WILLIAM LILLEY INFANT AND NURSERY SCHOOL

LONG TERM PLAN – KS1

KNOWLEDGE, SKILLS AND VOCABULARY PROGRESSION OF FOUNDATION SUBJECTS FROM EYFS INTO KS1

2026 update

KS1 – CYCLE A - AUTUMN 1 – LOCATION, LOCATION, LOCATION

	Knowledge Y1	Knowledge Y2	Skills Y1	Skills Y2	Vocabulary Y1	Vocabulary Y2
SCIENCE	• Know that simple tests can be carried out with support. • Know that predictions can be made.	• Know that simple tests can be carried out independently. • Know that explanations can be made based on what has happened during an investigation.	• Can they perform a simple test? • Can they tell other people about what they have done? • Can they give a simple reason for their answers?	• Can they carry out a simple fair test? • Can they explain why it might not be fair to compare two things? • Can they say whether things happened as they expected? • Can they suggest how to find things out? • Can they use prompts to find things out? • Can they say whether things happened as they expected and if not why not?	Observe, answer, question, sort, group, record, compare, differences, similarities, describe, results, test, results	Observing, classify, identify, equipment, compare, differences, similarities, describe, results, measurements, test, secondary sources, diagram, results
GEORGRPHY	• Know landmarks of Nottingham • Know that there are some similarities and differences between where they live and other countries • Know that the UK has four countries and that each country has a capital city. • Know that there are key human and physical features. • Know that the UK and its countries can be identified on a map, atlas, globe or aerial photograph. • Know that symbols represent features on a map of their school and local environment (buildings and grounds)	• Know that there are geographic similarities and differences between the UK and a non-European country. • Know the names of each capital city in the UK • Know landmarks of the capital cities in the UK. • Know that there are human and physical landmarks. • Know that a map can show locations of features and routes. • Know that a map has a key with basic symbols.	• Can they say what they like about their locality? • Can they sort things they like and don't like? • Can they identify the four countries making up the United Kingdom? • Can they name some of the main towns and cities in the United Kingdom? • Can they name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'?	• Can they describe some places which are not near the school? • Can they find out about a locality by using different sources of evidence? • Can they find out about a locality by asking some relevant questions to someone else? • Can they say what they like and don't like about their locality and another locality? • Can they name the major cities of England, Wales, Scotland and Ireland? • Can they find where they live on a map of the UK? • Can they describe some physical and human features of their own locality? • Can they explain what makes a locality special? • Can they label a diagram or photograph using some geographical words?	Address, Stapleford, Nottingham castle, Hemlock stone, market square, Nottingham council house, Robin Hood, city, town, England, Scotland, Northern Ireland, Wales, London, Edinburgh, Belfast, Cardiff, Dublin, globe, journey, travel, bungalow, town, village, farm, building, junction, near, far, left, right.	

HISTORY		• Know that there are some significant local and national events and individuals beyond living memory. • Know that events or objects in their life can be sequenced on a simple time line.	• Know that there are some significant local and international events and people beyond living memory. • Know that events and objects can be sequenced in chronological order and give reasons for their order.	• Do they appreciate that some famous people have helped our lives be better today? • Can they begin to identify the main differences between old and new objects? • Can they identify objects from the past? • *Can they explain why certain objects were different in the past, e.g. iron, music systems, televisions?* • *Can they tell us about an important historical event that happened in the past?* • *Can they explain differences between past and present in their life and that of other children from a different time in history?* • Can they use words and phrases like: old, new and a long time ago? • Do they know that some objects belonged to the past? • Can they explain how they have changed since they were born? • Can they put up to three objects/events in chronological order (recent history)? • Can they use words and phrases like: very old, when mummy and daddy were little? • Can they use the words before and after correctly? • Can they say why they think a story was set in the past?	• Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later? • Can they explain how their local area was different in the past? • Can they recount some interesting facts from an historical event? • Can they give examples of things that are different in their life from that of their grandparents when they were young? • Can they explain why Britain has a special history by naming some famous events and some famous people? • *Can they explain why someone in the past acted in the way they did?* • *Can they explain why their locality (as wide as it needs to be) is associated with a special historical event?* • Can they use words and phrases like: before I was born, when I was younger? • Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? • Can they use the words 'past' and 'present' accurately? • Can they sequence a set of events in chronological order and give reasons for their order? • Can they sequence a set of objects in chronological order and give reasons for their order? • Can they sequence events about the life of a famous person? • Can they try to work out how long ago an event happened?	Parliament, explorers, king, queen, Columbus, wood, plastic, tools Nottingham, castle, city, Robin Hood
COMPUTING	Unit	Unit 1.1 Online safety and exploring Purple Mash (4 weeks) Unit 2.5 Effective searching (2 weeks) **Education for a connected world links: Self image and identity AND Online relationships**				
	Knowledge and Skills	• Know the SMART rules. • Know what to do if they view content they think is inappropriate or upsetting (school policy) eg know how to minimise a screen if they see something inappropriate on a website and tell a trusted adult. • Begin to evaluate web sites by giving opinions about preferred sites. • Know that anyone can create a web site and it is sometimes difficult to know if information is true. • Know to keep personal information private when communicating online (This could be discussed when sending a class email). • Know that online communication is not always confidential and that it can be monitored. • Identify some risks presented by new technologies inside and outside school (eg online games, mobile phone texting, cyberbullying). • Learn to respect the work of others that is stored on a shared drive of a network or presented online. • The internet provides a wide and accessible range of images, sound and video. • Both traditional and digital methods can be used to find useful information. • Web pages can be viewed using a web browser that lets us look at web pages and navigate around them sites can be bookmarks as favourites.			Login, username, password, my work, Log out, avatar, notification, topic, tools, save	*Internet, search, search engine*
ART	Drawing, 3D	• Know that different types of lines can be drawn • Know that modelling materials can be shaped with their hands and different tools to create different outcomes. • Know that simple joins can be made.	• Know that pattern and texture can be used to create drawings. • Know that shading creates tone. • Know that patterns and textures can be added using different tools.	• Can they draw using pencil and crayons? Can they draw lines of different shapes and thickness, using 2 different grades of pencil? • Can they add texture by using tools? Can they make different kinds of shapes?	• Can they use three different grades of pencil in their drawing (4B, 8B, HB)? • Can they use charcoal, pencil and pastels? • Can they create different tones using light and dark? • Can they show patterns and texture in their drawings? • Can they cut, roll and coil materials such as clay, dough or plasticine? • Can they add line and shape to their work?	thick, thin, pattern, line, shape, detail, bold, tone, soft, hard, light, dark, malleable materials, clay, natural, tools, rolling, kneading, construct, join,
DT		NO DT COVERAGE THIS HALF TERM				

MUSIC		SEE CHARANGA – **'HEY YOU'** (Year 1 unit)	
PSHE		SEE SCARF **'ME AND MY RELATIONSHIPS'** LESSONS AS FOLLOW: **Y1 Why we have class rules** Know how others might be feeling by reading body language/facial expressions; Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.) **Y1 Think about feelings** Know a wide range of feelings Identify a range of feelings; Identify how feelings might make us behave **Y1 Our feelings** Know a wide range of feelings Recognise that people's bodies and feelings can be hurt; Suggest ways of dealing with different kinds of hurt. **Y2 Our ideal classroom (1)** Know rules that are important in school Take part in creating and agreeing classroom rules. **Y2 Our ideal classroom (2) optional** Know a range of words to describe feelings; Recognise that people have different ways of expressing their feelings; Identify helpful ways of responding to other's feelings. **Y2 How are you feeling today?** Know what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; Identify situations as to whether they are incidents of teasing or bullying.	
RE	**Unit**	**NCC AGREED SYLLABUS LINKS 2.6 Jewish & Christian Stories:** **NATRE PLANNING LINK - Unit 13 (Y2) What is the good news Christians say Jesus' brings? Part 1** 1.What did Jesus' good news mean for Matthew in the Bible story? 2.What might a Christian say was the good news that Jesus brought to Matthew? 3.What do many Christians believe is the good news that Jesus brings about forgiveness? 4.What do many Christians believe is the good news that Jesus brings about peace? 5.What might Christians do to follow the life of Jesus and bring 'good news' to people? 6.How might Christian prayer link to saying sorry and forgiveness?	**General vocab:** , Religion, symbol, Golden Rule ('do to others as you would like them to do to you'), belonging, worship, holiness, sacred **Christianity vocab** Christian, church Bible, gospel **Judaism vocab** **Islam vocab** Muslim, Islam, Allah, Prophet, **Non-religious vocab:**
	Stories	**1.6 What makes some people inspiring to others? Moses and St.Peter.** **2.6 Jewish & Christian Stories:** READ story of Matthew	
	Events	Harvest, Yon-Kippur, Sukkot	
PE		SEE TLG-PE – Session 1 - **'GYMNASTICS 1 – TRAVEL AND SHAPES'** Session 2 – **'THROWING AND CATCHING A BALL'**	

KS1 – CYCLE A - AUTUMN 2 – SURPRISE, SURPRISE!

		Knowledge Y1	Knowledge Y2	Skills Y1	Skills Y2	Vocabulary Y1	Vocabulary Y2
SCIENCE		• Know that there is a difference between an object and the material from which it is made like wool and jumpers. • *Know that there are a variety of different everyday materials, including wood, plastic, glass, metal, water and rock. • Know that everyday materials have varied physical properties and can be grouped using these.	• Know that some materials including wood, metal, plastic, glass, brick, rock, paper and cardboard are more suitable for a specific task than others. • Know that the shape of solid objects from some materials can be changed by squashing, bending, twisting and stretching.	• Can they distinguish between an object and the material from which it is made? • Can they describe materials using their senses? • Can they describe materials using their senses, using specific scientific words? • Can they explain what material objects are made from? • Can they explain why a material might be useful for a specific job? • Can they name some different everyday materials? e.g. wood, plastic, metal, water and rock • Can they sort materials into groups by a given criteria? • Can they explain how solid shapes can be changed by squashing, bending, twisting and stretching? • Can they describe things that are similar and different between materials? • Can they explain what happens to certain materials when they are heated, e.g. bread, ice, chocolate? • Can they explain what happens to certain materials when they are cooled, e.g. jelly, heated chocolate?	• Can they describe the simple physical properties of a variety of everyday materials? • Can they compare and group together a variety of materials based on their simple physical properties? • Can they describe the properties of different materials using words like, transparent or opaque, flexible, etc.? • Can they sort materials into groups and say why they have sorted them in that way? • Can they say which materials are natural and which are man-made? • Can they find out about people who developed useful new materials? (John Dunlop, Charles Macintosh, John McAdam) • Can they identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, cardboard for particular uses? • Can they explain how materials are changed by heating and cooling? • Can they tell which materials cannot be changed back after being heated, cooled, bent, stretched or twisted? • Can they explain how things move on different surfaces?	Materials, natural, man-made, manufactured objects, change, bake, bend, twist, stretch, squash, heat, cool, freeze, melt, boil, new material	Materials, natural, manmade, manufactured objects, change, bake, bend, twist, stretch, squash, heat, cool, freeze, melt, boil, new material
GEORGRPHY		NO GEOGRAPHY COVERAGE THIS HALF TERM					
HISTORY		• Know that events or objects can be sequenced in their life on a simple time line. • Know that artefacts/sources can be matched to people of different ages	• Know that events and objects can be sequenced in chronological order and give reasons for their order. • Know that a range of sources can be used to ask and answer questions about the past.	• Can they use words and phrases like: old, new and a long time ago? • Can they recognise that a story that is read to them may have happened a long time ago? • Do they know that some objects belonged to the past? • Can they retell a familiar story set in the past? • Can they explain how they have changed since they were born? • Can they put up to three objects/events in chronological order (recent history)? • Can they use words and phrases like: very old, when mummy and daddy were little? • Can they use the words before and after correctly? • Can they say why they think a story was set in the past?	• Can they use words and phrases like: before I was born, when I was younger? • Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? • Can they use the words 'past' and 'present' accurately? • Can they sequence a set of events in chronological order and give reasons for their order? • Can they sequence a set of objects in chronological order and give reasons for their order? • Can they sequence events about the life of a famous person? • Can they try to work out how long ago an event happened?		
COMPU	Unit	Unit 2.5 Effective searching (1 week) Unit 1.4 Lego builders (3 weeks) 1.9 Technology outside school (2 weeks) **Education for a connected world links: Online reputation AND Online bullying**					

