

	Me, Myself and I	Turrets and Tiaras	African Adventure
Science	<p>Working Scientifically During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions. <p>On-going across year : Science Seasonal Changes Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ observe changes across the four seasons ▪ observe and describe weather associated with the seasons and how day length varies. 		
	<p>Ourselves</p> <ul style="list-style-type: none"> ▪ Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p>Y2</p> <p>Health and Growth</p> <ul style="list-style-type: none"> ▪ Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. ▪ Identify and name a variety of common animals that are carnivores, herbivores and omnivores <p>Investigations Let's get cooking – Create a menu and an exercise plan to stay healthy compare with a menu of just unhealthy food and look at what would happen if you did no exercise. Pattern seeking and observation</p> <p>Scientist: Louis Pasteur</p> <p>Rising Stars Units Who am I (Y1) and Move It(Y2)</p> <p>Forces and Movement</p> <ul style="list-style-type: none"> • Pushes and pulls can make things speed up or slow down. • Pushes and pulls are examples of a force 	<p>Materials in depth</p> <ul style="list-style-type: none"> ▪ Distinguish between an object and the material from which it is made ▪ Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock ▪ Describe the simple physical properties of a variety of everyday materials ▪ Compare and group together a variety of everyday materials on the basis of their simple physical properties. <p>Focus on Y2 objectives</p> <p>Everyday Materials</p> <ul style="list-style-type: none"> • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <p>Investigations Observe and explore a range of materials and group them into if they can be squashed, bent, twisted or stretched. Can some be in more than one category? Silly materials monster book – What if objects were made</p>	<p>Animals (Y2 ob)</p> <ul style="list-style-type: none"> ▪ Notice that animals, including humans, have offspring which grow into adults ▪ Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) ▪ Identify and name a variety of common animals that are carnivores, herbivores and omnivores <p>Scientist: Jane Goodall biologist</p> <p>Rising Stars Units On Safari(Y1) and Holiday (Y1)</p> <p>Investigations Group and classify common animals into carnivores, herbivores and omnivores. Do animals with longer legs run faster? – Pattern Seeking.</p> <p>Eco Project – The countryside code – What is it and why should we take any notice of it?</p>



Long Term Learning Journey - Map B
Year 1&2

<ul style="list-style-type: none">• Can change the shape of an object• Can change the direction of a moving object <p>Investigations Elastic energy – What happens when you stretch a rubber band? What happens when you let go? Make a rubber paddleboat. If there were no force what would happen? – Fire a balloon rocket – Fair test</p> <p><u>Eco project</u> – Litter in the school grounds</p>	<p>from silly materials such as a chocolate tea pot? (Rising stars pg 24) Create a class experiment to test one of the ideas.</p> <p>Rising Stars Units Treasure Island (Y1) and Polar Adventurers (Y1)</p> <p><u>Eco Project</u> – Grow your own</p>	
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Art	<p>Individual Creative Study: Portraits from the royal portrait gallery Drawing Line & Shape (Drawings of self. Focus on body parts) Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk Control the types of marks made with the range of media <u>Lines and Marks</u> Name, match and draw lines/marks from observations Invent new lines Draw on different surfaces with a range of media <u>Shape</u> Observe and draw shapes from observations Draw shapes in between objects Invent new shapes <u>Tone</u> Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes <u>Texture</u> Investigate textures by describing, naming, rubbing, copying</p> <p>Pair work Artist Study: Andy Warhol Photography Line & Colour (Use acetate for B&W portrait underneath either use camouflage for single image or boxed colours for multi image representation)</p> <p>Explore ideas using digital sources i.e. internet, CD-ROMs Record visual information using digital cameras, video recorders Use a simple graphics package to create images and effects with <u>Lines</u> by changing the size of brushes in response to ideas <u>Shapes</u> using eraser, shape and fill tools <u>Colours and Texture</u> using simple filters to manipulate and create images Use basic selection and cropping tool</p>	<p>Pair/ group work Craft & Design Study: Sculpture Form (Box modelling Castles)</p> <p>Manipulate malleable materials in a variety of ways including rolling and kneading Explore sculpture with a range of malleable media Manipulate malleable materials for a purpose, e.g. pot, tile Understand the safety and basic care of materials and tools <u>Form</u> Experiment with constructing and joining recycled, natural and manmade materials Use simple 2-D shapes to create a 3-D form <u>Texture</u> Change the surface of a malleable material e.g. build a textured tile</p> <p>Individual Creative Study Painting Colour & Texture (Castles)</p> <p>Use a variety of tools and techniques including different brush sizes and types Mix and match colours to artefacts and objects Work on different scales Experiment with tools and techniques e.g. layering, mixing media, scrapping through Name different types of paint and their properties <u>Colour</u> Identify primary colours by name Mix primary shades and tones <u>Texture</u> Create textured paint by adding sand, plaster</p>	<p>Whole class Craft & Design Study: Textiles Colour & Texture (Animal prints)</p> <p>Match and sort fabrics and threads for colour, texture, length, size and shape Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting Cut and shape fabric using scissors/snips Apply shapes with glue or by stitching Apply decoration using beads, buttons, feathers etc Create cords and plaits for decoration <u>Colour</u> Apply colour with printing, dipping, fabric crayons Create and use dyes i.e. onion skins, tea, coffee <u>Texture</u> Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel</p> <p>Whole class Craft & Design Study: Textiles sewing Colour, Shape & Texture (Lion face & mane on binca)</p> <p>Match and sort fabrics and threads for colour, texture, length, size and shape Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting Cut and shape fabric using scissors/snips Apply shapes with glue or by stitching Apply decoration using beads, buttons, feathers etc Create cords and plaits for decoration <u>Colour</u> Apply colour with printing, dipping, fabric crayons Create and use dyes i.e. onion skins, tea, coffee <u>Texture</u> Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel</p>

