


- **Intent** – the extent to which schools demonstrate a rich and varied curriculum.
- **Implementation** – that teachers present all aspects of this broad and balanced curriculum and are visibly encouraging discussion and the whole-hearted engagement of pupils, without an over-concentration on outcomes and with a far greater emphasis on processes.
- **Impact** – that learners develop detailed knowledge and skills across the whole curriculum.

## Curriculum Coverage – Year 2– 2022-2023

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KRP – Knowledge rich projects. ILP – imaginative learning projects.						
ILP Title	<b>Street Detectives</b>	<b>Beat Band Boogie!</b>	<b>Muck, Mess and Mixtures</b>	<b>Towers, Tunnels and Turrett</b>	<b>Land Ahoy!</b>	<b>Beachcombers</b>
Main focus subject	History – Local community	Music – Pulse, rhythm and pitch	Art and design – Experiment with textures	Design and technology – Build a fortress	Geography - Navigate, investigate and explore the world	Science - Animals and habitats
KRP/LTI	How do plants grow in winter? LTI Science investigation (4 hours)	Can water make music? LTI Science investigation (2 hours)	Which stuff is stickier? LTI Science investigation (1 hour)	Where do worms like to live? LTI Science investigation (1-2 days)	Can you find the treasure? LTI Science investigation (3 hours)	How many arms does an octopus have? LTI Science investigation (4 hours)
The Write Stuff	<b>The Building Boy – Ros Montgomery and David Litchfield</b>	<b>Gun Powder Plot</b> <b>Non-chronological report 1</b>	<b>How to Make a Bird Feeder (Non-Fiction instructions)</b>	<b>George and the Dragon – Christopher Wormell (Narrative Legend and persuasive letter)</b>	<b>Pirates (Non Fiction – Non Chron Report and narrative pirate story) and Troll by Julie Donaldson</b>	<b>The Day the Crayons Quit – Drew Darwell (Narrative story and)</b>
Class Novel	<b>Narrative 1</b> Retell a 3-part story that has a key central character.  <b>Transform for GDS</b> Change character to opposite of first draft with a focus on opposite, comparative and superlative adjective  <b>Recount 1</b> Write a simple first-person recount	Use information from research to group and assemble information into a short nonchronological report. E.g. Historical unit Gun Powder plot  <b style="background-color: #90EE90;">My Christmas Star - BBC (Watch the advert and turn into Narrative Story)</b>	<b>Instructions 1</b> Write instructions with some expansion about something they know well including imperative verbs and precise language choices, commands and negatives commands. E.g. Mechanisms that move, explorers and what they need  <b>Transform for GDS</b>	<b>Narrative 4</b> Plan and tell a story in four parts with clear use of subordination and co-ordination.  <b>Transform for GDS</b> Expand on the main event with a focus on use of verbs and adverb	<b>Non-chronological report 2</b> <b>Write a non-chronological report about pirates</b>  Use the language and structural features in a specific form eg.pirate	<b>Narrative 6</b> To plan and write a familiar story about how badly the crayons are treat, wrote from red crayon's point of view – applying the skills of Year 2.  <b>Transform for GDS</b> Retell the familiar story with inclusion of some dialogue experimenting with speech punctuation.

	<p>linked to topic or personal experience maintaining past tense and consistent use of first person. E.g. Recount of what the boy did in Building Boy</p> <p><b>Transform for GDS</b> Write same recount as a third person recount.</p> <p><b>Paddington Goes to Town – Michael Bond</b> <b>A Bear called Paddington – Michael Bond</b></p>	<p><b>Narrative 2</b> Retell My Christmas Star – with repeated events using the rule of three.</p> <p><b>Transform for GDS</b> Make the three events contrast by using adjectives and careful choice of expanded noun phrases.</p> <p><b>Transform for GDS</b> Expand on the information using subordination, coordination, expanded noun phrases to describe and specify</p> <p><b>The Steadfast Tin Soldier – Hans Christian Andersen</b></p>	<p>Extend and clarify instructions using expanded nouns, subordination and co-ordination to specify and add detail.</p> <p><b>In My heart: A book of feelings – Joe Witek (Narrative)</b></p> <p><b>Narrative 3</b> Plan and tell a 3-part story based on own experience of something that makes them happy with a focus on expanded noun phrases to provide detail and specification.</p> <p><b>Transform for GDS</b> Revise the way the nouns are expanded eg. Adjectives after the noun, before the noun and use of additional information</p> <p><b>The Magic Porridge Pot – Rosie Dickins</b> <b>Room on the Broom – Julia Donaldson</b></p>	<p><b>Persuasive Letter writing 1</b> Write a letter to the Dragon from the mouse apologising for scaring him and persuading how he'd like to be friends and why they'd be good friends, use persuasive language</p> <p><b>Transform GDS</b> Extend and clarify the apology using expanded nouns, subordination and co-ordination to specify and add detail.</p> <p><b>The Tunnel – Anthony Browne</b></p>	<p>non-chron report from Jane Considine.</p> <p><b>Transform for GDS</b> Change the form of the report from a leaflet to a page in a non-fiction book or letter to inform.</p> <p><b>Narrative 5</b> Plan and tell a pirate story in the style of Troll, must read in the first half of the term for class novel.</p> <p><b>Transform for GDS</b> Expand on the language by introducing simple figurative language and more adventurous vocabulary.</p> <p><b>The Troll – Julia Donaldson</b> <b>The Jolly Roger and the Ghostly Galleon – Jonny Duddle</b></p>	<p><b>Recount 2</b> Recount of the bad day from the view point of one of the crayons.</p> <p><b>Transform for GDS</b> Change the form of the recount eg. postcard, diary or letter considering how language and vocabulary choices may change</p> <p><b>A House for a Hermit Crab – Eric Carle</b> <b>Narwhal – Unicorn of the Sea – Ben Clanton</b> <b>The Real Boat – Marina Aromshtam</b></p>
<b>SSubsiary foci subjects</b>						
<p><b>Art and Design</b></p>	<p><b>Outcome – drawing and painting local views in the style of CS Lowry e.g. the school, shops, the park with families coming to school</b> <b>CS Lowry</b></p>	<p><b>Outcome - Large-scale abstract painting of instruments (inspired by Juan Gris)</b></p>  <p><b>Skills</b></p>				<p><b>Outcome - sculpture Clay, create a sea shell.</b> Diane Beem, Kettle Cove Morning – study this piece of art and the artist, then discuss what would be found at the beach and explain that the children are going to make a seashell and imprinting items collected from the beach for texture.</p>



### **Skills**

Select the best materials and Materials and techniques that are well suited to different tasks: black pencils and cartridge paper for drawing lines; water colours, charcoal and the correct brushes. Make simple sketches to explore and develop ideas. Use the properties of pencil, charcoal to create different patterns, textures and lines, and explore shape, form and space. Analyse and evaluate their own and others' work using artistic vocabulary. To be able to draw a local view at the correct scale.

