



	<p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>☑ produce creative work, exploring their ideas and recording their experiences</li> <li>☑ become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>☑ evaluate and analyse creative works using the language of art, craft and design</li> <li>☑ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul>					
<p>Design and Technology Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].</p>	<p>Homes – linked to History Design</p> <ul style="list-style-type: none"> <li>• design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p>Make</p> <ul style="list-style-type: none"> <li>• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>• explore and evaluate a range of existing products</li> <li>• evaluate their ideas and products against design criteria</li> </ul> <p>Technical knowledge</p> <ul style="list-style-type: none"> <li>• build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>• explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>		<p>Portraits – linked to History Design</p> <ul style="list-style-type: none"> <li>• design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p>Make</p> <ul style="list-style-type: none"> <li>• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>• explore and evaluate a range of existing products</li> <li>• evaluate their ideas and products against design criteria</li> </ul> <p>Technical knowledge</p> <ul style="list-style-type: none"> <li>• build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>• explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>		<p>Toys –making a toy linked to History Design</p> <ul style="list-style-type: none"> <li>• design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p>Make</p> <ul style="list-style-type: none"> <li>• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>• explore and evaluate a range of existing products</li> <li>• evaluate their ideas and products against design criteria</li> </ul> <p>Technical knowledge</p> <ul style="list-style-type: none"> <li>• build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>• explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>	
<p>Computing</p>	<p>We are treasure hunters</p> <ul style="list-style-type: none"> <li>• Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li> <li>• Create and debug simple programs.</li> <li>• Use logical reasoning to predict the behaviour of simple programs. Recognise common uses of information technology beyond school.</li> </ul>	<p>We are TV chefs</p> <ul style="list-style-type: none"> <li>• Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li> <li>• Use logical reasoning to predict the behaviour of simple programs.</li> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>• Recognise common uses of information technology beyond school.</li> </ul>	<p>We are collectors</p> <ul style="list-style-type: none"> <li>• Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul>	<p>We are painters</p> <ul style="list-style-type: none"> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>• Recognise common uses of information technology beyond school.</li> <li>• Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>	<p>We are storytellers</p> <ul style="list-style-type: none"> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>• Recognise common uses of information technology beyond school. Use technology safely and respectfully.</li> </ul>	<p>We are celebrating</p> <ul style="list-style-type: none"> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>• Recognise common uses of information technology beyond school.</li> <li>• Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>
<p>Online Safety linked to computing</p>	<ul style="list-style-type: none"> <li>• Understanding of how to use simple programmable toys and</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure parental consent is adhered to/sought before filming – especially if content</li> </ul>	<ul style="list-style-type: none"> <li>• Reminder of KS1 AUP</li> <li>• Begin to touch on the concept of copyright</li> </ul>	<ul style="list-style-type: none"> <li>• Reminder of KS1 AUP</li> <li>• Child-friendly web engines used where relevant to the</li> </ul>	<ul style="list-style-type: none"> <li>• Reminder of KS1 AUP</li> <li>• Further develop knowledge and understanding of</li> </ul>	<ul style="list-style-type: none"> <li>• Reminder of KS1 AUP</li> <li>• Children are begin to understand what to do</li> </ul>