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DT	<p><u>Mechanisms</u> Pupils will make their own moving body - how our bodies move push pin joints – levers to move body up and down.</p> <p>Technical Knowledge Pupils will learn about the movement of simple mechanisms such as levers and sliders.</p> <p>Design</p> <ul style="list-style-type: none"> • Use simple design criteria to help develop their ideas <p>Generating, developing, modelling and communicating ideas generate ideas by drawing on their own experiences</p> <ul style="list-style-type: none"> • Develop and communicate ideas by talking and drawing <p>Make</p> <ul style="list-style-type: none"> • Select from a range of tools and equipment, explaining their choices. • Practical skills and techniques follow procedures for safety and hygiene • Select from and use a range of materials and mechanical components • Assemble, join and combine materials and components. <p>Evaluate</p> <ul style="list-style-type: none"> • Suggest how their products could be improved <p>Analyse existing products and explore-</p> <ul style="list-style-type: none"> • What products are for • How products work • Where products might be used 	<p><u>Textiles</u> Pupils will make a Fairytale character hand puppet. Construction kits castles.</p> <p>Technical Knowledge Pupils will learn that a 3-D textiles product can be assembled from two identical fabric shapes.</p> <p>Design</p> <ul style="list-style-type: none"> • State what products they are designing and making • Say how their products will work • Use knowledge of existing products to help come up with ideas • Describe what their products are for <p>Make</p> <ul style="list-style-type: none"> • Select from a range of materials and components according to their characteristics • Practical skills and techniques follow procedures for safety and hygiene • Select from and use a range of materials and components, including textiles. • Measure, mark out, cut and shape materials and components. <p>Evaluate</p> <ul style="list-style-type: none"> • Make simple judgements about their products and ideas against design criteria <p>Analyse existing products and explore-</p> <ul style="list-style-type: none"> • What materials products are made from • What they like and dislike about products 	<p><u>Structures</u> Pupils will design and make an animal enclosure that addresses issues such as shelter, need for space, food, water, and recreation</p> <p>Technical Knowledge Pupils will learn how freestanding structures can be made stronger, stiffer and more stable</p> <p>Design</p> <ul style="list-style-type: none"> • Say whether their products are for themselves or other users. • Say how they will make their products suitable for their intended users. • Model ideas by exploring materials, components and construction kits and by making templates and mock-ups. <p>Make</p> <ul style="list-style-type: none"> • Plan by suggesting what to do next • Practical skills and techniques follow procedures for safety and hygiene • Select from and use a range of materials and components, including construction materials and kits. • Assemble, join and combine materials and components • Use finishing techniques, including those from art. <p>Evaluate</p> <ul style="list-style-type: none"> • Make simple judgements about their products and ideas against design criteria <p>Analyse existing products and explore-</p> <ul style="list-style-type: none"> • Who products are for • How products are used