### **knowledge**

A sketch is a quickly produced or unfinished drawing which helps artists develop their ideas.

### **Vocabulary**

Subject matter, colour, shape, form, texture, primary colours, secondary colours, shape, form, space

**Suggested artists (look on Pinterest or Instagram for local art)**

Select the best materials and Materials and techniques that are well suited to different tasks: pencils and watercolours. Make simple sketches to explore and develop ideas. Use paints, large/small brushes and thicker paper for large, vibrant paintings. Identify and mix secondary colours. Make simple sketches to explore and develop ideas. To be able to draw instruments at the correct scale. Analyse and evaluate their own and others' work using artistic vocabulary.

### **knowledge**

The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together. Analyse and evaluate their own and others' work using artistic vocabulary.

### **Vocabulary**

Andy Goldworthy sculptures using natural materials.



### **Skills**

Select the best materials and techniques to develop an idea, i.e. clay. Use clay, clay tools sculpting. Make simple sketches to explore and develop ideas. Press objects into a malleable material to make textures, patterns and imprints, using different items collected from the beach. Analyse and evaluate their own and others' work using artistic vocabulary.

### **Knowledge**

How clay can be moulded and imprinted to create an object i.e. seashell.

### **Vocabulary**

Clay  
Clay tools  
Slip

	<p>Local artists that paint views of Hartlepool Artists that draw or paint urban landscapes with houses in them.</p> <p>CS Lowrie</p>	<p>Subject matter, colour, shape, form, texture, primary colours, secondary colours.</p> <p><b>Suggested artists</b> Juan Gris</p>				<p>Malleable Textures Patterns Imprints Plasticine Play dough</p> <p><b>Suggested artists</b></p> <p>Artists that have produced seascapes Fauvism movement has lots of seascapes Turner</p>
<b>Computing</b>	<p><b>Computing Systems and Networks – information Technology arounds us Skills</b> Identify examples of computers and describe some uses of computers. Identify that a computer is part of Information Technology. Explain the purpose of IT in the home. Open a file. Move an resize images. Find examples, talk about, compare types of IT. Demonstrate how IT is used in a shop. Recognise that IT can be connected. Explain how IT helps people. List different uses of IT. Recognise how to use IT responsibly. Say how those rules or guides can help. Identify the choices that are made when using IT. Explain simple guidance for using IT in different</p>	<p><b>Digital Photography Skills</b> Recognise what devices can be used to take photographs. Talk about how to take a photograph. Explain what I did to capture a digital photo. Explain the process of taking a good photograph. Take photos in both landscape and portrait format and explain which looks best. Identify what is wrong with a photograph. Discuss how to take a good photograph.</p>	<p><b>Making music Skills</b> Identify simple differences in pieces of music. Listen with concentration to a range of music. Describe how music makes me feel. Create a rhythm pattern and play an instrument following a rhythm pattern. Explain that music is created and played by humans. Connect images with sounds. Use a computer to experiment with pitch and duration. Relate an idea to a piece of music. Identify that music is a sequence of notes. Use a computer to create a musical</p>	<p><b>Pictograms Skills</b> Record data in a tally chart. Represent a tally count as a total and compare totals in a tally chart. Enter data onto a computer. Use a computer to view data in a different format. Use pictograms to answer simple questions about objects. Organise data in a tally chart and use it to create a pictogram and explain what the pictogram shows.</p>	<p><b>Programming A – Robot Algorithms Skills</b> Follow instructions given by someone else. Chose a serious of words that can be enacted as a sequence. Give clear and unambiguous instructions. Create different algorithms for a range of sequences (using the same commands). Use an algorithm to program a sequence on a floor robot. Show the differences in two outcomes between two sequences that consist of the same commands.</p>	<p><b>Programming Quizzes Skills</b> Identify the start of a sequence. Identify that a program needs to be started. Show how to run my program. Predict the outcome of a sequence of commands. Match two sequences with the same outcome. Change the outcome of a sequence of commands. Work out the actions of a Sprite in an algorithm. Decide which blocks to use in a design. Build the sequences of blocks that I need.</p>

	<p>environments and settings. Enjoy a variety of activities.</p> <p><b><u>Knowledge</u></b>          Know devices that can be described as IT; computers (laptops, PCs, tablets), devices with computers inside (eBook readers, smart TVs, smart speakers) or things made to work with computers (scanners, barcode scanners, barcode labels, printers). Technology continues to develop rapidly and some devices may fit in multiple categories. Know where technology can be found in shops and how it can be used. Know which devices can work together (barcode, barcode scanner and till). Know school rules regarding safe use of technology.</p> <p><b><u>Vocabulary</u></b>          Information Technology (IT), computer, barcode, scanner/scan</p>	<p>Improve a photograph by retaking it. Explore the effect that light has on a photo. Experiment with different light sources. Explain why a picture may be unclear. Recognise that images can be changed. Use a tool to achieve the desired effect. Explain my choices.</p> <p>Apply a range of photography skills to capture a photo. Recognise which photos have been changed. Identify which photos are real and have been changed.</p> <p><b><u>Knowledge</u></b>          Capture photographs using different digital devices. Take a photo in both portrait and landscape and the suitability of both formats. Delete a stored photo from the device being used. Know the three key concepts of photography composition; positioning, framing and detail. Know how to use the auto focus feature on the camera device. know how the enable the camera flash. Know how to find a</p>	<p>patter using three notes and refine my musical pattern on a computer. Describe an animal using sounds. Explain my choices and save my work. Reopen my work and explain how I made my work better. Listen to music and explain how it made me feel.</p> <p><b><u>Knowledge</u></b>          Know the words rhythm and pulse. Know how to save music work in Chrome Music Labs. Know how to open weblinks saved from a previous lesson and save it again.</p> <p><b><u>Vocabulary</u></b>          Music, planets, Mars, Venus, war, peace, quiet, loud, feelings, emotions, pattern, rhythm, pulse, Neptune, pitch, tempo, notes, pattern, instrument, create, beat, open, edit</p>	<p>Tally objects using a common attribute. Create a pictogram to arrange objects by an attribute. Answer more than/less than, most/least questions about an attribute. Chose a suitable attribute to compare people. Collect the data needed and create a pictogram and draw conclusions from it. Use a computer program to present information in different ways. Share what I have found out using a computer. Give simple examples of why information should not be shared.</p> <p><b><u>Knowledge</u></b>          Know how tally charts are made and the benefits of organising data this way. Know ways in which objects can be grouped in attributes. Know the word attribute and a knowledge of creating tally charts and pictograms. Know how date from tally charts can be presented as block diagrams</p>	<p>Follow and predict the outcome of a sequence. Compare my prediction to the program outcome. Explain the choices I made for my mat design. Identify different route around my mat. Test my mat to make sure it is usable. Explain what my algorithm should achieve. Create an algorithm to meet my goal. Use my algorithm to create my program. Plan algorithms for different parts of a task. Test and debug each part of the program. Put together the different parts of the program.</p> <p><b><u>Knowledge</u></b>          Know that specific and clear words and phrases need to be used when giving instructions to others. Computers can only follow the instructions that they are given and instructions given to computers as a program must be clear and unambiguous. Know the term algorithm. An algorithm is a precise set of ordered instructions that can be turned into code.</p>	<p>Chose background and characters for the design and create a program based on the new design. Chose the images for my own design. Create an algorithm. Build sequences of blocks to match my design. Compare my project to my design. Improve my project by adding features. Debug</p> <p><b><u>Knowledge</u></b>          Know the term sequence and understand how sequences can be started. Explore two levels of abstraction (code and running the code). Move between the 'design' and 'code' levels of the project. Know how to use the Green flag block to start their programs. Know how to use the Start on tap block: Know that a Start on tap block, the user must tap on the sprite to run the program. Know that 'design' is the task of designing artwork and algorithms. An algorithm is part of the design – a precise set of ordered instructions</p>
--	---	--	---	--	---	--