	<p>technology safely</p> <ul style="list-style-type: none"> <li>Child-friendly web engines used where relevant to the unit</li> <li>Any filming is done with consent from parents – especially if content is to be uploaded.</li> <li>Reminder of KS1 AUP</li> </ul>	<p>is to be uploaded. Ensure no child is in the video is consent isn't given</p> <ul style="list-style-type: none"> <li>Ensure any information does not give away any personal information</li> <li>Understand the correct behaviour when using technology to ensure this is used safely and responsibly</li> <li>Reminder of KS1 AUP</li> <li>Begin to touch on the concept of copyright</li> <li>Children are begin to understand what to do if they see anything unacceptable/inappropriate and recognise those adults who they can tell</li> </ul>	<ul style="list-style-type: none"> <li>Children are begin to understand what to do if they see anything unacceptable/inappropriate and recognise those adults who they can tell</li> <li>Child-friendly web engines used where relevant to the unit</li> <li>Ensure children are acting responsibly and appropriately when searching/using technology</li> <li>Respect children's decision if they wish not to be included due to consent etc – link to home-school agreement and parental permission (especially if uploading online)</li> </ul>	<p>unit</p> <ul style="list-style-type: none"> <li>Children are begin to understand what to do if they see anything unacceptable/inappropriate and recognise those adults who they can tell</li> <li>Ensure children are acting responsibly and appropriately when searching/using technology</li> </ul>	<p>copyright and how this begins to impact their work</p>	<p>if they see anything unacceptable/inappropriate and recognise those adults who they can tell</p> <ul style="list-style-type: none"> <li>Child-friendly web engines used where relevant to the unit</li> <li>Ensure children are acting responsibly and appropriately when searching/using technology</li> <li>Respect children's decision if they wish not to be included due to consent etc – link to home-school agreement and parental permission (especially if uploading online)</li> </ul>
<p>Geography</p> <p>Pupils should develop knowledge about the world, the United Kingdom and their locality.</p> <p>They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p>	<p>What are Seasons?</p> <ul style="list-style-type: none"> <li>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</li> <li>name and locate the world's seven continents and five oceans</li> </ul>	<p>Where does our food come from?</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>name and locate the world's seven continents and five oceans</li> </ul>	<p>Where do different animals live?</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>name and locate the world's seven continents and five oceans</li> </ul>			
<p>History</p>	<p>Great Fire of London</p> <ul style="list-style-type: none"> <li>events beyond living memory that are significant nationally or globally</li> </ul>	<p>Florence Nightingale</p> <ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>events beyond living memory that are significant nationally or globally</li> <li>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different period</li> </ul>	<p>What was life like when our grandparents were children?</p> <ul style="list-style-type: none"> <li>changes within living memory</li> <li>significant historical events, people and places in their own locality</li> </ul>			
<p>History</p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>They should 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.</p> <p>They should use a wide vocabulary of everyday historical terms.</p> <p>They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>						

Music	<b>Exploring sounds</b> <ul style="list-style-type: none"> <li>♣ play tuned and untuned instruments musically</li> <li>♣ listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>♣ experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>	<b>Christmas concert</b> <ul style="list-style-type: none"> <li>♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>♣ play tuned and untuned instruments musically</li> </ul>	<b>Exploring pulse and rhythm</b> <ul style="list-style-type: none"> <li>♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>♣ play tuned and untuned instruments musically</li> <li>♣ listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>♣ experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<b>Exploring pitch</b> <ul style="list-style-type: none"> <li>♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>♣ play tuned and untuned instruments musically</li> <li>♣ experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<b>Exploring instruments and symbols</b> <ul style="list-style-type: none"> <li>♣ play tuned and untuned instruments musically</li> <li>♣ experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<b>Exploring timbre, tempo and dynamics</b> <ul style="list-style-type: none"> <li>♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>♣ play tuned and untuned instruments musically</li> <li>♣ listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>♣ experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>
<p>Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.</p>						