**Long Term Learning Journey - Map B
Year 1&2**

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Food Technology	<p><u>Yr 1 Food: Harvest Festival – mini rainbow veg pizzas</u> <u>Technical skill Yr 1: Spreading and grating</u></p> <p><u>Yr 2 Food: Harvest Festival – vegetable soup.</u> <u>Technical skill Yr 2: Dicing, slicing, crushing (garlic)</u></p> <p><u>Food and Nutrition</u> Pupils will learn</p> <ul style="list-style-type: none"> • how to name and sort foods into the five groups in the eat well plate • that everyone should eat at least five portions of fruit and vegetables every day • how to prepare simple dishes safely and hygienically, without using a heat source 	<p><u>Yr 1 Food: Jam Tarts</u> <u>Technical skill Yr 1: Rolling and spooning</u></p> <p><u>Yr 2 Food: (Humpty Dumpty) Eggs – meringues/omelette</u> <u>Technical skill Yr 2: Whisking and folding</u></p> <p><u>Food and Nutrition</u> Pupils will learn where food comes from-</p> <ul style="list-style-type: none"> • that food has to be farmed, grown elsewhere (e.g. home) or caught • how to prepare simple dishes safely and hygienically, without using a heat source 	<p><u>Yr 1 Food: Fruit Salad</u> <u>Technical skill Yr 1: Peeling and cutting</u></p> <p><u>Yr 2 Food: Mango Ice Cream</u> <u>Technical skill Yr 2: Peeling, chopping, mixing</u></p> <p><u>Food and Nutrition</u> Pupils will learn where food comes from</p> <ul style="list-style-type: none"> • that all food comes from plants or animals <p>how to use techniques such as cutting, peeling and grating</p> <ul style="list-style-type: none"> • how to prepare simple dishes safely and hygienically, without using a heat source



**Long Term Learning Journey - Map B
Year 1&2**

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History	<p>Key historical skills for KS1:</p> <ul style="list-style-type: none"> - To develop an awareness of the past, using common words and phrases relating to the passing of time. - To know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. - To be able to use a wide vocabulary of everyday historical terms. - To be able to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. - To understand some of the ways in which we find out about the past and identify different ways in which it is represented. <p>In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</p>		
		<p>Significant places in their own locality: Lewes Castle visit and enquiry</p> <p>Significant historical figures and events: Possibly Henry VIII, but TBC and linked to theTopic.</p> <p><i>The history and features of Castles</i></p>	<p>Significant historical figures and events:</p> <ul style="list-style-type: none"> - Abolition of slavery - Rosa Parks - Nelson Mandela

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Geography	<p>The following objective will be used to help achieve, and provide context for, all the objectives mapped out for Key Stage 1-</p> <p>Skills & Fieldwork: use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Key vocabulary that all children must learn and be able to apply in work done on the objectives mapped out for Key Stage 1-</p> <p>Human and physical geography:</p> <ul style="list-style-type: none"> ▪ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 		
	<p>By specifically focusing on Shoreham-by Sea for part of the UK weather patterns work in the objective below, the children will be better prepared for the comparison study in the Summer Term.</p> <p>Human and physical geography:</p> <ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <p>Skills and Fieldwork:</p> <ul style="list-style-type: none"> • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment <p>Skills and Fieldwork:</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage 	<p><i>Pupils could plot castles on maps and use the opportunity to cover vocabulary as above.</i></p>	<p>Focus on a small African village comparison to Shoreham coastal town.</p> <p>Place Knowledge</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p><i>Ensure seasonal and daily weather patterns are part of the comparison to follow up on work in Autumn Term</i></p> <p>Skills and Fieldwork:</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