		<p>stock photo in Pixlr and use the adjust tool to change its colour.</p> <p><b><u>Vocabulary</u></b> Device, camera, photograph, capture, image, digital, landscape, portrait, framing, subject, compose, light sources, flash, focus, background, editing, filter, format, lighting.</p>		<p><b><u>Vocabulary</u></b> More than, less than, most, least, organise, data, object, tally chart, votes, total, pictogram, enter, compare, objects, count, explain, more/most common, least/less common, attribute, group, same, different, most popular, least popular, conclusion, block diagram, common, sharing.</p>	<p>Know how to use floor robots including how to switch them on and off, add commands, run programs and clear their memory. Know that following an algorithm or program is called code tracing. Know the functionality of a design to ensure that a number of routes around the mat can be used (squares to visit/square to avoid). Know that 'debugging' is finding and fixing errors in algorithms and programs. These errors can include: sequence errors, logical errors, and keying errors. Be familiar with decomposition. Identifying and fully understanding the task is a key step in program design.</p> <p><b><u>Vocabulary</u></b> Instruction, sequence, clear, unambiguous, algorithm, program, order, commands, prediction, artwork, design, route, mat, debugging.</p>	<p>which can be turned into code.</p> <p><b><u>Vocabulary</u></b> Sequence, command, program, run, start, outcome, predict, blocks, sprite, algorithm, blocks, design, actions, project, modify, change, build, match, compare, debug, features, evaluate.</p>
--	--	--	--	--	--	--

DT		<p><b>Outcome - Making percussion instruments</b></p> <p><b>Design and make a percussion instrument for a class band.</b></p> <p><b>Skills</b>  <b>Design</b>  design purposeful, functional, appealing instrument for themselves and other users based on design criteria</p> <p>generate, develop, model and communicate their ideas through talking, drawing and templates</p> <p><b>Make</b>  select from and use a range of tools and equipment to perform practical tasks e.g. cutting and finishing</p> <p>select from and use different materials and components – construction materials</p> <p><b>Evaluate</b>  explore and evaluate a range of existing products – look at different instruments before design and make</p>	<p><b>Outcome - Healthy meals; Following recipe for a healthy smoothie</b></p> <p><b>Design and make a healthy smoothie for a class stall.</b></p> <p><b>Skills</b>  Prepare ingredients by peeling, grating, chopping and slicing.</p> <p>Describe the types of food needed for a healthy and varied diet and apply the principles to make a simple, healthy meal.</p> <p><b>Design</b>  design purposeful, functional, appealing smoothie for themselves based on design criteria (healthy food)</p> <p>generate, develop, model and communicate their ideas through talking</p> <p><b>Make</b>  select from and use the correct range of ingredients</p> <p><b>Evaluate</b>  explore and evaluate a range of existing products – taste a premade bought smoothie evaluate their ideas and products against design criteria</p>	<p><b>Outcome – Make a bridge with a lever</b></p> <p><b>Design and make a bridge with a lever for a toy soldier to walk across.</b></p> <p><b>Skills</b>  design purposeful, functional, appealing bridge with a lever for themselves and other users based on design criteria</p> <p>generate, develop, model and communicate their ideas through talking, drawing and templates</p> <p><b>Make</b>  select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>select from and use a wide range of materials and components, including construction materials according to their characteristics</p>	<p><b>Outcome – Pirate bandana using running stitch.</b></p> <p><b>Design and make a pirate bandana for our pirate day.</b></p> <p><b>Skills</b>  To make a template. Be able to attach another piece of material using a running stitch. Thread a needle.</p> <p><b>Design</b>  design purposeful, functional, appealing bandana for themselves based on design criteria</p> <p><b>Make</b>  select from and use a needle and thread to perform practical tasks (make a bandana)</p> <p><b>Evaluate</b>  explore and evaluate a range of existing products – look at other bandanas to begin</p> <p>evaluate their ideas and products against design criteria</p> <p><b>Technical knowledge</b></p>	
----	--	--	---	--	--	--

		<p>evaluate their ideas and products against design criteria</p> <p><b>Knowledge</b></p> <p>A broader base will also make a structure more stable.</p> <p>Explore how a structure can be made stronger, stiffer and more stable.</p> <p>Structures can be made stronger, stiffer and more stable by using cardboard rather than paper and triangular shapes rather than squares.</p> <p><b>Vocabulary</b> Structure Stable Stiff</p>	<p><b>Knowledge</b> Some ingredients need to be prepared before they can be cooked or eaten. There are many ways to prepare ingredients: peeling skins using a vegetable peeler, such as potato skins; grating hard ingredients, such as cheese or chocolate; chopping vegetables, such as onions and peppers and slicing foods, such as bread and apples.</p> <p>A healthy diet should include meat or fish, starchy foods (such as potatoes or rice), some dairy foods, a small amount of fat and plenty of fruit and vegetables.</p> <p>Understand where food comes from by looking at the different ingredients in the smoothie.</p> <p><b>Vocabulary</b> Peeler Grater Healthy diet Ingredients</p>	<p><b>Evaluate</b> explore and evaluate a range of existing products – look at different bridges</p> <p>evaluate their ideas and products against design criteria</p> <p><b>Technical knowledge</b></p> <p>build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>explore and use mechanisms (a lever) in their products.</p> <p>Make and use a lever.</p> <p>A mechanism is a device that takes one type of motion or force and produces a different one. A mechanism makes a job easier to do. Mechanisms include levers.</p> <p><b>vocabulary</b> levers pivot mechanism strong stable force</p>	<p>To know how to design a purposeful, appealing product – running stitch to make a pirate bandana</p> <p><b>VOCABULARY</b> Needle Running stitch Thread Produce Design appealing</p>	
--	--	--	--	--	---	--