	Knowledge and Skills	• Everyday devices like automatic doors, car park barriers, street lights etc can be controlled by simple sensors. • Our senses allow us to find out what is happening in the world and some machines can do the same. • A computer can be used to view a visual representation of external conditions like sound levels and temperature. • An algorithm is a sequence of instructions which can control a device.				Login, username, password, my work, Log out, avatar, notification, topic, tools, save	*Internet, search, search engine*
ART	Printing Artist – Alma Thomas	• Know how to create a printed piece of art by pressing, rolling, rubbing and stamping • Know how to describe what can be seen in a work of art and give an opinion •	• Know how to explore pattern and shape creating designs for printing • Know how to create a piece of art in response to an artist's work. •	• Can they print with sponges, vegetables or fruit? • Can they print onto paper? • Can they design their own printing block? • Can they create a repeating pattern? • Can they describe what they can see and like in the work of another artist/craft maker/designer? • Can they ask sensible questions about a piece of art?	• Can they create a print using pressing, rolling, rubbing and stamping? • Can they create a print like a designer? • Can they say how other artist/craft maker/designer have used colour, pattern and shape? • Can they compare their work to the work of a well-known artist?	rollers, pallets, rubbing, mono printing, roll printing, stencils, repeating patterns, Compare, same, different, artist, craft maker, designer,	
DT	Moving toys	• Know that levers can be used to create movement. • Know that there are similar existing products relating to what is being made. • Know that tools and equipment can be used to cut, shape, join and finish. • Know that a final product is linked to what has been asked. • Know that different materials can be used for different purposes. • Know that there are ways to make a product stronger.	• Know that wheels and axles can be used to create movement. • Know that products serve a purpose. • Know that different tools are suited to different purposes. • Know that there are strengths and weaknesses of products made. • Know that materials can be measured, cut and joined together. Know how to make a product stronger	• Can they make a product which moves? • Can they cut materials using scissors? • Can they describe the materials using different words? • Can they say why they have chosen moving parts? • Can they think of some ideas of their own? • Can they explain what they want to do? • Can they use pictures and words to plan? • Can they name tools? • Can they explain the purpose of different tools? • Can they describe how something works? • Can they talk about their own work and things that other people have done? • Can they make a structure/model using different materials? • Is their work tidy? • Can they make their model stronger if it needs to be? • Can they talk with others about how they want to construct their product? • Can they select appropriate resources and tools for their building projects? • Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction before building?	• Can they join materials together as part of a moving product? • Can they create a wheel and axle mechanism? • Can they think of ideas and plan what to do next? • Can they choose the best tools and materials? Can they give a reason why these are best? • Can they describe their design by using pictures, diagrams, models and words? • Can they join things (materials/ components) together in different ways? • Can they explain what went well with their work? • If they did it again, can they explain what they would improve? • Can they measure materials to use in a model or structure? • Can they join material in different ways? • Can they use joining, folding or rolling to make it stronger? • Can they make sensible choices as to which material to use for their constructions? • Can they develop their own ideas from initial starting points? • Can they incorporate some type of movement into models? • Can they consider how to improve their construction?	Slider, lever, pivot, slot, card, masking tape, paper fastener, join, pull, push, up, down, straight, curve, cutting, joining, shaping, finishing, tools, equipment materials Product, model, purpose, materials, Evaluating, joining, finishing, tools, equipment Evaluate, improve, design, product, Materials, object, change, bend, twist, stretch, squash, heat. Design, equipment, material, fabric, thread, shape, glue, cut, fold, sew, staple, join,	Vehicle, wheel, axle, axle holder, fixed, free, moving, bridge, forwards, backwards, Develop, template, information, mock up, function, media, appeal, prototype, audience Component, purpose Criteria, judge Man-made, manufactured, natural. Function, refine, mechanism, adhesive, template
MUSIC		SEE CHARANGA – Year 2 – **'HO, HO, HO'** (Year 2 unit)					

PSHE		SEE SCARF '**RIGHTS AND RESPECTS'** LESSONS AS FOLLOW: Y1 Harold has a bad day Know that different behaviours can affect others Recognise how a person's behaviour (including their own) can affect other people. Y1 Around and about school **Around and about the school** Know the importance of looking after things that belong to themselves or to others. Demonstrate responsibility in looking after something (e.g. a class pet or plant); Y2 Getting on with others Explain, and be able to use, strategies for dealing with impulsive behaviour. Y2 When I feel like erupting Know how to ask for help. Identify special people in the school and community who can help to keep them safe; Y2 Feeling safe Know that they all have a responsibility for helping to look after the school environment. Identify what they like about the school environment; Identify any problems with the school environment (e.g. things needing repair); Make suggestions for improving the school environment; Y2 Playing safe
RE	Unit	**NCC AGREED SYLLABUS LINKS 1.6 What makes some people inspiring to others? Moses and St.Peter.** **NATRE PLANNING LINK - Unit 7 (Y1) Who do Christians say made the world? PLUS MOSES** 1.Who do Christians say made the world? 2.Who do Christians say made the world? (Harvest) 3.Who do Christians say made the world? (windows) 4-6. See NATRE What stories about Moses do Jewish and Christian people love to remember?
	Stories	**1.6 What makes some people inspiring to others? Moses and St.Peter.** **2.6 Jewish & Christian Stories:** READ story of creation READ story of moses
	Events	St Andrew, Remembrance Sunday, Christmas, Hannukah, Divali
PE		SEE TLG-PE – Session 1 - **'GYMNASTICS 2 – BALANCE AND JUMPS** Session 2 – **'SENDING AND RECEIVING'**

General vocab:
symbol, Religion, worship, holiness, sacred, God.
Christianity vocab Christian, church, altar, font, Bible, gospel
Judaism vocab Jewish, synagogue,
Islam vocab Torah, bimah, ark,
Non-religious vocab:

KS1 – CYCLE A – SPRING 1 – WINTER WONDERLAND

	Knowledge Y1	Knowledge Y2	Skills Y1	Skills Y2	Vocabulary Y1	Vocabulary Y2
SCIENCE	• Know that living and non-living things can be classified and compared. • Know that plants can grow in different places. • Know that there are deciduous and evergreen trees • Know that flowering plants and trees have a basic structure. •	Know that living and non-living things can be classified and compared through methods of sorting and grouping. Know that plants grow from seeds and bulbs. Know that plants grow and mature. Know that plants need water, light and suitable temperature to grow and stay healthy.	• Can they name the petals, stem, leaf, bulb, flower, seed, stem and root of a plant? • Can they identify and name a range of common plants and trees? • Can they recognise deciduous and evergreen trees? • Can they name the trunk, branches and root of a tree? • Can they describe the parts of a plant (roots, stem, leaves, and flowers)? • Can they name the main parts of a flowering plant • Can they name the parts of the human body that they can see? •	• Can they describe what plants need to survive? • Can they observe and describe how seeds and bulbs grow into mature plants? • Can they find out & describe how plants need water, light and a suitable temperature to grow and stay healthy? • Can they describe what plants need to survive and link it to where they are found? • Can they explain that plants grow and reproduce in different ways? •	Plant, plants, branch, root, stem, trunk, flower, leaf, leaves, seeds, weeds, grow, growing, living, alive, not living, not alive, dead, healthy	Plant, plants, branch, root, stem, trunk, flower, leaf, leaves, seeds, weeds, grow, growing, living, alive, not living, not alive, dead, healthy
GEORGRPHY	• Know that there are seasonal and weather patterns in the world including the UK. • Know that a compass can be used for directions	• Know that the equator, North and South Pole exists, their locations and climate. • Know that there are four main compass directions (N,E,S,W).	• Can they point out where the equator, north pole and south pole are on a globe or atlas? • Can they explain the main features of a hot and cold place? • Can they explain how the weather changes with each season? • Can they begin to explain why they would wear different clothes at different times of the year? • Can they tell something about the people who live in hot and cold places? • Can they explain what they might wear if they lived in a very hot or a very cold place? • Can they answer questions about the weather? • Can they keep a weather chart? • *Can they answer questions using a weather chart?* • *Can they make plausible predictions about what the weather may be like later in the day or tomorrow?*	• *Can they explain how the weather affects different people? Can they make inferences by looking at a weather chart?* • *Can they make plausible predictions about what the weather may be like in different parts of the world?* • *Can they point out the North, South, East and West associated with maps and compass?*	seasons, spring, summer, autumn, winter, wind, snow, rain, hail, fog, cloudy, warm wet, dry, hot, cold,	Equator, North Pole, South Pole North, South, East, West