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Music	<p><u>Ourselves (Year 1)</u> Exploring sounds English</p> <ul style="list-style-type: none"> • Creating and responding to vocal sounds • Exploring how to change Sounds • Creating and placing vocal and body percussion sounds • Exploring descriptive sounds <p><u>Ourselves (Year 2)</u> Exploring sounds English</p> <ul style="list-style-type: none"> • Creating and responding to vocal sounds and body percussion • Developing the use of vocal sounds to express feelings • Exploring expression in a conversation without words • Notating pitch shape and duration using simple line graphics • Understanding how mood can be expressed using the voice • Understanding the structure of call and response songs • Developing an expressive song performance with voices and instruments <p><u>Our bodies (Year 1)</u> Beat Science</p> <ul style="list-style-type: none"> • Performing a steady beat at two different speeds (tempi) • Responding to change of mood in a piece of music with a slow and fast steady beat • Identifying a repeated rhythm pattern • Combining a rhythm pattern and a steady beat • Performing together with concentration • Performing rhythm patterns on body percussion to a steady beat • Inventing and performing new rhythms to a steady beat <p><u>Our bodies (Year 2)</u> Beat PE</p> <ul style="list-style-type: none"> • Recognising and responding to steady beat • Recognising and responding to a rhythm ostinato pattern • Recognising and playing rhythmic patterns • Recognising and responding to steady beat at different tempi • Playing steady beats at different tempi on body percussion and instruments • Singing in two parts and combining steady beats • Recognising and responding to different steady beats • Performing rhythmic movement patterns to a steady beat • Performing rhythmic patterns on percussion 	<p><u>Seasons (Year 1)</u> Pitch Science</p> <ul style="list-style-type: none"> • Identifying changes in pitch and responding to them with movement • Contrasting changes in pitch with changes in dynamics (volume) • Relating pitch changes to graphic symbols and performing pitch changes vocally • Listening and responding to pitch changes with movement • Listening and responding to a falling pitch signal • Distinguishing between pitched and un-pitched percussion sounds • Listening in detail to a piece of orchestral music <p><u>Seasons (Year 2)</u> Pitch Science</p> <ul style="list-style-type: none"> • Singing with expression, paying attention to the pitch shape of the melody • Using sign language in a song • Accompanying a song with vocal and instrumental ostinato • Identifying rising and falling pitch • Performing a rising pitch sequence in a song • Listening and responding to pitch changes with movements • Singing with expression and paying attention to the pitch shape of the melody <p><u>Number (Year 1)</u> Beat Maths</p> <ul style="list-style-type: none"> • Recognising and developing a sense of steady beat through using voices and body percussion • Identifying and performing changes in tempo • Learning to play percussion with control • Keeping a steady beat and using dynamics to vary the musical effect • Identifying and keeping a steady beat using movement, body percussion and instruments • Recognising and responding to changes in tempo in music <p><u>Number (Year 2)</u> Beat Maths</p> <ul style="list-style-type: none"> • Performing a steady beat and simple rhythms using movement and body percussion • Understanding and differentiating between beat and rhythm • Performing simple rhythms using movement and percussion • Understanding and differentiating between beat and rhythm 	<p><u>Travel (Year 1)</u> Performance PE</p> <ul style="list-style-type: none"> • Combining voices, movement and instruments to perform a chant and a song • Creating word rhythms • Performing word rhythms with movement • Keeping a steady beat • Playing and combining simple word rhythms • Responding to music in movement <p><u>Travel (Year 2)</u> Performance English</p> <ul style="list-style-type: none"> • Responding to a song with movement • Using simple musical vocabulary to describe music • Combining steady beat and rhythms to accompany a song • Listening and responding to contemporary orchestral music • Playing an instrument game to practise steady beat at changing tempi • Preparing and improving a performance using movement, voice and percussion • Using instruments expressively • Understanding notation <p><u>Animals (Year 1)</u> Pitch PE</p> <ul style="list-style-type: none"> • Understanding pitch, and making high and low vocal sounds • Relating pitch to high and low body posture • Understanding pitch by singing a song with contrasting high and low melodies • Identifying and playing high and low pitches in music • Exploring and developing an understanding of pitch using the voice and body movements • Recognising and performing pitch changes and contrasts <p><u>Animals (Year 2)</u> Pitch PE</p> <ul style="list-style-type: none"> • Listening to a steady beat and responding in movement • Identifying and responding to changes in pitch, upwards and downwards • Performing changes in pitch using whole body movement/voice • Understanding and performing upwards and downwards pitch direction • Reading/playing pitch line notation on tuned percussion • Combining pitch change with changes in other elements/dimensions