<b>DT GENERAL SAFETY</b>	<p>Work safely and hygienically in construction and cooking activities. Hygiene rules include washing hands before handling food, cleaning surfaces, tying long hair back, storing food appropriately and wiping up spills.</p>					
<b>Design</b>	<ul style="list-style-type: none"> <li>• Generate and communicate their ideas through a range of different methods.</li> <li>• Ideas can be communicated in a variety of ways, including written work, drawings and diagrams, modelling, speaking and using information and communication technology.</li> <li>• Select the appropriate tool for a task and explain their choice. Different tools have characteristics that make them suitable for specific purposes. For example, scissors are used for cutting paper because they have sharp, metal blades that can cut through thin materials.</li> <li>• Explain how closely their finished products meet their design criteria and say what they could do better in the future. Finished products can be compared with design criteria to see how closely they match. Improvements can then be planned.</li> <li>• Choose appropriate components and materials and suggest ways of manipulating them to achieve the desired effect. Properties of components and materials determine how they can and cannot be used. For example, plastic is shiny and strong but it can be difficult to paint.</li> <li>• Compare different brands of the same product and explain their similarities and differences. Products can be compared by looking at particular characteristics of each and deciding which is better suited to the purpose.</li> <li>• Explain why a designer or inventor is important. Many key individuals have helped to shape the world. These include engineers, scientists, designers, inventors and many other people in important roles.</li> </ul>					
<b>Geography</b>	<p><b>Fieldwork in the local area:</b></p> <p><b>Skill</b> Use geographical vocabulary to describe how and why people use a range of human features.</p> <p>Study aerial photographs to describe the features and characteristics of an area of land.</p> <p>Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books).</p> <p>Answer simple geographical questions through observation or</p>			<p><b>Human Features:</b> Amazing structures in the UK (bridges) and a non-European country.</p> <p><b>Skill</b> Use geographical vocabulary to describe how and why people use a range of human features.</p> <p>Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country e.g. towers and bridges</p>	<p>Using and making maps; Locational knowledge; Directions</p> <p><b>Skills</b> <i>Describe simple weather patterns of hot and cold places.</i></p> <p><i>Answer simple geographical questions through observation or simple data collection during fieldwork activities.</i></p> <p>Name and locate seas surrounding the UK, as well as seas, the five oceans and seven</p>	<p><b>Physical Features: Coastal features</b></p> <p><b>Skills</b> Describe the size, location and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.</p> <p><i>Draw or read a range of simple maps that use symbols and a key.</i></p> <p>Use world maps, atlases and globes to identify the</p>

	<p>simple data collection during fieldwork activities.</p> <p>Devise or read a range of simple maps that use symbols and a key.</p> <p>Use simple compass directions: north, south, east and west.</p> <p>Use simple fieldwork and observational skills to study the geography of Rossmere school and its grounds and the key human and physical features of its surrounding environment</p> <p><b>To describe the location of features and routes on a map.</b></p> <p><b>Knowledge</b> Human features are man-made and include castles, towers, schools, hospitals, bridges, shops, tunnels, monuments, airports and roads.</p> <p>People use human features in different ways. For example, an airport can be used for work or leisure and a harbour can be used for industry or travel.</p> <p>Use aerial photographs to recognise landmarks and basic human and physical features</p> <p>Fieldwork can help to answer questions about the local environment and can include</p>			<p><b>Name, locate and explain the significance of a place.</b></p> <p><b>knowledge</b> Human features are man-made and include castles, towers, schools, hospitals, bridges, shops, tunnels, monuments, airports and roads.</p> <p>People use human features in different ways. For example, an airport can be used for work or leisure and a harbour can be used for industry or travel.</p> <p>A non-European country is a country outside the continent of Europe – Tokyo Skytree in Japan, CN tower in Canada, Cu Chi tunnel Vietnam, Guoliang tunnel China, Bund tunnel China.</p> <p>A significant place is a location that is important to a community or society. Places can also be significant because of religious or historic events that may have happened in the past near the location.</p> <p>Significant places can also include</p>	<p>continents around the world on a world map or globe.</p> <p><b>Name, locate and explain the significance of a place.</b></p> <p><b>Knowledge</b> A weather pattern is a type of weather that is repeated.</p> <p>An ocean is a large sea. There are five oceans on our planet called the Arctic, Atlantic, Indian, Pacific and Southern Oceans. Seas include the Black, Red and Caspian Seas. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America.</p> <p><b>Locate the equator and the North and South Poles and hemispheres on a world map or globe and use directional and locational language.</b></p>	<p>United Kingdom and its countries.</p> <p><b>Knowledge</b> A physical feature is one that forms naturally.</p> <p><b>A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.</b></p> <p><b>Vocabulary</b> Erosion Weathering Symbols Map beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation. Physical feature Map Symbol key</p>
--	--	--	--	--	---	---

	<p>observing or measuring, identifying or classifying and recording.</p> <p><b>A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.</b></p> <p><b><u>Vocabulary</u></b>  symbols  environment  human features  aerial photograph  fieldwork  map</p>			<p>monuments, such as the Eiffel Tower, or natural landscapes, such as the Great Barrier Reef.</p> <p><b><u>Vocabulary</u></b>  symbols  environment  human features  map  key  icon  symbols  Europe</p>	<p><b>A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.</b></p> <p>A significant place is a location that is important to a community or society. Places can also be significant because of religious or historic events that may have happened in the past near the location.</p> <p><b><u>Vocabulary</u></b>  Weather  Weather pattern  Continents (and names of)  Weather pattern  Seas (and names of)  Globe  Aerial photograph  Fieldwork  Physical feature  North pole  South pole  equator</p>	
<p>Science</p>	<p><b><u>Plants</u></b></p> <p><b><u>Skills</u></b></p>		<p><b><u>Everyday materials</u></b></p> <p><b><u>Skills</u></b></p>	<p><b><u>Living things and their Habitats</u></b></p> <p><b><u>Skills</u></b></p>		<p><b><u>Animals including humans:</u></b></p> <p><b><u>Skills</u></b></p>