HISTORY		• Know that a specific time has key characteristics and to understand what it would have been like to live then. • Know that there are differences between the past and the present in their own and other's lives. • Know that there are some significant local and national events and individuals beyond living memory.	• Know that periods in time have similarities and differences to the present time and to make connections with the past. • Know that they can use evidence to recognise why people did things, why events happened and what happened as a result. • Know that there are some significant local and international events and people beyond living memory.	• Can they put up to three objects in chronological order (recent history)? • Can they use words and phrases like: old, new and a long time ago? • Can they tell me about things that happened when they were little? • Can they recognise that a story that is read to them may have happened a long time ago? • Do they know that some objects belonged to the past? • Can they retell a familiar story set in the past? • Can they explain how they have changed since they were born? • Can they put up to five objects/events in chronological order (recent history)? • Can they use words and phrases like: very old, when mummy and daddy were little? • Can they use the words before and after correctly? • Can they say why they think a story was set in the past?	• Can they use words and phrases like: before I was born, when I was younger? • Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? • Can they use the words 'past' and 'present' accurately? • Can they use a range of appropriate words and phrases to describe the past? • Can they sequence a set of events in chronological order and give reasons for their order? • Can they sequence a set of objects in chronological order and give reasons for their order? • Can they sequence events about their own life? • Can they sequence events about the life of a famous person? • Can they try to work out how long ago an event happened?	Old, new, a long time ago, old objects, recent history, before, after, past, now, similar, different	Before, after, past, present, then, now, year, decade, century, ancient modern, timeline, date order, because, important, living memory, remember, chronological order, era/period.
COMPUTING	Unit	Unit 1.2 Grouping and sorting (2 weeks) Unit 2.6 Creating pictures (3 weeks) **Education for a connected world links: Copyright and ownership**					
	Knowledge and Skills	• Events can be recorded using text, sound, still and moving images. • Text, images and sound may be sourced from a variety of places including the internet.				Sort, criteria	*Impressionism, palette, pointillism, share, surrealism, template,*
ART	Painting, IT	• Know that there are primary and secondary colours and know their names. • Know that paint can be mixed to create colours. • Know that digital art can be created using a computing program.	• Know that paint can be mixed to create tones and shades. • Know that a range of techniques can be used to make digital art.	• Can they choose to use thick and thin brushes as appropriate? • Can they paint a picture of something they can see? • Can they name the primary and secondary colours? • Can they use a simple painting program to create a picture? • Can they use tools like fill and brushes in a painting package? Can they go back and change their picture?	• Can they mix paint to create all the secondary colours? • Can they mix and match colours, predict outcomes? • Can they mix their own brown? • Can they make tints by adding white? • Can they make tones by adding black? • Can they create a picture independently? • Can they use simple IT mark-making tools, e.g. brush and pen tools? • Can they edit their own work?	mixing, primary colours, primary shades, tones, techniques, layering (See computing vocab)	

DT	Bridges	• Know that there are similar existing products relating to what is being made. • Know that tools and equipment can be used to cut, shape, join and finish. • Know that a final product is linked to what has been asked. • Know that different materials can be used for different purposes. • Know that there are ways to make a product stronger.	• Know that products serve a purpose. • Know that different tools are suited to different purposes. • Know that there are strengths and weaknesses of products made. • Know that materials can be measured, cut and joined together. • Know how to make a product stronger	• Can they think of some ideas of their own? • Can they explain what they want to do? • Can they use pictures and words to plan? • Can they name tools? • Can they explain the purpose of different tools? • Can they describe how something works? • Can they talk about their own work and things that other people have done? • Can they make a structure/model using different materials? • Is their work tidy? • Can they make their model stronger if it needs to be? • Can they talk with others about how they want to construct their product? • Can they select appropriate resources and tools for their building projects? • Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction before building?	• Can they think of ideas and plan what to do next? • Can they choose the best tools and materials? Can they give a reason why these are best? • Can they describe their design by using pictures, diagrams, models and words? • Can they join things (materials/ components) together in different ways? • Can they explain what went well with their work? • If they did it again, can they explain what they would improve? • Can they measure materials to use in a model or structure? • Can they join material in different ways? • Can they use joining, folding or rolling to make it stronger? • Can they make sensible choices as to which material to use for their constructions? • Can they develop their own ideas from initial starting points? • Can they incorporate some type of movement into models? • Can they consider how to improve their construction?	Product, model, purpose, materials, Evaluating, joining, finishing, tools, equipment Evaluate, improve, design, product, Materials, object, change, bend, twist, stretch, squash, heat. Design, equipment, material, fabric, thread, shape, glue, cut, fold, sew, staple, join,	Develop, template, information, mock up, function, media, appeal, prototype, audience Component, purpose Criteria, judge Man-made, manufactured, natural. Function, refine, mechanism, adhesive, template
MUSIC		SEE CHARANGA – **'IN THE GROOVE'** (Year 1 unit)					
PSHE		SEE SCARF **'VALUING DIFFERENCES'** LESSONS AS FOLLOW: Y1 Same or different? Know the difference between unkindness, teasing and bullying; Understand that bullying is usually quite rare. Y1 Unkind, tease or bully? Know some of their school rules and how those rules help to keep everybody safe. Y1 It's not fair Y2 What makes us who we are? Know and explain how a person's behaviour can affect other people. Y2 How do we make other's feel? Know people who are special to them; Explain some of the ways those people are special to them. Y2 Solve the problem					
RE	Unit	**NCC AGREED SYLLABUS LINKS 2.4 Islam: Who is a Muslim and how do they live?** **NATRE PLANNING LINK - Unit 15 (Y2) Who is a Muslim and how do they live? Part 1** 1.What do people think about God? What do Muslims think about God? 2.What do Muslims think about God? What do some of the Muslim 99 Beautiful Names for God mean? 3. What do Muslims think about God? What does the Shahadah say about Muslim beliefs? 4. Who was the Prophet Muhammad and why is he important to Muslims? What do Muslims believe the Prophet Muhammad was like? 5. Why is the Prophet Muhammad so important to Muslims? 6. What do Muslims do because they love to treat the Quran with respect?					**General vocab:** Religion, symbol, creation story, worship, holiness, sacred **Christianity vocab** **Judaism vocab** **Islam vocab** Muslim, Islam, Allah, Prophet, mosque, Qur'an, moon and star. **Non-religious vocab:**
	Stories						
	Events	Chinese New Year					

PE	Session 1 – Year 1 – **ICE SKATING**, Year 2 **– MARTIAL ARTS** SEE TLG-PE – Session 2 – **'NET AND WALL'**

KS1 – CYCLE A - SPRING 2 – FURRY, FEATHERY FRIENDS

		Knowledge Y1	Knowledge Y2	Skills Y1	Skills Y2	Vocabulary Y1	Vocabulary Y2
SCIENCE		• Know that there are a variety of different common animals and there are differences between them. • Know that there are differences between carnivores, herbivores and omnivores • Know variety of common animals including fish, amphibians, reptiles, birds and mammals • Know the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)	• Know that animals, including humans, have offspring which grow into adults. • Know that something that is living, dead or never been alive has different characteristics. • Know that different habitats provide for different needs including microhabitats. • Know that animals and plants depend on each other. • Know that some animals can obtain their food from plants	• Can they point out some of the differences between different animals? • Can they name parts of an animal's body? • Can they sort photographs of living things and non-living things? • Can they identify and name a variety of common animals? (birds, fish, amphibians, reptiles, mammals, invertebrates) • Can they describe how an animal is suited to its environment? • Can they identify and name a variety of common animals that are carnivores, herbivores and omnivores? • Can they name a range of domestic animals? • Can they classify animals by what they eat? (carnivore, herbivore, omnivore) • Can they compare the bodies of different animals? • Can they begin to classify animals according to a number of given criteria? • Can they point out differences between living things and non-living things? • Can they say why certain animals have certain characteristics? • Can they name a range of wild animals?	• Can they describe what animals need to survive? • Can they explain that animals grow and reproduce? • Can they explain why animals have offspring which grow into adults? • Can they describe the life cycle of some living things? (e.g. egg, chick, chicken) • Can they explain the basic needs of animals, including humans for survival? (water, food, air) • Can they explain that animals reproduce in different ways? • Can they match certain living things to the habitats they are found in? • Can they explain the differences between living and non-living things? • Can they describe some of the life processes common to plants and animals, including humans? • Can they decide whether something is living, dead or non-living? • Can they describe how a habitat provides for the basic needs of things living there? • Can they describe a range of different habitats? • Can they describe how plants and animals are suited to their habitat? • Can they name some characteristics of an animal that help it to live in a particular habitat? • Can they describe what animals need to survive and link this to their habitats?	Sense, eye, ear, nose, mouth, hand, foot, feet, senses, arm, leg, head, neck, knee, wing, beak, see, hear, smell, touch, feel, alive, living, not alive, human, animal, tall, tallest, taller like, similar, to, different, same, body, bodies, change, sort, shorter, shortest, grow, move adult, young	Sense, eye, ear, nose, mouth, hand, foot, feet, senses, arm, leg, head, neck, knee, wing, beak, see, hear, smell, touch, feel, alive, living, not alive, human, animal, tall, tallest, taller like, similar, to, different, same, body, bodies, change, sort, shorter, shortest, grow, move adult, young
GEORGRPHY		NO GEOGRAPHY COVERAGE THIS HALF TERM					
HISTORY		NO HISTORY COVERAGE THIS HALF TERM					
COMPUTING	Unit	Unit 2.6 Creating pictures (2 week) Unit 1.8 Spreadsheets (3 weeks) **Education for a connected world links: Privacy and security**					
	Knowledge and	• Software and apps can be used to create and edit images. • Digital simulation allows users to explore options and make choices. • Digital devices aid the drawing of more complex shapes and designs.				Arrow key, cells, backspace key, cursor, columns, clipart, count tool, delete key, move cell tool, lock tool, speak tool, rows, image Spreadsheet, toolkit	

<table>
<tr><td>ART</td><td>Painting, Artist – Robert Oxley</td><td>• Know that there are primary and secondary colours and know their names.
• Know that paint can be mixed to create colours.
• Know how to describe what can be seen in a work of art and give an opinion</td><td>• Know that paint can be mixed to create tones and shades.
• Know how to create a piece of art in response to an artist's work.</td><td>• Can they choose to use thick and thin brushes as appropriate?
• Can they paint a picture of something they can see?
• Can they name the primary and secondary colours?
• Can they describe what they can see and like in the work of another artist/craft maker/designer?
Can they ask sensible questions about a piece of art?</td><td>• Can they mix paint to create all the secondary colours?
• Can they mix and match colours, predict outcomes?
• Can they mix their own brown?
• Can they make tints by adding white?
• Can they make tones by adding black?
• Can they say how other artist/craft maker/designer have used colour, pattern and shape?
• Can they compare their work to the work of a well-known artist?</td><td>mixing, primary colours, primary shades, tones, techniques, layering