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Computing	<p><u>Unit 1.1 – We are treasure hunters</u> <u>Domain: Computer Science</u></p> <ul style="list-style-type: none"> - Understand what algorithms are - Understand how algorithms are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions - Create and debug simple programs - Use logical reasoning to predict the behaviour of simple programs. <p><u>Unit 1.6 – We are celebrating</u> <u>Domain: Digital Literacy & IT</u></p> <ul style="list-style-type: none"> - Use technology safely and respectfully - Keep personal information private - Recognise where to go for help when they have concerns about content/contact on the internet - Recognise common uses of IT beyond school - Use technology purposefully to organise, store and retrieve digital content - Use technology purposefully to create and manipulate digital content <p><u>Unit 2.1 – We are astronauts</u> <u>Domain: Computer Science</u></p> <ul style="list-style-type: none"> - As 1.1 - Recognise where to go for help when they have concerns about content/contact on the internet - Recognise common uses of IT beyond school <p><u>Unit 2.2 – We are game testers</u> <u>Domain: Computer Science & Digital Literacy</u></p> <ul style="list-style-type: none"> - As 2.1 - Use technology safely and respectfully - Keep personal information private 	<p><u>Unit 1.3 – We are painters</u> <u>Domain: Digital Literacy & IT</u></p> <ul style="list-style-type: none"> - Use technology safely and respectfully - Keep personal information private - Recognise where to go for help when they have concerns about content/contact on the internet - Recognise common uses of IT beyond school - Use technology purposefully to organise, store and retrieve digital content - Use technology purposefully to create and manipulate digital content <p><u>Unit 1.4 – We are collectors</u> <u>Domain: Computer Science, Digital Literacy & IT</u></p> <ul style="list-style-type: none"> - Use technology safely and respectfully - Keep personal information private - Recognise where to go for help when they have concerns about content/contact on the internet - Use technology purposefully to organise, store and retrieve digital content <p><u>Unit 2.4 – We are researchers</u> <u>Domain: Digital Literacy & IT</u></p> <ul style="list-style-type: none"> - Use technology safely and respectfully - Keep personal information private - Recognise where to go for help when they have concerns about content/contact on the internet - Recognise common uses of IT beyond school - Use technology purposefully to organise, store and retrieve digital content - Use technology purposefully to create and manipulate digital content <p><u>Unit 2.5 – We are detectives</u> <u>Domain: Digital Literacy & IT</u></p> <ul style="list-style-type: none"> - As 2.4 	<p><u>Unit 1.2 – We are TV chefs</u> <u>Domain: Computer Science, Digital Literacy & IT</u></p> <ul style="list-style-type: none"> - Understand what algorithms are - Keep personal information private - Recognise common uses of IT beyond school - Use technology purposefully to organise, store and retrieve digital content - Use technology purposefully to create and manipulate digital content <p><u>Unit 1.5 – We are storytellers</u> <u>Domain: Digital Literacy & IT</u></p> <ul style="list-style-type: none"> - Keep personal information private - Recognise common uses of IT beyond school - Use technology purposefully to organise, store and retrieve digital content - Use technology purposefully to create and manipulate digital content <p><u>Unit 2.3 – We are photographers</u> <u>Domain: Computer Science, Digital Literacy & IT</u></p> <ul style="list-style-type: none"> - Understand what algorithms are - Use technology safely and respectfully - Recognise common uses of IT beyond school - Use technology purposefully to organise, store and retrieve digital content - Use technology purposefully to create and manipulate digital content <p><u>Unit 2.6 – We are zoologists</u> <u>Domain: Digital Literacy & IT</u></p> <ul style="list-style-type: none"> - Use technology safely and respectfully - Keep personal information private - Recognise common uses of IT beyond school - Use technology purposefully to organise, store and retrieve digital content - Use technology purposefully to create and manipulate digital content