	<p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Observe and describe how seeds and bulbs change over time as they grow into mature plants.</p> <p><b>Knowledge:</b> Seeds and bulbs need water to grow but most do not need light: seeds and bulbs have a store of food inside them.</p> <p><b>Vocabulary</b> nutrients soil water warmth grow leaves flower</p>		<p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Identify and compare the suitability of a variety of everyday materials including – wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p><b>Knowledge:</b> Understand different materials and their properties.</p> <p>Understands that some materials can change by squashing, bending, twisting and stretching.</p> <p><b>Vocabulary</b> Materials Cooling Heating Grouping Sorting Wood Metal Plastic Glass Brick Rock Paper cardboard solid solidifying freezing</p>	<p>Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.</p> <p>Explore and compare the differences between things that are living, dead and things that have never been alive.</p> <p>Describe how animals obtain their food from plants and other animals using the idea of a simple food chain and identify and name different sources of food.</p> <p><b>Knowledge:</b> To know the terms habitat and microhabitat</p> <p>To know a range of habitats such as: arctic, desert, ocean and rainforest.</p>		<p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Notice that animals including humans have offspring which grow into adults.</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p><b>Knowledge:</b> Understand that humans have offspring and grow into adults.</p> <p>Understand the basic needs of survival.</p> <p>Understand the need for exercise, healthy eating and good basic hygiene.</p> <p><b>Vocabulary</b> Baby Toddler Child Teenager Adult elderly water food air shelter</p>
--	--	--	--	--	--	---

				<u>Vocabulary</u> Habitats Microhabitats Seashore Woodland Ocean rainforest		hygiene food chains
<b>Scientific enquiry</b>	Use a range of methods (tables, charts, diagrams and Venn diagrams) to gather and record simple data with some accuracy. Ask and answer scientific questions about the world around them. Use simple equipment to measure and make observations.					
<b>History</b>	<b>Local Area: significant people:</b> Ward Jackson.  <u>Skills</u> Taught as part of Street Detectives - Changes within living memory. Where appropriate, these should be used to reveal aspects of national live  Describe the everyday lives of people in a period within or beyond living memory Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography. Use the historical terms year, decade and century Describe, in simple terms, the importance of local events, people and places.	<b>Significant Event: The Gunpowder Plot:</b>  <u>Skills</u> Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.  <u>Knowledge</u> Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order.  <b>Vocabulary</b> Chronological order			<b>Significant historical people – Captain James Cook, Grace Darling</b>  <b>(Famous pirates – Blackbeard, Bluebeard, Anne Bonny)</b>  <u>Skills</u> Describe the lives of significant individuals in the past who have contributed to national and international achievements. Compare aspects of life in different periods. (recap Y1 Neil Armstrong compared with James Cook)  <u>Knowledge</u> Know the names and about the lives of	

	<p>Describe how an aspect of life has changed over time.</p> <p><u>Knowledge</u></p> <p>Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today. Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order. Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history. Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done.</p> <p><u>Vocabulary</u></p> <p>Chronological order Time line Year, decade, century</p>	<p>Time line Year, decade, century</p>			<p>significant historical figures.</p> <p><u>Vocabulary</u></p> <p>Significant individuals Pirate Voyage Journey</p>	
<p><b>Generic historical skills</b></p>	<ul style="list-style-type: none"> <li>• Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it.</li> <li>• Use historical sources to begin to identify viewpoint. A viewpoint is a person's own opinion or way of thinking about something.</li> <li>• Sequence significant information in chronological order. A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.</li> </ul>					
<p><b>Music</b></p>		<p><u>Beat Band Boogie skills</u></p>			<p><u>Pirate Sea Shanties skills</u></p>	<p><u>Musical notation: Skills</u></p>

		<p>Sing simple songs and chants with a sense of melody and shape.          Play tuned and untuned percussion instruments and use your voice with awareness of others.          Play a range of rhythms and pulses and identify the differences between them.          Create, select and combine layers of sound and vocalisations with awareness of the effect.</p> <p><b><u>Knowledge</u></b>          A melody is a succession of notes arranged to create a musical shape and is the dominant tune of the composition. The shape of music is the direction of the music through structure, dynamics and expression. Percussion instruments make a sound when they are hit, shaken or scraped. Tuned percussion instruments, such as the xylophone or timpani, produce notes of different pitches. They should be played with an awareness of pitch, rhythm and dynamics. Untuned percussion instruments, such as a bass drum or guiro,</p>			<p>Sing simple songs and chants with a sense of melody and shape.          Play tuned and untuned percussion instruments and use your voice with awareness of others.</p> <p><b><u>Knowledge</u></b>          A melody is a succession of notes arranged to create a musical shape and is the dominant tune of the composition. The shape of music is the direction of the music through structure, dynamics and expression. Percussion instruments make a sound when they are hit, shaken or scraped. Tuned percussion instruments, such as the xylophone or timpani, produce notes of different pitches. They should be played with an awareness of pitch, rhythm and dynamics. Untuned percussion instruments, such as a bass drum or guiro, produce sounds with no definite pitch. They should be played with an awareness of rhythm and dynamics</p>	<p>Recognise and respond to simple notation.</p> <p><b><u>knowledge</u></b>          Notes in musical notation are written on a staff, which tells the musician the pitch of the note. The pitch of a note is how high or low it is. The way that a note is drawn tells the musician the duration of a note. The duration of a crotchet is one beat, a minim is two beats and a semibreve is four beats.</p> <p><b><u>Vocabulary</u></b></p> <p>Notation          Notes          Staff          Pitch          Musician          Crochet          Minim          semibreve</p>
--	--	--	--	--	---	--

		<p>produce sounds with no definite pitch. They should be played with an awareness of rhythm and dynamics.</p> <p>A rhythm is a pattern or grouping of long and short sounds and is one of the basic elements of music. A pulse is a steady beat, like a heartbeat. The pulse often stays the same throughout a piece of music, whereas the rhythm changes.</p> <p>Combining layers of sound can create pleasant, harmonious sounds or unpleasant, discordant sounds, depending on the combination of the pitches, rhythms and other elements of music used. Adding sounds together creates texture in a piece of music.</p> <p><b><u>vocabulary</u></b>          song          melody          shape</p>				
<p><b>Songs to include and music to appreciate</b></p> <p><b>Music skills for musical appreciation</b></p>	<p><b><u>Singing</u></b></p> <ul style="list-style-type: none"> <li>• Little Sally Saucer</li> <li>• Trad. Star Light, Star Bright, First Star I See Tonight</li> <li>• Trad. Hey, Hey, Look at Me</li> <li>• Trad. Rain, Rain Go Away</li> <li>• Trad. Acka Backa</li> <li>• Voicelinks: The King is in the Castle</li> </ul>		<p>Listening and appreciation</p>			