French	<b>Myself and what I eat</b>		<b>Parts of the body (face)</b> <b>Numbers to 15</b> <b>My age</b>		<b>Beasts in the garden</b> <b>What do I wear in the summer?</b>	
<p>Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.</p>						
Physical education	<b>Games (1)</b> Bouncing <b>Games (1)</b> Travelling with the ball	<b>Gymnastics (1)</b> Travelling <b>Dance (1)</b> Simple movement patterns	<b>Dance (1)</b> Exploring gesture and formation. Creating short dances <b>Gymnastics (1)</b> Taking weight on different parts	<b>Games (1)</b> Creating games <b>Dance (1)</b> Exploring patterns and pathways. Develop a simple dance	<b>Gymnastics (1)</b> Transferring weight from one body part to another <b>Games (1)</b> Receiving	<b>Games (1)</b> Sending <b>Dance (1)</b> Telling a story through dance
<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p>						
PSHE/RSE	Overview of school values and vision statement Value: Forgiveness Be Yourself (Linked to British Values) McMillan fundraising Jeans for Genes	Value: Respect Team (Linked to British Values) Anti-Bullying Week Remembrance Harvest Catriona's Charity Anti-Bullying Week	Value: Endurance Safety First (Linked to British Values) Road Safety Y2 Online Safety	Value: Compassion It's my body (Linked to British Values) Mothering Sunday Comic Relief	Value: Justice One World (Linked to British Values) Fire Safety Y2 International Outdoor Learning Day	Value: Confidence Yr.1 RSE topics Different Friends Growing and Changing Families and Care Yr.2 Differences Male and Female Animals Naming Body Parts (Linked to British Values) Relationships, Sex and Health Education Week Sports Day Fire Safety Y2 NSPCC

## Year 1 & 2 - Sapphire Curriculum Map - Year B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Literacy to be taught through core books and sustained themes, with text type links made through the contexts. See suggested text list for ideas.	Narrative Description, writing in role, retelling a story, altering a story.	Non-fiction Instructions, recounts, non-chronological reports, explanations. Reports on our plastic campaign and the two children that we sponsor in Uganda	Poetry Poems on a theme, traditional rhymes, poems with a structure. Poems based on global issues		
Mathematics	Place Value Addition /subtraction Money Time Measure/ length Geometry -2D shapes Assessment and review	Addition Subtraction Addition/Subtraction Measure-weight and capacity Geometry-3D shapes Statistics Assessment and review	Multiplication/ division Doubling/halving Fractions Place Value Time Money Assessment and review	Addition/ subtraction Place Value Multiplication/ division Geometry 2-D shapes Geometry 3-D shapes Statistics Assessment and review	Place value Addition/subtraction Measure Fractions Position/direction Patterns/sequences Assessment and review	Addition/subtraction Statistics Multiplication/division Time Money Problem solving and investigation
Science	Animals, including humans <ul style="list-style-type: none"> <li>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> </ul>	Animals, including humans <ul style="list-style-type: none"> <li>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul>	Living things and their habitats <ul style="list-style-type: none"> <li>explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>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</li> <li>identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>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</li> </ul>	Plants <ul style="list-style-type: none"> <li>observe and describe how seeds and bulbs grow into mature plants</li> <li>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>	Uses of everyday materials <ul style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>describe the simple physical properties of a variety of everyday materials</li> <li>compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul>	Materials <ul style="list-style-type: none"> <li>making good choices/shaping up – build on RRR project covered last year</li> <li>pupils to take more of a responsible role</li> </ul>
<p>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"> <li>Asking simple questions and recognising they can be answered in different ways</li> <li>Observing closely, using simple equipment</li> <li>Performing simple tests</li> <li>Identifying and classifying</li> <li>Using their observations and ideas to suggest answers to questions</li> <li>Gathering and recording data to help in answering questions</li> </ul>						

Religious Education	What is it like to live as a Jew?	What are God's rules for living? Nativity characters: Which character are you? Why are you important?	What responsibility has God given people about taking care of creation?	What is the story of Noah really about?  Why is Easter the most important festival for Christians?	Why did Jesus teach the Lord's Prayer as the way to pray?	What does it mean to be a Hindu?