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PE	<p>Objectives taken from the Y1 & Y2 plans</p> <p>Fundamentals 1</p> <ul style="list-style-type: none"> - Can hold a bean bag/ball correctly. - Show some control and accuracy with the basic actions of rolling and underarm throwing. - To develop range of rolling, throwing and catching skills. <p>Gymnastics 1</p> <ul style="list-style-type: none"> - To know how to perform a roll, balance, jump and travel, using changes in level, direction and speed. To link actions together to create a sequence. To improve and create quality performances. - To be able to perform small body part balances, linked through rolling, travelling and jumping. To link actions together to create sequences. <p>Fundamentals 2</p> <ul style="list-style-type: none"> - Kicking, dribbling and using hockey sticks to move the ball in different ways - Developing and improving Kicking and dribbling skills <p>Dance – Shadows</p> <ul style="list-style-type: none"> - Working with a partner exploring shapes and linking actions 	<p>Objectives taken from the Y1 & Y2 plans</p> <p>Fundamentals 3</p> <ul style="list-style-type: none"> - To be confident and safe in the spaces used to play games. - Choose and use tactics to suit different situations. <p>Indoor Athletics/Skipping</p> <ul style="list-style-type: none"> - Jump rope for Heart activities and multi skills circuits <p>Fundamentals 4: Piggy in the Middle (Y1)</p> <ul style="list-style-type: none"> - To play ball games using basic attacking and defending tactics, throwing and catching different sized balls with some accuracy and control. - To move around a space safely and understand basic game play <p>Fundamentals 4: 3 Point Score (Y1)</p> <ul style="list-style-type: none"> - To play increasingly complex games using a variety of different sized balls. - To throw and catch a range of balls. showing accuracy and control. - To know how to beat an opponent. Understand game play and use tactics appropriately <p>Dance – Vehicles (use Activ8 plans as a starting point but base the work on the studied text)</p> <ul style="list-style-type: none"> - Developing body movements and creating basic motifs 	<p>Objectives taken from the Y1 & Y2 plans</p> <p>Bat & Ball Skills (Y1)</p> <ul style="list-style-type: none"> - To use their bodies and equipment with greater control and coordination and choose skills and equipment to meet challenges set <p>Striking & Fielding Skills (Y2)</p> <ul style="list-style-type: none"> - Engage in competitive physical activities against self and others and to apply balance, coordination and agility using different bats and balls <p>Gymnastics 2</p> <ul style="list-style-type: none"> - To reinforce the basic actions and develop climbing and stillness. - To copy, create and link movement phrases with beginning, middle and end. - To perform a range of actions, body shapes and balances with control and coordination. - Adapt sequences to include apparatus or a partner. <p>Athletics</p> <ul style="list-style-type: none"> - Improving balance and agility. Learning techniques. Cooperative challenges. - Extend agility, balance and coordination. Confident movers. Competitive activities. <p>OAA</p> <ul style="list-style-type: none"> - To use simple table top maps and plans Confidently and to follow simple routes and trails successfully. - To work with others to solve simple challenges. - To use maps of the school accurately. - To discuss strategies and ideas with others and find alternative ways of completing challenges.