**Vocabulary for music**

- Young Voiceworks: Ebenezer Sneezer
- Trad. Oats and Beans and Barley Grow
- Singing Sherlock 1: Teddy Bear Rock n Roll
- Trad. Oliver Cromwell
- Trad. Lovely Joan
- Trad. Searching for Lambs
- Voicelinks: Fireworks
- Trad. Bangladesh: Hatti – ma tim tim (An Imaginary Bird)
- Trad. Bangladesh: Charti Kula beng (Four Fat Frogs)
- Trad. Australia: I Got Kicked by a Kangaroo
- Trad. America: Built My Lady a Fine Brick House
- Sing Up: Paintbox

**Western Classical Tradition and Film**

Title	Composer	Period
Night Ferry	Anna Clyne	21st Century
Bolero <sup>2</sup>	Ravel	20th Century
Rondo alla Turca	Mozart	Classical
Mars from <i>The Planets</i>	Holst	20th Century

**Popular Music**

Style	Title	Artist(s)
Rock n Roll	Hound Dog	Elvis Presley
Pop	With A Little Help from My Friends	The Beatles
Art Pop	Wild Man	Kate Bush
Blues	Runaway Blues	Ma Rainey

**Musical Traditions**

Country	Tradition	Title	Artist/Composer
Indonesia	Gamelan	Baris	Gong Kebyar of Peliatan
Brazil	Samba	Fanfarra (Cabua-Le-Le)	Sérgio Mendes/Carlinhos Brown

percussion  
melody  
shape  
rhythm  
pulse

- Listen and respond with movement, words and pictures to a range of high-quality live and recorded music that tell a story.
- Describe how an instrument has been used to represent a sound, animal or object.
- Describe the lives and music of composers studied.

**Other curriculum areas**

<p>PE</p>	<p><b>Fundamental Movement Skills 2</b> <b>Skills – I CAN</b> Hop Move carefully retaining my balance Travel backwards safely Share space considerably</p>	<p><b>Gymnastics – Spinning turning and twisting</b> <b>Skills – I can</b> Demonstrate agility, balance and coordination</p>	<p><b>Target Games 3</b> <b>Skills – I CAN</b> Throw a ball underarm with either hand and with some accuracy at a target.</p>	<p><b>Fundamental Movement Skills 3</b> <b>Skills – I CAN</b> Skip using a rope Jump in a variety of ways</p>	<p><b>Dance – Pirates</b> <b>Skills – I CAN</b> Use my body and create theme related shapes, movements and actions.</p>	<p><b>Striking and Field Game Skills 2</b> <b>Skills – I CAN</b> Catch a ball after one bounce</p>
-----------	--	--	---	---	---	--

	<p>Jump in a variety of ways Land safely in different jumps Combine a run and a jump Dodge Move safely with awareness of others Evade others Attack and defend Punt a ball Strike a ball accurately and with power with my laces</p> <p><b><u>Knowledge – I KNOW</u></b> That focusing my eyes and using my arms helps me to balance better To use my arms to help me hop Potential dangers if I am not sensible To glance periodically over both shoulders when travelling backwards To make a W shape when I want to receive a catch Which my preferred take off foot is To travel around the space being aware of other sharing it with me To stay focused and keep my head up when moving around To always be focused and aware of what is going on When to attack and when to defend That a punt is a kick from my hands That when kicking from the ground, I need to get my standing foot adjacent to the ball.</p>	<p>Perform a twist and then roll Change my pathway after each roll by spinning Change the point of contact in balances by leading into the next balance by twisting Twist my body, whilst firstly in motion and then in balance. Twist whilst in inversion Perform counter balances against the apparatus Work in synchronisation with a partner to perform different balances and twists Work with a partner in counter balance and counter tension. Mirror the moves of my partner Create a sequence of work with a clear start and controlled twists, spins and turns</p> <p><b><u>Knowledge – I know</u></b> Recognise what success looks like: self and others What a twist is Ways of twisting with different body parts How to perform a fluent routine where work is controlled and varied How to work with others to put out the apparatus in absolute silence.</p>	<p>Take parts in challenges enthusiastically and taking turns. Kick a ball with some accuracy with both feet Strike at targets that move Roll with good technique with either hand Roll with some accuracy with either hand. Punt a ball with some accuracy with both feet. Strike with more control over the height of my punt Strike a ball, with a racket or bat, at a target with some degree of force Strike with a degree of accuracy Aim with accuracy at a target so it hits on the second bounce Throw flatter and with more force</p> <p><b><u>Knowledge – I Know</u></b> What position I need to get my body in to throw well How to encourage others to do their best That I need to get my standing foot next to the ball when striking That it is more challenging to hit moving targets To change my stance depending on which hand I am rolling with. That when playing games, I need to share resources.</p>	<p>Dribble a ball with either hand Travel with a ball with my head up and with the ball under control Receive a ball and trap it. Cushion a pass sent to me. Pass in different ways Pass accurately. Jump for height Broad jump for distance. Catch consistently well Signal that I want the ball</p> <p><b><u>Knowledge – I KNOW</u></b> To watch the hands of the people turning a rope to know when to jump. That there are different ways of jumping a rope. To push down on the ball using my fingers To relax whilst dribbling and not be too tense. To send a ball over a short distance using the inside of my foot How to turn my foot to cushion a pass sent to me. How far to bounce pass between me and my partner That good bounce passes are easier to receive. The difference between a vertical and broad jump</p>	<p>Use my body to express simple theme related shapes, movements and feelings Show good listening skills Travel safely and creatively in space Show different levels when I travel. Communicate effectively with a partner Use pictures to create shapes, movements and actions. Communicate effectively with a partner Use poems to create shapes, movements and actions. Remember and perform a simple sequence of movement Identify what good looks like and give feedback to help my partner improve</p> <p><b><u>Knowledge – I KNOW</u></b> How to contribute key words to a theme related mind map How to translate words/ideas into theme related shapes, movements and actions. How to contribute key words to a theme related mind map How to translate words/ideas into theme</p>	<p>Bowl overarm with a straight arm Stop the ball consistently as wicket keeper Pick up a ball one handed and return it underarm I can return the ball quickly from my bootlaces. Strike a ball to leg from a short delivery I can back my friends up in the field Make a long barrier. Chase a ball and throw it back accurately Strike a ball off a tee whilst on the move. Play a game applying the skills I have learned. Demonstrate the school games values</p> <p><b><u>Knowledge – I KNOW</u></b> To run between the wickets after striking a ball into space. To touch or slide my bat over the crease line. To bowl from the crease line The stance to adopt when keeping wicket What a no-ball and wide are. Why it is important to be adept at picking the ball up with both hands</p>
--	---	--	---	--	---	--