Compare, same, different, artist, craft maker, designer</td></tr>
<tr><td>DT</td><td colspan="6">NO DT COVERAGE THIS HALF TERM</td></tr>
<tr><td>MUSIC</td><td colspan="6">SEE CHARANGA –
Year 2 – 'ZOOTIME' (Year 2 unit)</td></tr>
<tr><td>PSHE</td><td colspan="6">SEE SCARF 'BEING MY BEST' LESSONS AS FOLLOW:
Y1 Pass on the praise
Y2 You can do it
Know the stages of the learning line showing an understanding of the learning process;
Help themselves and others develop a positive attitude that support their wellbeing;
Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.
Y1 Harold learns to ride his bike
Know the learning line's use as a simple tool to describe the learning process, including overcoming challenges.
Recognise that learning a new skill requires practice and the opportunity to fail, safely;
Y1 Catch it, bin it, kill it
Know and use simple strategies for preventing the spread of diseases.
Understand how diseases can spread;
Y2 Basic first aid</td></tr>
<tr><td>RE</td><td>Unit</td><td colspan="3">NCC AGREED SYLLABUS LINKS 1.4 Why does Easter matter to Christians?
NATRE PLANNING LINK - Unit 16 (Y2) Why does Easter matter to Christians?
1.What are the main events of the Bible story of Holy week and Easter?
2.What are the six biggest moments in the story of Easter?
3. To learn about the emotions Christian people might feel about the stories of Jesus at Holy Week and Easter.
4.To learn about the big idea that Christians remember at Easter: Christians believe that Jesus is a saviour.
5.To learn about how the Easter story might affect the actions of many Christians.
6.To remember all we have learnt about Holy Week and Easter and why it matters to the Christians.</td><td rowspan="3">General vocab:
Celebration, festival, Religion, Easter
Christianity vocab Christmas, Christian, church, Jesus.
Judaism vocab Jewish, Hanukkah, synagogue, Shabbat
Islam vocab
Non-religious vocab:</td></tr>
<tr><td></td><td>Stories</td><td colspan="3">1.6 What makes some people inspiring to others? Moses and St.Peter.
2.6 Jewish & Christian Stories:
READ story of Adam and Eve</td></tr>
<tr><td></td><td>Evs</td><td colspan="3">Shrove Tuesday, Mothering Sunday, Easter, Purim, Passover (Pasach)</td></tr>
<tr><td>PE</td><td colspan="6">SEE TLG-PE –
Session 1 - 'DANCE- ENGLAND'
Session 2 – 'ATTACKING AND DEFENDING'</td></tr>
</table>

KS1 – CYCLE A - SUMMER 1 – LAND AHOY!

	Knowledge Y1	Knowledge Y2	Skills Y1	Skills Y2	Vocabulary Y1	Vocabulary Y2
SCIENCE	• Know that there is a particular use for specific materials • Know that the weather and environment changes across the four seasons. • Know that day length varies.	• Know that materials have different properties for specific purpose.	• Can they explain why a material might be useful for a specific job? • Can they observe changes across the four seasons? • Can they name the four seasons in order? • Can they observe and describe weather associated with the seasons? • Can they observe and describe how day length varies? • Can they observe features in the environment and explain that these are related to a specific season? • Can they observe and talk about changes in the weather? • Can they talk about weather variation in different parts of the world?	• Can they describe the properties of different materials using words like, transparent or opaque, flexible, etc.?	Materials, natural, man made, manufactured objects, change, bake, bend, twist, stretch, squash, heat, cool, freeze, melt, boil, new material	Materials, natural, man made, manufactured objects, change, bake, bend, twist, stretch, squash, heat, cool, freeze, melt, boil, new material
GEORGRPHY	• Know that there are some similarities and differences between where they live and other countries • Know that the world has continents and oceans • Know that there are key human and physical features.	• Know that there are geographic similarities and differences between the UK and a non-European country. (UK and island/jungle) • Know that the world has 5 continents and 7 oceans. • Know that there are human and physical landmarks.	• Can they tell someone their address? • Can they say what they like about their locality? • Can they sort things they like and don't like? • Can they name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'? • Can they answer some questions using different resources, such as books, the internet and atlases? • Can they think of a few relevant questions to ask about a locality?	• Can they find out about a locality by using different sources of evidence? • Can they describe a place outside Europe using geographical words? • Can they find out about a locality by asking some relevant questions to someone else? • Can they say what they like and don't like about their locality and another locality? • *Can they use a map, photographs, film or plan to describe a contrasting locality outside Europe?* • Can they name the continents of the world and find them in an atlas? • Can they name the world's oceans and find them in an atlas? • Can they explain what makes a locality special? • Can they describe some of the features associated with an island? • Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley? • Can they explain how the jobs people do may be different in different parts of the world?	city, town, globe, journey, travel, bungalow, town, village, farm, building, junction, near, far, left, right.	Carribean , Castillo del Morro (Cuba), Brimstone Hill Fortress, Old Square (Plaza Vieja) (Havana), Africa, Eurasia, America, Australia, Antarctica. Irish Sea, North Sea, English Channel, he Arctic Ocean, North Atlantic Ocean, South Atlantic Ocean, Indian Ocean, North Pacific Ocean, South Pacific Ocean, the Southern (or Antarctic) Ocean harbour, beach, forest, sea, port, desert, cliff, coast, mountain, valley

HISTORY	• Know that there are some significant local and national events and individuals beyond living memory.	• Know that there are some significant local and international events and people beyond living memory.	• Do they appreciate that some famous people have helped our lives be better today? • Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago? • Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years? • Can they begin to identify the main differences between old and new objects? • Can they identify objects from the past, such as vinyl records? • *Can they explain why certain objects were different in the past, e.g. iron, music systems, televisions?* • *Can they tell us about an important historical event that happened in the past?* • *Can they explain differences between past and present in their life and that of other children from a different time in history?* • *Do they know who will succeed the queen and how the succession works?*	• Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later? • Can they explain how their local area was different in the past? • Can they recount some interesting facts from an historical event, such as where the 'Fire of London' started? • Can they give examples of things that are different in their life from that of their grandparents when they were young? • Can they explain why Britain has a special history by naming some famous events and some famous people? • Can they explain what is meant by a parliament? • *Can they give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times?* • *Can they explain why someone in the past acted in the way they did?* • *Can they explain why their locality (as wide as it needs to be) is associated with a special historical event?* • *Can they explain what is meant by a democracy and why it is a good thing?*	The Gunpowder Plot, parliament, explorers, king, queen, Columbus, wood, plastic, tools, simple machines, toys, homes.	Nottingham, castle, city, Robin Hood, Guy Fawkes, Catholic, Protestants traitor, treason parliament, democracy.
COMPUTING Unit	Unit 1.7 Coding (6 weeks) **Education for a connected world links: Health wellbeing and lifestyle**						
COMPUTING Knowledge and Skills	• Algorithms are implemented as programs on digital devices. • A digital device may be used to simulate a wide range of environments and situations.				Action, algorithm, background, code, command, debug, debugging, event, execute, input, instructions, object, properties, output, run, sound, scale, when clicked, scene		
ART Textiles (Flag)	• Know that you can combine different materials to create a piece of art.	• Know that fabrics can be joined by gluing, sewing or weaving.	• Can they group fabrics and threads by colour and texture? • Can they create a piece of art using fabrics?	• Can they join fabric using glue? • Can they sew fabrics together? •	fabric, thread, texture, length, knotting, fraying, fringing, twisting, plaiting, stitching, weaving		
DT	Know that textiles can be cut and joined to make a product.	• Know that materials can be measured. • Know that textiles can be joined to make a product.	• Can they describe how different textiles feel? • Can they make a product from textiles by gluing?	• Can they measure fabric? • Can they join textiles together to make something? • Can they cut fabrics? • Can they explain why they chose a certain textile?	Joining, tools, fabrics, join, decorate, finish	Template, pattern, mark out, finishing,	
MUSIC	SEE CHARANGA – **'FRIENDSHIP SONG'** (Year 2 unit)						
PSHE	SEE SCARF '**KEEPING MYSELF SAFE'** LESSONS AS FOLLOW: Y1 Super sleep Y2 Harold's picnic Y1 What could Harold do? Y1 Harold loses Geoffrey Y1 Who can help? (1) Y2 How safe would you feel? **Y1/Y2 PANTS RULE**						

RE	Unit	**NCC AGREED SYLLABUS LINKS 2.6 Jewish and Christian Stories:** **NATRE PLANNING LINK - Unit 14 (Y2) What is the good news Christians say Jesus' brings? Part 2** 1.What can we say about peace as part of the good news Christians believe Jesus brings? 3.What do Christians believe Jesus showed them about how to pray 4.What are the important parts of prayer for many Christians? 5&6.What is the good news that Christians believe Jesus brings?	**General vocab:** Religion, wise sayings, rules for living, co-operation, **Christianity vocab** Christian,Bible, **Judaism vocab** Jewish, Torah, **Islam vocab** **Non-religious vocab:**
	Stories	**1.6 What makes some people inspiring to others? Moses and St.Peter.** **2.6 Jewish & Christian Stories:** READ story of Jesus and the 10 lepers	
	Events	St George	
PE		SEE TLG-PE – Session 1 - **'STRIKING AND FIELDING'** Session 2 – **'ATTACKING AND DEFENDING'**	

KS1 – CYCLE A – SUMMER 2 – OUR FUTURE

		Knowledge Y1	Knowledge Y2	Skills Y1	Skills Y2	Vocabulary Y1	Vocabulary Y2
SCIENCE		• Know that there are basic parts of the human body. • Know that data can be recorded in simple charts and tables.	• Know that humans and animals have basic needs for survival. • Know that exercise is important for humans. • Know that hygiene is important for humans. • Know that eating the right amounts of different types of foods is important. • Know that data can be represented in charts, tables, diagrams and graphs	• Can they draw & label basic parts of the human body? • Can they identify the main parts of the human body and link them to their senses? • Can they name some parts of the human body that cannot be seen? • Can they identify and classify things they observe? • Can they think of some questions to ask? • Can they answer some scientific questions? • Can they give a simple reason for their answers? • Can they explain what they have found out? • Can they talk about similarities and differences? • Can they explain what they have found out using scientific vocabulary? • Can they show their work using pictures, labels and captions? • Can they record their findings using standard units? • Can they put some information in a chart or table? • Can they use ICT to show their working? • Can they make accurate measurements?	• Can they explain the basic needs of animals, including humans for survival? (water, food, air) • Can they describe why exercise, balanced diet and hygiene are important for humans? • Can they organise things into groups? • Can they find simple patterns (or associations) • Can they identify animals and plants by a specific criteria, eg, lay eggs or not; have feathers or not? • Can they suggest more than one way of grouping animals and plants and explain their reasons? • Can they use: text, diagrams, pictures, charts, tables to record their observations? • Can they measure using simple equipment? • Can they use information from books and online information to find things out? ●	Observe, answer, question, sort, group, record, compare, differences, similarities, describe, results, test, results	Observing, classify, identify, equipment, compare, differences, similarities, describe, results, measurements, test, secondary sources, diagram, results
GEORGRPHY		• Know that there are key human and physical features.	• Know that there are human and physical landmarks.	• Can they describe a locality using words and pictures?	• Do they think that people ever spoil the area? How? • Do they think that people try to make the area better? How? • Can they explain what facilities a town or village might need?	Near, far, left, right.	landscape, environment,
HISTORY		NO HISORY COVERAGE THIS HALF TERM					
COMPUTING	Unit	Unit 1.7 Coding (6 weeks) **Education for a connected world links: Managing online information**					
	Knowledge and Skills	An algorithm is a sequence of instructions which can control a device. Algorithms are implemented as programs on digital devices. A digital device may be used to simulate a wide range of environments and situations.				*Action, algorithm, background, button, collision detection, debug, debugging, design made, event, key pressed, nesting, object, predict, scale, run, properties, scene, sound, test, sequence, when clicked/swiped, text, timer*	