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JIGSAW PSHcE	<p><u>Year 1 Planning</u></p> <p><u>Being me in my World</u> Development of class charters</p> <p><u>Puzzle Outcome:</u> Class Charter linked to RRS</p> <p><u>Celebrating Difference</u> I can tell you some ways I am different from my friends</p> <p>I understand these differences make us all special and unique</p> <p><u>Puzzle Outcome:</u> Hall of Fame Display</p>	<p><u>Year 1 Planning</u></p> <p><u>Dreams and Goals</u> I can tell you how I felt when I succeeded in a new challenge and how I celebrated it</p> <p>I know how to store the feelings of success in my internal treasure chest</p> <p><u>Puzzle Outcome:</u> Garden of Dreams and Goals</p> <p><u>Healthy Me</u> I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy</p> <p>I can recognise how being healthy helps me to feel happy</p> <p><u>Puzzle Outcome:</u> The Healthy, Happy Me Recipe Book</p>	<p><u>Year 1 Planning</u></p> <p><u>Relationships</u> I can tell you why I appreciate someone who is special to me</p> <p>and express how I feel about them</p> <p><u>Puzzle Outcome:</u> The Relationship Fiesta</p> <p><u>Changing Me (Y1)</u> I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina</p> <p>I respect my body and understand which parts are private</p> <p><u>Changing Me (Y2)</u> I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private</p> <p>I can tell you what I like/don't like about being a boy/ girl</p> <p><u>Puzzle Outcome:</u> Tree of Change Display</p>

	Me, Myself and I	Turrets and Tiaras	African Adventure
Discovery RE	<p><u>Year 1 Planning</u></p> <p><u>Christianity</u> Believing/Behaving <i>Does God want Christians to look after the world?</i></p> <p>AT1 A Beliefs, teachings and sources AT2 F Values and commitments</p> <p><u>Christianity</u> Believing/Belonging <i>What gift would I have given to Jesus if He had been born in my town and not in Bethlehem?</i></p> <p>AT1 A Beliefs, teachings and sources AT2 D Identity, diversity and belonging</p>	<p><u>Year 1 Planning</u></p> <p><u>Christianity</u> Believing/Behaving <i>Was it always easy for Jesus to show friendship?</i></p> <p>AT1 A Beliefs, teachings and sources AT2 D Identity, diversity and belonging</p> <p><u>Christianity</u> Believing/Behaving <i>Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</i></p> <p>AT1 A Beliefs, teachings and sources AT1 C Forms of expressing meaning AT2 E Meaning purpose and truth</p>	<p><u>Year 1 Planning</u></p> <p><u>Judaism</u> Believing/belonging <i>Is Shabbat important to Jewish children?</i></p> <p>AT1 B Practices and ways of life AT2 D Identity, diversity and belonging</p> <p><u>Judaism</u> Believing/belonging <i>Does celebrating Chanukah make Jewish children feel closer to God?</i></p> <p>AT1 C Forms of expressing meaning AT2 D Identity, diversity and belonging</p>

English – Year 1

Reading – Word Reading	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • Read other words of more than one syllable that contain taught GPCs • Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) • Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • Re-read these books to build up their fluency and confidence in word reading.
Reading - Comprehension	<ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> ○ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently <ul style="list-style-type: none"> ○ being encouraged to link what they read or hear read to their own experiences ○ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ○ recognising and joining in with predictable phrases ○ learning to appreciate rhymes and poems, and to recite some by heart ○ discussing word meanings, linking new meanings to those already known • understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> ○ drawing on what they already know or on background information and vocabulary provided by the teacher ○ checking that the text makes sense to them as they read and correcting inaccurate reading ○ discussing the significance of the title and events ○ making inferences on the basis of what is being said and done ○ predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them.
Writing - Handwriting	<ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 <p>Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</p>

English – Year 1

Writing - Spelling

Spell:

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week

Name the letters of the alphabet:

- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound

Add prefixes and suffixes:

- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]

Apply simple spelling rules and guidance, as listed in [English Appendix 1](#)

- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Writing - Composition

Write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

**Writing – Vocab,
grammar, punctuation**

Develop their understanding of the concepts set out in [English Appendix 2](#) by:

- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’
- learning the grammar for year 1 in English Appendix 2

Use the grammatical terminology in English Appendix 2 in discussing their writing.