		<p>What the difference between a turn and a twist is.</p> <p>How to counter balance using the apparatus.</p> <p>How to coordinate movements at the same time as my partner.</p> <p>What the difference between counter balance and counter tension is.</p> <p>How to up-level my work</p> <p>How to use transitional movements to link my ideas</p>	<p>That it is hard to hit a target which is moving at speed</p> <p>What technique I need to use, when striking a ball with a racket</p> <p>How to hit with more force.</p> <p>When I might want to throw a ball to arrive, 'on the second bounce'</p>	<p>How to measure a vertical jump.</p> <p>To make a target for my partner to send the ball to</p> <p>To relax when catching to cushion the impact of the ball</p>	<p>related shapes, movements and action.</p> <p>That we need to look forwards to safely move around in space</p> <p>That we need to control our speed to ensure safety.</p> <p>How to turn what I see into ways of moving</p> <p>How to listen to other people's ideas and vocalise my own thoughts</p> <p>How to turn what I read/hear into ways of moving</p> <p>How to link ideas and movements together so that they start to flow.</p> <p>How to use simple technical language to give constructive and useful feedback.</p>	<p>At which point from the crease I need to slide my bat.</p> <p>The importance of a high backlift when playing short bowling</p> <p>How to form a long barrier</p> <p>What the correct technique for throwing overarm is.</p> <p>Why it is important to back throws up in the field</p> <p>Why we might chase down the pitch as a batsman.</p> <p>Why outfielders walk in with the bowler whilst close fielders stand still</p> <p>The importance of good communication between batters and fielders</p>
RE	<p><b>What can we learn about our local faith communities?</b></p> <p><b>How do Hindus celebrate Diwali?</b></p> <p>Introducing Hindu stories, Diwali, worship, ceremonies and how Hindus celebrate Diwali.</p> <p><b>What can we learn about our local faith communities?</b></p> <p><b>Skills</b></p> <p>Talk about a place that is special to them and</p>	<p><b>How and why is light important at Christmas?</b></p> <p>Introducing the Christmas story, Christian beliefs &amp; practices associated with Christmas:</p> <p><b>Skills</b></p> <p>Discuss what light symbolises.</p> <p>Make a Christingle.</p> <p><b>Knowledge</b></p>	<p><b>Why is the Bible special to Christians?</b></p> <p>Introducing the Bible, how it is treated, beliefs about God shown in the Bible:</p> <p><b>Skills</b></p> <p>Describe how the Bible is treated with respect.</p> <p>Talk about God as a loving, caring authority.</p> <p>Discuss God the Father.</p>	<p><b>How do Christians celebrate Easter?</b></p> <p>Introducing the Easter story, beliefs about Jesus, Christian practices associated with Easter:</p> <p><b>Skills</b></p> <p>Recall how Christians celebrate Easter.</p>	<p><b>What does it mean to belong to Christianity?</b></p> <p>Introducing ceremonies of commitment &amp; belonging, how beliefs affect values &amp; actions of individuals:</p> <p><b>Skills</b></p> <p>Begin to explore daily practices and rituals of religions,</p>	<p><b>What can we learn about the story of Saint Hild?</b></p> <p>Introducing stories about St Hild &amp; her influence:</p> <p><b>Skills</b></p> <p>Recall some of the events in the life of St. Hilda.</p> <p>Discuss some Stories about St Hilda.</p> <p><b>Knowledge</b></p>

	<p>to effectively describe how they feel there and explain why the place is special to them.</p> <p>Give a detailed explanation of what a place of worship is and name some places of worship. Talk about some of the things that happen in a place of worship and reflect upon why they are important places.</p> <p><b><u>Knowledge</u></b> Give an example of a place that is special to them.</p> <p>Explain what a place of worship is and name some places of worship. Name something that happens in places of Worship.</p> <p>Find some similarities between the places of Worship they have studied.</p> <p><b><u>Vocabulary</u></b> Worship Community Special place Local</p>	<p>Understand the importance of light to Christian's.</p> <p>Explain why light is important to many Christians at Christmas.</p> <p>Know that Christian's believe Jesus is the light of the world.</p> <p><b><u>Vocabulary</u></b> Christingle Light Dark Good Evil</p> <p><b>Belief, Authority, Expressions of Belief</b></p> <p><b>Resources:</b> <b>Christianity resources/photos outside staffroom.</b></p>	<p><b><u>Knowledge</u></b> Know that The Bible is the holy book for Christians.</p> <p>Know The Bible is treated with respect e.g. read from in Church worship, lectern, special Bibles.</p> <p>Understand the Christian Belief in God as loving, caring, having authority; God as Father, loving parent.</p> <p>Understand the Christian Belief in God as shown in the Bible: God as One, creator: (Genesis 1 and 2: Creation).</p> <p>Understand the Belief in the natural world as God's creation; human responsibility to care for the world.</p> <p>Explain how Christians care for God's creation.</p> <p><b><u>Vocabulary</u></b> The Bible holy book respect lectern Old Testament</p>	<p>Recall the events leading up to Easter.</p> <p><b><u>Knowledge</u></b> Know the sequence of events leading up to Easter.</p> <p>Understand why Jesus is special to Christians.</p> <p>Know that Jesus is important to Christian's.</p> <p>Know how Christian's celebrate Easter.</p> <p><b><u>Vocabulary</u></b> Jesus Sacrifice Celebrate Last Supper Maundy Thursday Good Friday Easter Sunday</p> <p><b>Belief, Authority, Expressions of Belief</b></p> <p><b>Resources:</b> <b>Christianity resources/photos outside staffroom.</b></p>	<p>identifying religious practices.</p> <p>Reflect on their own experiences of attending ceremonies.</p> <p><b><u>Knowledge</u></b> Recognise, name and describe religious artefacts used in a Christening ceremony.</p> <p>Recognise, name and describe religious artefacts used in a wedding ceremony.</p> <p>Recognise, name and describe places and practices used in a Christening ceremony.</p> <p>Recognise, name and describe places and practices used in a wedding ceremony.</p> <p>Explain religious rituals and ceremonies and the meaning of them, including their own experiences of them.</p> <p><b><u>Vocabulary</u></b> Church</p>	<p>Know stories about St Hilda including– Know that Hild was born into one of the most powerful kingdoms, Northumbria.</p> <p>Understand that she was the great-niece of the Northumbrian king, Edwin.</p> <p>Understand that Hild was baptised into the Christian faith along with King Edwin in about 627</p> <p><b><u>Vocabulary</u></b> Christian saint Founding abbess monastery Whitby</p> <p><b>Impact of Belief, Expressions of Belief</b></p> <p><b>Resources:</b> <b><a href="#">Visit St. Hild's Church – Headland, Hartlepool.</a></b></p>
--	---	---	--	---	---	--