ART	Collage (Sports Kit)	• Know that you can combine different artistic techniques to create a piece of art.	• Know that patterns and textures can be created using different materials.	• Can they cut and tear paper and card for their collages? • Can they gather and sort the materials they will need?	• Can they create individual and group collages? • Can they use different kinds of materials on their collage and explain why they have chosen them?	create, images, media, materials, fabric, crepe paper, magazines, sort, texture, fold , tear, overlap	
DT		• Know that food comes from plants, animals or factories. • Know that with support, food can be cut, peeled and grated. • Know which foods are healthy and unhealthy. • Know there is a need for a balanced diet.	• Know that food has to be farmed, grown or caught. • Know that with safety and good hygiene, food can be cut, peeled and grated. • Know the names of some food groups. • Know which foods are healthy and unhealthy. • Know there is a need for a balanced diet.	• Can they cut food safely? • Do they wash their hands and make sure that surfaces are clean? • Can they talk about healthy foods?	• Can they explain what it means to be hygienic? • Can they say where different food comes from? • Can they help to plan a healthy meal? • Can they help to prepare food?	Healthy, unhealthy, fruit, vegetables, clean, safe, dirty, unsafe, amount, ingredients, recipe, weight.	Source, nutrients, balanced diet, vegetarian, dietary requirements, farmed, caught, grown.
MUSIC		SEE CHARANGA – **'REFLECT, REWIND, REPLAY'**					
PSHE		SEE SCARF **'GROWING AND CHANGING'** LESSONS AS FOLLOW: Y1 Healthy me Y1 Then and now Y1 Taking care of a baby Y2 A helping hand Y2 Who can help? Y2 Sam moves away					
RE	Unit	**NCC AGREED SYLLABUS LINKS 2.4 Islam: Who is a Muslim and how do they live?** **NATRE PLANNING LINK - Unit 17 (Y2) Who is a Muslim and how do they live? Part 2** 1.Who was the Prophet Muhammad and why is he important to Muslims? 2.What difference does worshipping God make to Muslims? 3.What difference does worshipping God make to Muslims? 4.What difference does worshipping God make to Muslims? 5&6.What difference does worshipping God make to Muslims? (Ramadam)				**General vocab:** Religion, symbol, Golden Rule (do to others as you would like them to do to you), belonging, worship,holiness,sacred. **Christianity vocab** **Judaism vocab** **Islam vocab** Muslim, Islam, Allah,Prophet, mosque, Qur'an, moon and star. **Non-religious vocab:**	
	Stories	**1.6 What makes some people inspiring to others? Moses and St.Peter.** **2.6 Jewish & Christian Stories:** READ story of Moses					
	Events	Eid					
PE		SEE TLG-PE – Session 1 - **'SENDING AND RECEIVING'** Session 2 – **'ATHLETICS'**					

KS1 – CYCLE B - AUTUMN 1 – MEDIEVAL MAGIC

	Knowledge Y1	Knowledge Y2	Skills Y1	Skills Y2	Vocabulary Y1	Vocabulary Y2
SCIENCE	• Know that living and non-living things can be classified and compared. • Know that simple tests can be carried out with support. • Know that predictions can be made. • Know that data can be recorded in simple charts and tables.	• Know that living and non-living things can be classified and compared through methods of sorting and grouping. • Know that simple tests can be carried out independently. • Know that explanations can be made based on what has happened during an investigation. • Know that data can be represented in charts, tables, diagrams and graphs	• Can they identify and classify things they observe? • Can they think of some questions to ask? • Can they answer some scientific questions? • Can they give a simple reason for their answers? • Can they explain what they have found out? • Can they talk about similarities and differences? • Can they explain what they have found out using scientific vocabulary? • Can they perform a simple test? • Can they tell other people about what they have done? • Can they give a simple reason for their answers?	• Can they organise things into groups? • Can they find simple patterns (or associations) • Can they identify animals and plants by a specific criteria, eg, lay eggs or not; have feathers or not? • Can they suggest more than one way of grouping animals and plants and explain their reasons? • Can they carry out a simple fair test? • Can they explain why it might not be fair to compare two things? • Can they say whether things happened as they expected? • Can they suggest how to find things out? • Can they use prompts to find things out? • Can they say whether things happened as they expected and if not why not?	Observe, answer, question, sort, group, record, compare, differences, similarities, describe, results, test, results	Observing, classify, identify, equipment, compare, differences, similarities, describe, results, measurements, test, secondary sources, diagram, results
GEORGRPHY	• Know landmarks of Nottingham • Know that there are key human and physical features. • Know that symbols represent features on a map of their school environment (buildings and grounds)	• Know that there are human and physical landmarks. • Know that a map can show locations of features and routes. • Know that a map has a key with basic symbols.	• Can they tell someone their address? • Can they say what they like about their locality? • Can they sort things they like and don't like?	• Can they describe some places which are not near the school? • Can they say what they like and don't like about their locality and another locality? • Can they find where they live on a map of the UK? • Can they describe some physical features of their own locality? • Can they describe some human features of their own locality, such as the jobs people do?	Address, Stapleford, Nottingham castle, Hemlock stone, market square, Nottingham council house, Robin Hood, city, town,	forest, distant, location,

HISTORY	• Know that there are some significant local and national events and individuals beyond living memory. • Know that a specific time has key characteristics and to understand what it would have been like to live then.	• Know that there are some significant local and international events and people beyond living memory. • Know that periods in time have similarities and differences to the present time and to make connections with the past.	• Do they appreciate that some famous people have helped our lives be better today? • Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago? • Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years? • Can they begin to identify the main differences between old and new objects? • Can they identify objects from the past, such as vinyl records? • *Can they explain why certain objects were different in the past, e.g. iron, music systems, televisions?* • *Can they tell us about an important historical event that happened in the past?* • *Can they explain differences between past and present in their life and that of other children from a different time in history?* • *Do they know who will succeed the queen and how the succession works?*	• Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later? • Can they explain how their local area was different in the past? • Can they recount some interesting facts from an historical event, such as where the 'Fire of London' started? • Can they give examples of things that are different in their life from that of their grandparents when they were young? • Can they explain why Britain has a special history by naming some famous events and some famous people? • Can they explain what is meant by a parliament? • *Can they give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times?* • *Can they explain why someone in the past acted in the way they did?* • *Can they explain why their locality (as wide as it needs to be) is associated with a special historical event?* • *Can they explain what is meant by a democracy and why it is a good thing?*	•	•
	• Know that artefacts/sources can be matched to people of different ages	• Know that a range of sources can be used to ask and answer questions about the past.	• Can they ask and answer questions about old and new objects? • Can they spot old and new things in a picture? • *Can they answer questions using an artefact/ photograph provided?* • *Can they give a plausible explanation about what an object was used for in the past? Can they answer questions using a range of artefacts/ photographs provided?* • *Can they find out more about a famous person from the past and carry out some research on him or her?* •	• Can they find out something about the past by talking to an older person? • Can they answer questions by using a specific source, such as an information book? • Can they research the life of a famous Briton from the past using different resources to help them? • Can they research about a famous event that happens in Britain and why it has been happening for some time? • Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them? • *Can they say at least two ways they can find out about the past, for example using books and the internet?* • *Can they explain why eye-witness accounts may vary?* • *Can they research about a famous event that happens somewhere else in the world and why it has been happening for some time?*	•	•
COM Unit	Unit 1.1 Online safety and exploring Purple Mash (4 weeks) Unit 1.5 Maze explorers (2 week) **Education for a connected world links: Self image and identity AND Online relationships**					

	Knowledge and Skills	• Know the SMART rules. • Know what to do if they view content they think is inappropriate or upsetting (school policy) eg know how to minimise a screen if they see something inappropriate on a website and tell a trusted adult. • Begin to evaluate web sites by giving opinions about preferred sites. • Know that anyone can create a web site and it is sometimes difficult to know if information is true. • Know to keep personal information private when • communicating online (This could be discussed when sending a class email). • Know that online communication is not always confidential and that it can be monitored. • Learn to respect the work of others that is stored on a shared drive of a network or presented online. • Identify some risks presented by new technologies inside and outside school (eg online games, mobile phone texting, cyberbullying). • Text, images and sound may be sourced from a variety of places including the internet. • The internet provides a wide and accessible range of images, sound and video. • The internet can be used to share information via email,online comments. • Both traditional and digital methods can be used to find useful information. • • Web pages can be viewed using a web browser that lets us look at web pages and navigate around them sites can be bookmarks as favourites.			Login, username, password, my work, Log out, avatar, notification, topic, tools, save	
ART Drawing		• Know that different types of lines can be drawn	• Know that pattern and texture can be used to create drawings. • Know that shading creates tone. •	• Can they draw using pencil and crayons? • Can they draw lines of different shapes and thickness, using 2 different grades of pencil? •	• Can they use three different grades of pencil in their drawing (4B, 8B, HB)? • Can they use charcoal, pencil and pastels? • Can they create different tones using light and dark? • Can they show patterns and texture in their drawings? •	thick, thin, pattern, line, shape, detail, bold, tone, soft, hard, light, dark,
DT		• Know that levers can be used to create movement. • Know that there are similar existing products relating to what is being made. • Know that tools and equipment can be used to cut, shape, join and finish. • Know that a final product is linked to what has been asked. • Know that different materials can be used for different purposes. • Know that there are ways to make a product stronger.	• Know that wheels and axles can be used to create movement. • Know that products serve a purpose. • Know that different tools are suited to different purposes. • Know that there are strengths and weaknesses of products made. • Know that materials can be measured, cut and joined together. • Know how to make a product stronger	• Can they make a product which moves? • Can they cut materials using scissors? • Can they describe the materials using different words? • Can they say why they have chosen moving parts? • Can they think of some ideas of their own? • Can they explain what they want to do? • Can they use pictures and words to plan? • Can they name tools? • Can they explain the purpose of different tools? • Can they describe how something works? • Can they talk about their own work and things that other people have done? • Can they make a structure/model using different materials? • Is their work tidy? • Can they make their model stronger if it needs to be? • Can they talk with others about how they want to construct their product? • Can they select appropriate resources and tools for their building projects? Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction before building?	• Can they join materials together as part of a moving product? • Can they create a wheel and axle mechanism? • Can they think of ideas and plan what to do next? • Can they choose the best tools and materials? Can they give a reason why these are best? • Can they describe their design by using pictures, diagrams, models and words? • Can they join things (materials/ components) together in different ways? • Can they explain what went well with their work? • If they did it again, can they explain what they would improve? • Can they measure materials to use in a model or structure? • Can they join material in different ways? • Can they use joining, folding or rolling to make it stronger? • Can they make sensible choices as to which material to use for their constructions? • Can they develop their own ideas from initial starting points? • Can they incorporate some type of movement into models? Can they consider how to improve their construction?	Slider, lever, pivot, slot, card, masking tape, paper fastener, join, pull, push, up, down, straight, curve, cutting, joining, shaping, finishing, tools, equipment materials Product, model, purpose, materials, Evaluating, joining, finishing, tools, equipment Evaluate, improve, design, product, Materials, object, change, bend, twist, stretch, squash, heat. Design, equipment, material, fabric, thread, shape, glue, cut, fold, sew, staple, join,	Vehicle, wheel, axle, axle holder, fixed, free, moving, bridge, forwards, backwards, Develop, template, information, mock up, function, media, appeal, prototype, audience Component, purpose Criteria, judge Man-made, manufactured, natural. Function, refine, mechanism, adhesive, template