English – Year 2

<p>Reading – Word Reading</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • re-read these books to build up their fluency and confidence in word reading.
<p>Reading - Comprehension</p>	<ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> ○ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently ○ discussing the sequence of events in books and how items of information are related ○ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ○ being introduced to non-fiction books that are structured in different ways ○ recognising simple recurring literary language in stories and poetry ○ discussing and clarifying the meanings of words, linking new meanings to known vocabulary ○ discussing their favourite words and phrases ○ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> ○ drawing on what they already know or on background information and vocabulary provided by the teacher ○ checking that the text makes sense to them as they read and correcting inaccurate reading ○ making inferences on the basis of what is being said and done ○ answering and asking questions ○ predicting what might happen on the basis of what has been read so far • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
<p>Writing - Handwritin</p>	<ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • use spacing between words that reflects the size of the letters.

English – Year 2

Writing - Spelling	<p>Spell by (See English Appendix 1):</p> <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>Apply spelling rules and guidance, as listed in English Appendix 1</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>
Writing - Composition	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>
Writing – Vocab, grammar, punctuation	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) <p>Learn how to use:</p> <ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) the grammar for year 2 in English Appendix 2 some features of written Standard English <p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p>

Maths – Year 1	
Number and Place Value	<ul style="list-style-type: none"> • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens • given a number, identify one more and one less • identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least • read and write numbers from 1 to 20 in numerals and words.
+ & -	<ul style="list-style-type: none"> • read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • add and subtract one-digit and two-digit numbers to 20, including zero • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.
X & ÷	<ul style="list-style-type: none"> • solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
$\frac{1}{2}$	<ul style="list-style-type: none"> • recognise, find and name a half as one of two equal parts of an object, shape or quantity • recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
Measurement	<ul style="list-style-type: none"> • compare, describe and solve practical problems for: <ul style="list-style-type: none"> ○ lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] ○ mass/weight [for example, heavy/light, heavier than, lighter than] ○ capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] ○ time [for example, quicker, slower, earlier, later] • measure and begin to record the following: <ul style="list-style-type: none"> ○ lengths and heights ○ mass/weight ○ capacity and volume ○ time (hours, minutes, seconds) • recognise and know the value of different denominations of coins and notes • sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] • recognise and use language relating to dates, including days of the week, weeks, months and years • tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.




**Long Term Learning Journey - Map B
Year 1&2**

Maths – Year 1

Shape	<ul style="list-style-type: none">recognise and name common 2-D and 3-D shapes, including: □ 2-D shapes [for example, rectangles (including squares), circles and triangles] □ 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].
↻	<ul style="list-style-type: none">describe position, direction and movement, including whole, half, quarter and three- quarter turns.

Maths – Year 2	
Number & Place Value	<ul style="list-style-type: none"> • count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward • recognise the place value of each digit in a two-digit number (tens, ones) • identify, represent and estimate numbers using different representations, including the number line • compare and order numbers from 0 up to 100; use <, > and = signs • read and write numbers to at least 100 in numerals and in words • use place value and number facts to solve problems.
+ & -	<ul style="list-style-type: none"> • solve problems with addition and subtraction: <ul style="list-style-type: none"> ○ using concrete objects and pictorial representations, including those involving numbers, quantities and measures ○ applying their increasing knowledge of mental and written methods • recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> ○ two-digit number and ones ○ a two-digit number and tens ○ two two-digit numbers ○ adding three one-digit numbers • show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
X & ÷	<ul style="list-style-type: none"> • recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs • show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
$\frac{1}{2}$	<ul style="list-style-type: none"> • recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of • objects or quantity \square write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.

Maths – Year 2	
Measurement	<ul style="list-style-type: none"> • choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels • compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$ • recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value • find different combinations of coins that equal the same amounts of money • solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change • compare and sequence intervals of time • tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times • know the number of minutes in an hour and the number of hours in a day.
Shape	<ul style="list-style-type: none"> • identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line • identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces • identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid] • compare and sort common 2-D and 3-D shapes and everyday objects.
	<ul style="list-style-type: none"> • order and arrange combinations of mathematical objects in patterns and sequences • use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).
Statistics	<ul style="list-style-type: none"> • interpret and construct simple pictograms, tally charts, block diagrams and simple tables • ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity • ask and answer questions about totalling and comparing categorical data.