sounds with other parts of our bodies and use these to make up percussion patterns.</p> <p>We can use common instruments in many different ways.</p>	<p>Listen carefully to a variety of live and recorded music with good concentration.</p> <p>Make statements and observations about the music and provide personal responses through movement, sound and other creative media. (e.g. drawing, colouring, talking, acting, dancing, waving scarves)</p> <p>Say what I like about making music - playing, changing and combining sounds.</p> <p>Sing in tune and pitch small intervals accurately.</p> <p>Join in and stop as appropriate.</p> <p>Talk about how to change sounds and make different sounds for music.</p> <p>Try out different ways of making sounds with voice, musical instruments, simple music</p>	<p>Music</p> <p>Song</p> <p>Timbre</p> <p>Same</p> <p>Different</p> <p>Voice</p> <p>Body</p> <p>Instruments</p> <p>Pitch</p> <p>High</p> <p>Low</p> <p>Volume</p> <p>Loud</p> <p>Quiet</p> <p>Piano</p> <p>Forté</p>

Some sounds are 'high' and some sounds are 'low'. If we listen carefully we can tell the difference.
Sounds can be loud or quiet. Quiet sounds are known as 'piano' and loud sounds are known as 'forte'.

technology and 'body sounds' (tapping, clicking, marching, stamping etc.).
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.
Name some instruments when I hear them being played (e.g. identifying the sound of a triangle with eyes shut).
Sing in tune and pitch small intervals accurately.
Take good notice of musical cues when singing or playing

Sequence of Lessons:

- 1) To experiment with different ways of using our voices
- 2) To explore different ways of using our bodies
- 3) To experiment with different ways of using instruments
- 4) To explore high and low sounds
- 5) To explore loud and quiet sounds

NB: Pupils should be using the djembes and other percussive instruments during lessons

Song: Christmas performance song of teacher's choice