MUSIC		SEE CHARANGA – **'HANDS, FEET HEART'** (Year 2 unit)
PSHE		SEE SCARF **'ME AND MY RELATIONSHIPS'** LESSONS AS FOLLOW: Y1 Good friends Y2 Being a good friend Y1 Feelings and bodies Y2 Types of bullying Y2 Bullying or teasing optional Y2 Don't do that Y2 Let's all be happy
RE	Unit	**NCC AGREED SYLLABUS LINKS 2.1 What is it like to belong in the Christian religion today? Local Christianity.** **NATRE PLANNING LINK - Unit 11 (Y1) What does it mean to belong to a faith community?** 1.What does it mean to belong to a community? 2.How do Christians and Muslims show that they belong? 3.How do Christians, Muslims and Jewish people show that they belong? 4.What do worldviews say about how valuable people are? 5.How do Muslims and Christians welcome a new baby? 6.How do Muslims and Christians welcome a new baby?
	Stories	**1.6 What makes some people inspiring to others? Moses and St.Peter.** **2.6 Jewish & Christian Stories:** READ story of The woman with ten coins
	Ev	Harvest, Yon-Kippur, Sukkot
PE		SEE TLG-PE – Session 1 - **'GYMNASTICS 1 – TRAVEL AND SHAPES'** Session 2 – **'THROWING AND CATCHING A BALL'**

General vocab:
Religion, symbol, Golden Rule ('do to others as you would like them to do to you'), belonging, worship, holiness, sacred, community Ichthus Faith Parable wedding
Christianity vocab Christian, church, Bible, gospel Baptism
Judaism vocab Shabbat
Islam vocab Muslim, Islam, Allah, Prophet, Muhammad Agigah
Non-religious vocab:

KS1 – CYCLE B - AUTUMN 2 – BEST OF BRITISH

	Knowledge Y1	Knowledge Y2	Skills Y1	Skills Y2	Vocabulary Y1	Vocabulary Y2
SCIENCE	• Know that changes can be recorded through observation. • Know that observations can be made using simple equipment. • Know that simple tests can be carried out with support. • Know that predictions can be made.	• Know that equipment can be selected to observe change over time. • Know that observations can be measured. • Know that simple tests can be carried out independently. • Know that explanations can be made based on what has happened during an investigation.	•Can they talk about what they see, touch, smell, hear or taste? •Can they use simple equipment to help them make observations? •Can they find out by watching, listening, tasting, smelling and touching?	• Can they use see, touch, smell, hear or taste> to help them answer questions? • Can they use some scientific words to describe what they have seen and measured? • Can they compare several things? • Can they suggest ways of finding out through listening, smelling, touching and tasting?	Observe, answer, question, sort, group, record, compare, differences, similarities, describe, results, test, results	Observing, classify, identify, equipment, compare, differences, similarities, describe, results, measurements, test, secondary sources, diagram, results
GEORGRPHY	• Know that there are some similarities and differences between where they live and other countries • Know that the UK has four countries and that each country has a capital city. • Know that there are key human and physical features. • Know that the UK and its countries can be identified on a map, atlas, globe or aerial photograph.	• Know that there are geographic similarities and differences between the UK and a non-European country. (UK and jungle) • Know the names of each capital city in the UK • Know landmarks of the capital cities in the UK. • Know that there are human and physical landmarks. •	• Can they say what they like about their locality? • Can they sort things they like and don't like? • Can they identify the four countries making up the United Kingdom? • Can they name some of the main towns and cities in the United Kingdom? • Can they name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'?	• Can they find out about a locality by using different sources of evidence? • Can they find out about a locality by asking some relevant questions to someone else? • Can they name the major cities of England, Wales, Scotland and Ireland? • Can they explain what makes a locality special? • Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley? • Can they label a diagram or photograph using some geographical words? • *Can they find the longest and shortest route using a map?*	England, Scotland, Northern Ireland, Wales, London, Edinburgh, Belfast, Cardiff, Dublin, globe, journey, travel, bungalow, town, village, farm, building, junction, near, far, left, right.	factory, port, desert, hill, river, local, route, aerial view,

HISTORY		• Know that there are some significant local and national events and individuals beyond living memory.	• Know that there are some significant local and international events and people beyond living memory.	• Do they appreciate that some famous people have helped our lives be better today? • Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago? • Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years? • Can they begin to identify the main differences between old and new objects? • Can they identify objects from the past, such as vinyl records? • *Can they explain why certain objects were different in the past, e.g. iron, music systems, televisions?* • *Can they tell us about an important historical event that happened in the past?* • *Can they explain differences between past and present in their life and that of other children from a different time in history?* • *Do they know who will succeed the queen and how the succession works?*	• Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later? • Can they recount some interesting facts from an historical event, such as where the 'Fire of London' started? • Can they give examples of things that are different in their life from that of their grandparents when they were young? • Can they explain why Britain has a special history by naming some famous events and some famous people? • Can they explain what is meant by a parliament? • *Can they give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times?* • *Can they explain why someone in the past acted in the way they did?* • *Can they explain why their locality (as wide as it needs to be) is associated with a special historical event?* • *Can they explain what is meant by a democracy and why it is a good thing?*		
COMPUTING	Unit	Unit 1.5 Maze explorers (1 week) Unit 2.4 Questioning (5 weeks) **Education for a connected world links: Copyright and ownership**					
	Knowledge and Skills	• Events can be recorded using text, sound, still and moving images. • Text, images and sound may be sourced from a variety of places including the internet.				Direction, challenge, arrow, undo, rewind, forward, backwards, right turn, left turn, debug, instruction, algorithm	*Pictogram, question, data, collate, binary tree, avatar, database*
ART	Drawing 3DArtist – Anthony Gormley	• Know that different types of lines can be drawn • Know that modelling materials can be shaped with their hands and different tools to create different outcomes. • Know that simple joins can be made • Know how to describe what can be seen in a work of art and give an opinion •	• Know that pattern and texture can be used to create drawings. • Know that shading creates tone. • Know that patterns and textures can be added using different tools. • Know how to create a piece of art in response to an artist's work. •	• Can they draw using pencil and crayons? • Can they draw lines of different shapes and thickness, using 2 different grades of pencil? • Can they add texture by using tools? • Can they make different kinds of shapes? • Can they describe what they can see and like in the work of another artist/craft maker/designer? • Can they ask sensible questions about a piece of art?	• Can they use three different grades of pencil in their drawing (4B, 8B, HB)? • Can they use charcoal, pencil and pastels? • Can they create different tones using light and dark? • Can they show patterns and texture in their drawings? • Can they cut, roll and coil materials such as clay, dough or plasticine? • Can they add line and shape to their work? • Can they say how other artist/craft maker/designer have used colour, pattern and shape? • Can they compare their work to the work of a well-known artist? •	thick, thin, pattern, line, shape, detail, bold, tone, soft, hard, light, dark, malleable materials, clay, natural, tools, rolling, kneading, construct, join, Compare, same, different, artist, craft maker, designer,	
DT		NO DT COVERAGE THIS HALF TERM					

MUSIC		SEE CHARANGA – - **'RHYTHM IN THE WAY, WE WALK AND THE BANANA RAP'** (Year 1 unit)	
PSHE		SEE SCARF '**RIGHTS AND RESPECTS'** LESSONS AS FOLLOW: Y1 Taking care of something Y1 Harold's money Y1 How should we look after our money Y2 Harold saves for something special Y2 How can we look after our environment Y1 Basic first aid	
RE	Unit	**NCC AGREED SYLLABUS LINKS 2 1.1 Who celebrates what and why?** **NATRE PLANNING LINK - Unit 8 (Y1) Why is Christmas important to Christians?** 1.Who was Jesus 2.What happened in the story of the birth of Jesus? 3.Was Jesus born where people expected? 4&5.Why is waiting and preparing for Christmas important to Christians? 6.How do people use the story of the nativity to guide their beliefs at Christmas?	**General vocab:** Celebration, festival, Religion incarnation, birth Secular **Christianity vocab** Christmas, Christian, church, Jesus. Mary, Joseph, Shepherds, Advent **Judaism vocab** **Islam vocab** **Non-religious vocab:**
	Stories		
	E v	St Andrew, Remembrance Sunday, Christmas, Hannukah, Divali	
PE		SEE TLG-PE – Session 1 - **'GYMNASTICS 2 – BALANCE AND JUMPS** Session 2 – **'SENDING AND RECEIVING'**	