	<p><b>How do Hindus celebrate Diwali?</b></p> <p><b>Skills</b>          Explain why the story of Rama and Sita can be important to Hindus.          Discuss why light can be important at Diwali.          Discuss what light symbolises.</p> <p><b>Knowledge</b>          Understand the importance of light to Hindu's .          Explain why light is important to many Hindus at Diwali.          Explain what light can represent for many Hindus;          Understand what light can symbolise.</p> <p><b>Vocabulary</b>          Diwali          Rama          Sita          Diva          Light          Dark          Good          Evil</p> <p><b>Authority, Expressions of Belief, Impact of Belief</b>  <b>Resources:</b>  <b>Hinduism</b>  <b>resources/photographs outside staffroom</b></p>		<p>New Testament</p> <p><b>Belief, Authority, Expressions of Belief</b>  <b>Resources:</b>  <b>Hinduism</b>  <b>resources/photographs outside staffroom.</b></p>		<p>Aisle          Font          Lectern          Holy water          Ceremony          Christening          Wedding</p> <p><b>Expressions of Belief, Impact of Belief</b>  <b>Resources:</b>  <b>Hinduism</b>  <b>resources/photographs outside staffroom.</b></p>	
--	--	--	--	--	--	--

PSHE	Autumn- Relationships			Spring – Living in the wider world			Health and wellbeing		
	Families and Friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and Work	Physical health and mental wellbeing	Growing and changing	Keeping safe
	<p><b>Making friends; feeling lonely and getting help.</b></p> <ul style="list-style-type: none"> <li>•how to be a good friend, e.g. kindness, listening, honesty</li> <li>•about different ways that people meet and make friends</li> <li>•strategies for positive play with friends, e.g. joining in, including others, etc.</li> <li>•about what causes arguments between friends</li> <li>•how to positively resolve arguments between friends</li> </ul>	<p><b>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour.</b></p> <ul style="list-style-type: none"> <li>•how to recognise hurtful behaviour, including online</li> <li>•what to do and whom to tell if they see or experience hurtful behaviour, including online</li> <li>•about what bullying is and different types of bullying</li> <li>•how someone may feel if they are being bullied</li> <li>•about the difference between happy surprises and</li> </ul>	<p><b>Recognising things in common and differences; playing and working cooperatively; sharing opinions.</b></p> <ul style="list-style-type: none"> <li>•about the things they have in common with their friends, classmates, and other people</li> <li>•how friends can have both similarities and differences</li> <li>•how to play and work cooperatively in different groups and situations</li> <li>•how to share their ideas and listen to others, take part in discussions, and give reasons for their views</li> </ul>	<p><b>Belonging to a group; roles and responsibilities; being the same and different in the community.</b></p> <ul style="list-style-type: none"> <li>•about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups</li> <li>•about different rights and responsibilities that they have in school and the wider community</li> <li>•about how a community can help people from different groups to feel included</li> <li>•to recognise that they are all equal, and ways in which they are the same and</li> </ul>	<p><b>The internet in everyday life; online content and information.</b></p> <ul style="list-style-type: none"> <li>•the ways in which people can access the internet e.g. phones, tablets, computers</li> <li>•to recognise the purpose and value of the internet in everyday life</li> <li>•to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos</li> <li>•that information online might not always be true</li> </ul>	<p><b>What money is; needs and wants; looking after money.</b></p> <ul style="list-style-type: none"> <li>•about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments</li> <li>•how money can be kept and looked after</li> <li>•about getting, keeping and spending money</li> <li>•that people are paid money for the job they do</li> <li>•how to recognise the difference</li> </ul>	<p><b>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help.</b></p> <ul style="list-style-type: none"> <li>•about routines and habits for maintaining good physical and mental health</li> <li>•why sleep and rest are important for growing and keeping healthy</li> <li>•that medicines, including vaccinations and</li> </ul>	<p><b>Growing older; naming body parts; moving class or year.</b></p> <ul style="list-style-type: none"> <li>•about the human life cycle and how people grow from young to old</li> <li>•how our needs and bodies change as we grow up</li> <li>•to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</li> <li>•about change as people grow up, including new</li> </ul>	<p><b>Safety in different environments ; risk and safety at home; emergencies.</b></p> <ul style="list-style-type: none"> <li>•how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines</li> <li>•how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'</li> <li>•to identify potential unsafe situations, who is responsible</li> </ul>

	<ul style="list-style-type: none"> <li>•how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</li> </ul>	<p>secrets that make them feel uncomfortable or worried, and how to get help</p> <ul style="list-style-type: none"> <li>•how to resist pressure to do something that feels uncomfortable or unsafe</li> <li>•how to ask for help if they feel unsafe or worried and what vocabulary to use</li> </ul>		<p>different to others in their community</p>		<p>between needs and wants</p> <ul style="list-style-type: none"> <li>•how people make choices about spending money, including thinking about needs and wants</li> </ul>	<p>immunisations , can help people stay healthy and manage allergies</p> <ul style="list-style-type: none"> <li>•the importance of, and routines for, brushing teeth and visiting the dentist</li> <li>•about food and drink that affect dental health</li> <li>•how to describe and share a range of feelings</li> <li>•ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others</li> <li>•how to manage big feelings including those</li> </ul>	<p>opportunities and responsibilities</p> <ul style="list-style-type: none"> <li>•preparing to move to a new class and setting goals for next year</li> </ul>	<p>for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger</p> <ul style="list-style-type: none"> <li>•how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/hou sehold products</li> <li>•about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel</li> <li>•how to respond if there is an accident and someone is hurt</li> </ul>
--	--	---	--	---	--	--	--	---	---

							associated with change, loss and bereavement •when and how to ask for help, and how to help others, with their feelings		•about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say
--	--	--	--	--	--	--	--	--	---