Art and design	Mouths-painting linked to science <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>		Plants still –life linked to Science <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>		Landscapes (textile pictures linked to David Hockney) <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	
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Design and Technology Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].	Armour - Celtic armour linked to History <p>Design</p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p>Make</p> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria</li> </ul> <p>Technical knowledge</p> <ul style="list-style-type: none"> <li>build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>		Rain <p>Design</p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p>Make</p> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria</li> </ul> <p>Technical knowledge</p> <ul style="list-style-type: none"> <li>build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>		Jewellery - linked to History <p>Design</p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p>Make</p> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria</li> </ul> <p>Technical knowledge</p> <ul style="list-style-type: none"> <li>build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>	
-Computing	We are astronauts <ul style="list-style-type: none"> <li>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous</li> </ul>	We are games testers <ul style="list-style-type: none"> <li>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li> <li>Use logical reasoning to</li> </ul>	We are photographers <ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>Recognise common uses of information technology beyond</li> </ul>	We are researchers <ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>Recognise common uses of information technology beyond school.</li> </ul>	We are detectives <ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>Recognise common uses of information technology beyond school.</li> </ul>	We are zoologists <ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>Recognise common uses of information technology beyond</li> </ul>

	<p>instructions.</p> <ul style="list-style-type: none"> <li>• Create and debug simple programs.</li> <li>• Use logical reasoning to predict the behaviour of simple programs</li> </ul>	<p>predict the behaviour of simple programs.</p> <ul style="list-style-type: none"> <li>• Recognise common uses of information technology beyond school.</li> <li>• Use technology safely and respectfully, keeping personal information private.</li> </ul>	<p>school.</p> <ul style="list-style-type: none"> <li>• Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul>	<ul style="list-style-type: none"> <li>• Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>	<ul style="list-style-type: none"> <li>• Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>	<p>school.</p> <ul style="list-style-type: none"> <li>• Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>
Online Safety linked to Computing Units	<ul style="list-style-type: none"> <li>• Reminder of KS1 AUP</li> <li>• Demonstrate knowledge of knowing of who to turn to as soon as they come across something they deem inappropriate/uncomfortable</li> </ul>	<ul style="list-style-type: none"> <li>• Reminder of KS1 AUP</li> <li>• Games to be chosen careful by an adult to ensure chance of coming across inappropriate games is minimised and as time goes on, safe search filter on so children choose their own game (understanding of age restrictions etc)</li> <li>• Demonstrate knowledge of knowing of who to turn to as soon as they come across something they deem inappropriate/uncomfortable</li> <li>• If uploading to Scratch and see inappropriate comments, begin to develop awareness of how and who to report these to .</li> </ul>	<ul style="list-style-type: none"> <li>• Reminder of KS1 AUP</li> <li>• Do not force children to be photographed and online upload children's photos online if their parents (and/or themselves) have given permission in the home-school agreement</li> <li>• Begin to develop awareness of the meaning of 'digital footprint' and how their behaviour influences this</li> <li>• Begin to determine the difference between appropriate and inappropriate things that they produce/create/upload etc and the impact this can have on others</li> <li>• Safe searching and filters activated in case photographs are also obtained from the internet (use of engines such as kidrex and Google Kids)</li> </ul>	<ul style="list-style-type: none"> <li>• Reminder of KS1 AUP</li> <li>• Begin to understand how to stay safe online</li> <li>• Continue to develop awareness of the meaning of 'digital footprint' and how our behaviour influences this</li> <li>• Demonstrate knowledge of knowing of who to turn to as soon as they come across something they deem inappropriate/uncomfortable</li> <li>• Show an understanding of other people's views/opinions, even if these are different to our own</li> <li>• Safe searching and filters activated (use of engines such as kidrex and Google Kids)</li> </ul>	<ul style="list-style-type: none"> <li>• Reminder of KS1 AUP</li> <li>• Begin to understand email, what it is, how to behave on it and some of its dangers/implications</li> <li>• Understanding of passwords – keep us safe and should not be shared with anybody!</li> <li>• Demonstrate knowledge of knowing of who to turn to as soon as they come across something they deem inappropriate/uncomfortable</li> </ul>	<ul style="list-style-type: none"> <li>• Reminder of KS1 AUP</li> <li>• Understanding of keeping personal information (and that of others!) private</li> <li>• Demonstrate knowledge of knowing of who to turn to as soon as they come across something they deem inappropriate/uncomfortable</li> <li>• Begin to understand how to treat technological devices when outside the classroom</li> </ul>