KS1 – CYCLE B – SPRING 1 – ACTIVE PLANET

	Knowledge Y1	Knowledge Y2	Skills Y1	Skills Y2	Vocabulary Y1	Vocabulary Y2
SCIENCE	• Know that the weather and environment changes across the four seasons. • Know that day length varies.		• Can they observe changes across the four seasons? • Can they name the four seasons in order? • Can they observe and describe weather associated with the seasons? • Can they observe and describe how day length varies? • Can they observe features in the environment and explain that these are related to a specific season? • Can they observe and talk about changes in the weather? • Can they talk about weather variation in different parts of the world?		Warm, warmth, cold, temperature, thermometer, insulator, thermal, measure	Warm, warmth, cold, temperature, thermometer, insulator, thermal, measure, Celsius, conductor, thermal conductor, insulator, measure
	• Know that plants can grow in different places. • Know that there are deciduous and evergreen trees • Know that flowering plants and trees have a basic structure.	• Know that plants grow from seeds and bulbs. • Know that plants grow and mature. • Know that plants need water, light and suitable temperature to grow and stay healthy.	• Can they name the petals, stem, leaf, bulb, flower, seed, stem and root of a plant? • Can they identify and name a range of common plants and trees? • Can they recognise deciduous and evergreen trees? • Can they name the trunk, branches and root of a tree? • Can they describe the parts of a plant (roots, stem, leaves, and flowers)? • Can they name the main parts of a flowering plant	• Can they describe what plants need to survive? • Can they observe and describe how seeds and bulbs grow into mature plants? • Can they find out & describe how plants need water, light and a suitable temperature to grow and stay healthy? • Can they describe what plants need to survive and link it to where they are found? • Can they explain that plants grow and reproduce in different ways?	Plant, plants, branch, root, stem, trunk, flower, leaf, leaves, seeds, weeds, grow, growing, living, alive, not living, not alive, dead, healthy	Plant, plants, branch, root, stem, trunk, flower, leaf, leaves, seeds, weeds, grow, growing, living, alive, not living, not alive, dead, healthy
GEORGRPHY	• Know that there are seasonal and weather patterns in the world including the UK. • Know that a compass can be used for directions	• Know that the equator, North and South Pole exists, their locations and climate. • Know that there are four main compass directions (N,E,S,W).	• Can they point out where the equator, north pole and south pole are on a globe or atlas? • Can they explain the main features of a hot and cold place? • Can they explain how the weather changes with each season? • Can they begin to explain why they would wear different clothes at different times of the year? • Can they tell something about the people who live in hot and cold places? • Can they explain what they might wear if they lived in a very hot or a very cold place? • Can they answer questions about the weather? • Can they keep a weather chart? • *Can they answer questions using a weather chart?* • *Can they make plausible predictions about what the weather may be like later in the day or tomorrow?*	• *Can they explain how the weather affects different people? Can they make inferences by looking at a weather chart?* • *Can they make plausible predictions about what the weather may be like in different parts of the world?* • *Can they point out the North, South, East and West associated with maps and compass?*	seasons, spring, summer, autumn, winter, wind, snow, rain, hail, fog, cloudy, warm wet, dry, hot, cold,	Equator, North Pole, South Pole North, South, East, West
HISTORY	NO HISTORY COVERAGE THIS HALF TERM					

COMPUTING	Unit	Unit 2.2 Online safety (3 week) Unit 1.6 Animated story books (3 weeks) **Education for a connected world links: Online reputation AND Online bullying**					
	Knowledge and Skills	Images, text and sounds can be combined using digital devices. Text can be entered and corrected. Video is composed of a series of still images. Still images can be combined to make a stop frame animation. The internet can be used to share information via email,online comments.				Animation, e-book, font, file, sound effect, display board,	*Search, display board, internet, sharing, email, attachment, digital footprint*
ART		NO ART COVERAGE THIS HALF TERM					
DT	Tents	Know that textiles can be cut and joined to make a product.	• Know that materials can be measured. • Know that textiles can be joined to make a product.	• Can they describe how different textiles feel? • Can they make a product from textiles by gluing?	• Can they measure fabric? • Can they join textiles together to make something? • Can they cut fabrics? • Can they explain why they chose a certain textile?	Joining, tools, fabrics, join, decorate, finish	Template, pattern, mark out, finishing,
MUSIC		SEE CHARANGA – **'I WANNA PLAY IN A BAND'** (Year 2 unit)					
PSHE		SEE SCARF **'VALUING DIFFERENCES'** LESSONS AS FOLLOW: Y1 Harold's school rules Y1 Who are our special people Y1 Our special people balloons Y2 My special people Y2 When someone is feeling left out Y2 An act of kindness					
RE	Unit	**NCC AGREED SYLLABUS LINKS 1.2 How do we show care for others? Why does it matter? 2.3 Humanism Who are the Humanists and what is their way of life?** **NATRE PLANNING LINK - Unit 12 (Y1) How should we care for others and the world and why does it matter? AND HUMANISM –SEE NCC RE** 1&2.What do Christian, Jewish and non-religious people believe about caring for people? 3&4.What do Jewish people believe about caring for people? 5&6.What do Christians and Jewish people believe about the beginning of the world and how do they think people should treat the world?					**General vocab:** Religion, symbol, God, love, community, world, stewardship **Christianity vocab** Christian, church, genesis, psalm **Judaism vocab** Jew, synagogue **Islam vocab** **Non-religious vocab:** Humanist,Non-religious
	Stories	**1.6 What makes some people inspiring to others? Moses and St.Peter.** **2.6 Jewish & Christian Stories:** READ story of The wise rabbi, The golden rule, Adam and Eve					
	Events	Chinese New Year					
PE		Session 1 – Year 1 – **ICE SKATING**, Year 2 **– MARTIAL ARTS** SEE TLG-PE – Session 2 – **'NET AND WALL'**					

KS1 – CYCLE B - SPRING 2 – RUMBLE IN THE JUNGLE

	Knowledge Y1	Knowledge Y2	Skills Y1	Skills Y2	Vocabulary Y1	Vocabulary Y2
SCIENCE	• Know that there are a variety of different common animals and there are differences between them. • Know that there are differences between carnivores, herbivores and omnivores.	• Know that animals, including humans, have offspring which grow into adults. • Know that humans and animals have basic needs for survival. *Know that something that is living, dead or never been alive has different characteristics.	• Can they point out some of the differences between different animals? • Can they name parts of an animal's body? • Can they sort photographs of living things and non-living things? • Can they identify and name a variety of common animals? (birds, fish, amphibians, reptiles, mammals, invertebrates) • Can they describe how an animal is suited to its environment? • Can they identify and name a variety of common animals that are carnivores, herbivores and omnivores? • Can they classify animals by what they eat? (carnivore, herbivore, omnivore) • Can they compare the bodies of different animals? • Can they begin to classify animals according to a number of given criteria? • Can they point out differences between living things and non-living things? • Can they say why certain animals have certain characteristics? Can they name a range of wild animals?	• Can they describe what animals need to survive? • Can they explain that animals grow and reproduce? • Can they explain why animals have offspring which grow into adults? • Can they describe the life cycle of some living things? (e.g. egg, chick, chicken) • Can they explain the basic needs of animals, including humans for survival? (water, food, air) • *Can they explain that animals reproduce in different ways?* •	Leg, hand, wing, beak, alive, living, not alive, animal, similar to, different, same, body, adult, young	Leg, hand, wing, beak, alive, living, not alive, animal, similar to, different, same, body, adult, young
GEORGRPHY	• Know that there are some similarities and differences between where they live and other countries • Know that the world has continents and oceans • Know that there are key human and physical features.	• Know that there are geographic similarities and differences between the UK and a non-European country. (UK and island/jungle) • Know that the world has 5 continents and 7 oceans. Know that there are human and physical landmarks.	• Can they name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'? • Can they answer some questions using different resources, such as books, the internet and atlases? • Can they think of a few relevant questions to ask about a locality?	• Can they find out about a locality by using different sources of evidence? • Can they describe a place outside Europe using geographical words? • Can they find out about a locality by asking some relevant questions to someone else? • Can they say what they like and don't like about their locality and another locality? • *Can they use a map, photographs, film or plan to describe a contrasting locality outside Europe?* • Can they name the continents of the world and find them in an atlas? • Can they name the world's oceans and find them in an atlas? • Can they explain what makes a locality special? • Can they describe some of the features associated with an jungle? • Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley? • Can they explain how the jobs people do may be different in different parts of the world?	city, town, globe, journey, travel, bungalow, town, village, farm, building, junction, near, far, left, right.	Daintree rainforest, Australia, coral reef, gorge, Africa, Eurasia, America, Australia, Antarctica. Irish Sea, North Sea, English Channel, he Arctic Ocean, North Atlantic Ocean, South Atlantic Ocean, Indian Ocean, North Pacific Ocean, South Pacific Ocean, the Southern (or Antarctic) Ocean harbour, beach, forest, sea, port, desert, cliff, coast, mountain, valley

HISTORY		NO HISTORY COVERAGE THIS HALF TERM			
COMPUTING	Unit	Unit 1.6 Animated story books (2 weeks) Unit 2.7 Making music (3 weeks) **Education for a connected world links: Privacy and security**			
	Knowledge	• Digital devices may be used to create musical. sounds, and these might sound like real instruments			*Bpm, composition, digitally, instrument, music, sound effects (sfx), soundtrack, tempo, volume*
ART	IT Henri Rousseau	Know that digital art can be created using a computing program. • Know how to describe what can be seen in a work of art and give an opinion •	Know that a range of techniques can be used to make digital art. • Know how to create a piece of art in response to an artist's work. •	• Can they use a simple painting program to create a picture? • Can they use tools like fill and brushes in a painting package? Can they go back and change their picture? • Can they describe what they can see and like in the work of another artist/craft maker/designer? • Can they ask sensible questions about a piece of art?	• Can they create a picture independently? • Can they use simple IT mark-making tools, e.g. brush and pen tools? • Can they edit their own work? • Can they say how other artist/craft maker/designer have used colour, pattern and shape? • Can they compare their work to the work of a well-known artist?	(See computing vocab) Compare, same, different, artist, craft maker, designer,
DT		NO DT COVERAGE THIS HALF TERM			
MUSIC		SEE CHARANGA – **'ROUND AND ROUND'** (Year 1 unit)			
PSHE		SEE SCARF '**BEING MY BEST'** LESSONS AS FOLLOW: Y1 I can eat a rainbow Y1 Eat well Y1 Harold's wash and brush up Y2 Harold's postcard helping us to keep clean and healthy Y2 My body needs Y2 What does my body do Y2 Harold's bathroom Y2 My day			
RE	Unit	**NCC AGREED SYLLABUS LINKS 1.5 In what way are Churches/ Synagogues important to believers?** **NATRE PLANNING LINK - Unit 18 (Y2) What makes some places sacred to believers? INCLUDE day visit to Baptist church, Mosque and Synagogue at Derby open centre** 1.Which places are special to me? Where is a sacred place for a believer to go? 2.Which place of worship is sacred for Christians? 3&4. Which place of worship is sacred for Jewish people? 5.Which place of worship is sacred for Muslims? 6. How are places of worship similar and different? Why are places of worship important to our community?			**General vocab:** Religion, symbol, creation story, worship, holiness, sacred. **Christianity vocab** **Judaism vocab** Jewish, Judaism,synagogue, ark, Torah, bimah, shabbat, **Islam vocab** **Non-religious vocab:**
	Events	St David, St Patrick, Shrove Tuesday, Mothering Sunday,Easter, Purim, Passover (Pasach)			
PE		SEE TLG-PE – Session 1 - **'DANCE- ENGLAND'** Session 2 – **'ATTACKING AND DEFENDING'**			