<p>Geography</p> <p>Pupils should develop knowledge about the world, the United Kingdom and their locality.</p> <p>They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p>	<p>Which country do I live in?</p> <ul style="list-style-type: none"> <li>• name and locate the world's seven continents and five oceans</li> <li>• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>• 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</li> <li>• use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>• 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.</li> </ul>	<p>Uganda-Bridge of Hope</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• name and locate the world's seven continents and five oceans</li> </ul>	<p>What will we see on our journey around the world?</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>• name and locate the world's seven continents and five oceans</li> </ul>			

History	<p>Why do we Remember the fifth of November?</p> <ul style="list-style-type: none"> <li>• events beyond living memory that are significant nationally or globally</li> <li>• significant historical events, people and places in their own locality</li> </ul>	<p>How did the first flight change the world?</p> <ul style="list-style-type: none"> <li>• events beyond living memory that are significant nationally or globally</li> <li>• significant historical events, people and places in their own locality</li> </ul>	<p>Who were the greatest explorers?</p> <ul style="list-style-type: none"> <li>• the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</li> <li>• events beyond living memory that are significant nationally or globally</li> </ul>	<p>History</p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>		
Music	<p><b>Exploring sounds</b></p> <ul style="list-style-type: none"> <li>♣ play tuned and untuned instruments musically</li> <li>♣ listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>♣ experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>	<p><b>Christmas concert</b></p> <ul style="list-style-type: none"> <li>♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>♣ play tuned and untuned instruments musically</li> </ul>	<p><b>Exploring pulse and rhythm</b></p> <ul style="list-style-type: none"> <li>♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>♣ play tuned and untuned instruments musically</li> <li>♣ listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>♣ experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p><b>Exploring pitch</b></p> <ul style="list-style-type: none"> <li>♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>♣ play tuned and untuned instruments musically</li> <li>♣ experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p><b>Exploring instruments and symbols</b></p> <ul style="list-style-type: none"> <li>♣ play tuned and untuned instruments musically</li> <li>♣ experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p><b>Exploring timbre, tempo and dynamics</b></p> <ul style="list-style-type: none"> <li>♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>♣ play tuned and untuned instruments musically</li> <li>♣ listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>♣ experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>
	<p>Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.</p>					
French	<p>Myself and what I eat</p>	<p>Parts of the body (face)</p> <p>Numbers to 15</p> <p>My age</p>	<p>Beasts in the garden</p> <p>What do I wear in the summer?</p>	<p>Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.</p>		
Physical education	<p><b>Games (2)</b></p> <p>Dribbling</p> <p><b>Games (2)</b></p> <p>Throwing and catching</p>	<p><b>Gymnastics (2)</b></p> <p>Balance</p> <p><b>Dance (2)</b></p> <p>Communicate different moods, feelings and ideas</p>	<p><b>Gymnastics (2)</b></p> <p>Parts high and low</p> <p><b>Dance (2)</b></p> <p>Using dynamics to develop the dance</p>	<p><b>Gymnastics (2)</b></p> <p>Jumping and landing</p> <p><b>Dance (2)</b></p> <p>Learning and performing different styles of cultural dance</p>	<p><b>Gymnastics (2)</b></p> <p>Spinning and turning</p> <p><b>Games (2)</b></p> <p>Sending skills</p>	<p><b>Games (2)</b></p> <p>Hitting and striking</p> <p><b>Games (2)</b></p> <p>Running, jumping and hopping</p>
	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p>					

<p>PSHE/RSE</p>	<p>Overview of school values and vision statement  Value: Forgiveness  Think positive    (Linked to British Values)  McMillan fundraising  Jeans for Genes</p>	<p>Value: Respect  VIPs    (Linked to British Values)  Remembrance  Harvest  Catriona's Charity  Anti-Bullying Week</p>	<p>Value: Endurance  Digital Wellbeing    (Linked to British Values)  Road Safety Y2  On-line Safety</p>	<p>Value: Compassion  Growing Up    (Linked to British Values)  Road Safety Y2  Comic Relief  Mothering Sunday</p>	<p>Value: Justice  Diverse Britain    (Linked to British Values)  Fire Safety Y2  International Outdoor Learning  Week</p>	<p>Value: Confidence    Yr.1 RSE topics  Different Friends  Growing and Changing  Families and Care  Yr.2 Differences  Male and Female Animals  Naming Body Parts    (Linked to British Values)  Relationships, Sex and Health  Education  Fire Safety Y2  NSPCC</p>
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