KS1 – CYCLE B - SUMMER 1 – POLUTION SOLUTION

	Knowledge Y1	Knowledge Y2	Skills Y1	Skills Y2	Vocabulary Y1	Vocabulary Y2
SCIENCE	• Know that there are a variety of different common animals and there are differences between them.	• Know that different habitats provide for different needs including microhabitats. • Know that animals and plants depend on each other. • Know that animals obtain their food from plants		• Can they describe how a habitat provides for the basic needs of things living there? • Can they describe a range of different habitats? • Can they describe how plants and animals are suited to their habitat? • Can they name some characteristics of an animal that help it to live in a particular habitat? • Can they describe what animals need to survive and link this to their habitats?		
	• Everyday materials , • Know that there is a difference between an object and the material from which it is made like wool and jumpers. • *Know that there are a variety of different everyday materials, including wood, plastic, glass, metal, water and rock. • Know that everyday materials have varied physical properties and can be grouped using these. • Know that there is a particular use for specific materials	• Know that some materials including wood, metal, plastic, glass, brick, rock, paper and cardboard are more suitable for a specific task than others. • Know that the shape of solid objects from some materials can be changed by squashing, bending, twisting and stretching. • Know that materials have different properties for specific purpose.	• Can they distinguish between an object and the material from which it is made? • Can they describe materials using their senses? • Can they describe materials using their senses, using specific scientific words? • Can they explain what material objects are made from? • Can they explain why a material might be useful for a specific job? • Can they name some different everyday materials? e.g. wood, plastic, metal, water and rock • Can they sort materials into groups by a given criteria? • Can they explain how solid shapes can be changed by squashing, bending, twisting and stretching? • Can they describe things that are similar and different between materials? • Can they explain what happens to certain materials when they are heated, e.g. bread, ice, chocolate? • Can they explain what happens to certain materials when they are cooled, e.g. jelly, heated chocolate?	• Can they describe the simple physical properties of a variety of everyday materials? • Can they compare and group together a variety of materials based on their simple physical properties? • Can they describe the properties of different materials using words like, transparent or opaque, flexible, etc.? • Can they sort materials into groups and say why they have sorted them in that way? • Can they say which materials are natural and which are man-made? • Can they explain how things move on different surfaces? • Can they find out about people who developed useful new materials? (John Dunlop, Charles Macintosh, John McAdam) • Can they identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, cardboard for particular uses? • Can they explain how materials are changed by heating and cooling? • Can they tell which materials cannot be changed back after being heated, cooled, bent, stretched or twisted?	Materials, natural, man made, manufactured objects, change, bake, bend, twist, stretch, squash, heat, cool, freeze, melt, boil, new material	Materials, natural, man made, manufactured objects, change, bake, bend, twist, stretch, squash, heat, cool, freeze, melt, boil, new material
GEORGRPHY	• Know that there are key human and physical features.	• Know that there are human and physical landmarks.	• Can they describe a locality using words and pictures?	• Do they think that people ever spoil the area? How? • Do they think that people try to make the area better? How? • Can they explain what facilities a town or village might need?	near, far, left, right.	landscape, environment,

HISTORY		• Know that there are differences between the past and the present in their own and other's lives.	• Know that they can use evidence to recognise why people did things, why events happened and what happened as a result.	• Do they appreciate that some famous people have helped our lives be better today? • Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago? • Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years? • Can they begin to identify the main differences between old and new objects? • Can they identify objects from the past, such as vinyl records? • *Can they explain why certain objects were different in the past, e.g. iron, music systems, televisions?* • *Can they tell us about an important historical event that happened in the past?* • *Can they explain differences between past and present in their life and that of other children from a different time in history?* • *Do they know who will succeed the queen and how the succession works?*	• Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later? • Can they explain how their local area was different in the past? • Can they recount some interesting facts from an historical event, such as where the 'Fire of London' started? • Can they give examples of things that are different in their life from that of their grandparents when they were young? • Can they explain why Britain has a special history by naming some famous events and some famous people? • Can they explain what is meant by a parliament? • *Can they give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times?* • *Can they explain why someone in the past acted in the way they did?* • *Can they explain why their locality (as wide as it needs to be) is associated with a special historical event?* • *Can they explain what is meant by a democracy and why it is a good thing?*		
COMPUTING	Unit	Unit 2.3 Spreadsheets (4 weeks) Unit 1.3 Pictograms (2 weeks) **Education for a connected world links: Health wellbeing and lifestyle**					
	Knowledge and	• Data represented graphically can be easier to understand than tables or text. • ICT can be used to create graphs from data.				*Backspace key, copy and paste, columns, cells, count tool, delete key, equals tool, image toolbox, Lock tool, move cell tool, rows, speak tool, spreadsheet*	
ART	Painting, Collage	• Know that there are primary and secondary colours and know their names. • Know that paint can be mixed to create colours. • Know that you can combine different artistic techniques to create a piece of art.	• Know that paint can be mixed to create tones and shades. • Know that patterns and textures can be created using different materials.	• Can they choose to use thick and thin brushes as appropriate? • Can they paint a picture of something they can see? Can they name the primary and secondary colours? • Can they cut and tear paper and card for their collages? Can they gather and sort the materials they will need?	• Can they mix paint to create all the secondary colours? • Can they mix and match colours, predict outcomes? • Can they mix their own brown? • Can they make tints by adding white? • Can they make tones by adding black? • Can they create individual and group collages? • Can they use different kinds of materials on their collage and explain why they have chosen them?	mixing, primary colours, primary shades, tones, techniques, layering create, images, media, materials, fabric, crepe paper, magazines, sort, texture, fold , tear, overlap	
DT		NO DT COVERAGE THIS HALF TERM					
MUSIC		SEE CHARANGA – **'YOUR IMAGINATION'** (Year 1 unit)					

PSHE		SEE SCARF '**KEEPING MYSELF SAFE'** LESSONS AS FOLLOW: Y1 Good or bad touches Y1 Who can help (2) Y2 What should Harold say? Y2 I don't like that Y2 Fun or not? Y2 Should I tell Y1 Sharing pictures	
RE	Unit	**NCC AGREED SYLLABUS LINKS 1.3 Stories from Jesus, what can we learn from them** **NATRE PLANNING LINK - Unit 10 (Y1) What do Christians believe God is like?** 1-6. What do Christians believe God is like?	**General vocab:** symbol, Religion, worship, holiness, sacred, God. **Christianity vocab** Christian, church, church, altar, font, Bible **Judaism vocab** Jewish, synagogue, Torah, bimah, ark, **Islam vocab** Qur'an, moon and star. **Non-religious vocab:**
	Stories	**1.6 What makes some people inspiring to others? Moses and St.Peter.** **2.6 Jewish & Christian Stories:** READ story of The lost son READ story of Jonah and the big fish	
	Events	Harv St George	
PE		SEE TLG-PE – Session 1 - **'STRIKING AND FIELDING'** Session 2 – **'ATTACKING AND DEFENDING'**	

KS1 – CYCLE B – SUMMER 2 – INSIDE OUT

	Knowledge Y1	Knowledge Y2	Skills Y1	Skills Y2	Vocabulary Y1	Vocabulary Y2
SCIENCE	• Know that there are basic parts of the human body.	• Know that humans and animals have basic needs for survival. • Know that exercise is important for humans. • Know that hygiene is important for humans. • Know that eating the right amounts of different types of foods is important.	• Can they name the parts of the human body that they can see? • Can they draw & label basic parts of the human body? • Can they identify the main parts of the human body and link them to their senses? • Can they name some parts of the human body that cannot be seen?	• Can they explain the basic needs of animals, including humans for survival? (water, food, air) • Can they describe why exercise, balanced diet and hygiene are important for humans?	Sense, eye, ear, nose, mouth, hand, foot, feet, senses, arm, leg, head, neck, knee, see, hear, smell, touch, feel, human, body, bodies, grow	Sense, eye, ear, nose, mouth, hand, foot, feet, senses, arm, leg, head, neck, knee, see, hear, smell, touch, feel, human, body, bodies, grow
GEORGRPHY	NO GEOGRAPHY COVERAGE THIS HALF TERM					
HISTORY	• Know that events or objects in their life can be sequenced on a simple time line. • Know that there are some significant local and national events and individuals beyond living memory.	• Know that events and objects can be sequenced in chronological order and give reasons for their order. • Know that there are some significant local and international events and people beyond living memory.	• Can they use words and phrases like: old, new and a long time ago? • Can they recognise that a story that is read to them may have happened a long time ago? • Do they know that some objects belonged to the past? • Can they retell a familiar story set in the past? • Can they explain how they have changed since they were born? • *Can they put up to three objects/events in chronological order (recent history)?* • *Can they use words and phrases like: very old, when mummy and daddy were little?* • *Can they use the words before and after correctly?* • *Can they say why they think a story was set in the past?*	• Can they use words and phrases like: before I was born, when I was younger? • Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? • Can they use the words 'past' and 'present' accurately? • Can they sequence a set of events in chronological order and give reasons for their order? • *Can they sequence a set of objects in chronological order and give reasons for their order?* • *Can they sequence events about the life of a famous person?* • *Can they try to work out how long ago an event happened?*	Old, new, a long time ago, old objects, recent history, before, after, past, now, similar, different	Before, after, past, present, then, now, year, decade, century, ancient modern, timeline, date order, because, important, living memory, remember, chronological order, era/period.
			• Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago? • Can they begin to identify the main differences between old and new objects? • Can they identify objects from the past, such as vinyl records? • *Can they explain why certain objects were different in the past, e.g. iron, music systems, televisions?* • *Can they tell us about an important historical event that happened in the past?* • *Can they explain differences between past and present in their life and that of other children from a different time in history?* •	• Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later? • Can they recount some interesting facts from an historical event, such as where the 'Fire of London' started? • Can they give examples of things that are different in their life from that of their grandparents when they were young? • Can they explain why Britain has a special history by naming some famous events and some famous people?		
COM Unit	Unit 1.3 Pictograms (2 weeks) Unit 2.8 Presenting ideas (4 weeks) **Education for a connected world links: Managing online information**					

	Knowledge and Skills	Text, images and sound may be changed to suit a purpose. • Digital media accessed from a variety of sources on a range of devices can provide information on many different topics.				Pictogram, collate, data	*Concept map (mind map) quiz, presentation, node,animated, non-fiction, narrative, audience*
ART	Printing, Textiles	• Know how to create a printed piece of art by pressing, rolling, rubbing and stamping • Know that you can combine different materials to create a piece of art.	• Know how to explore pattern and shape creating designs for printing • Know that fabrics can be joined by gluing, sewing or weaving.	• Can they print with sponges, vegetables or fruit? • Can they print onto paper? • Can they design their own printing block? • Can they create a repeating pattern? • Can they group fabrics and threads by colour and texture? Can they create a piece of art using fabrics?	• Can they create a print using pressing, rolling, rubbing and stamping? • Can they create a print like a designer? • Can they join fabric using glue? • Can they sew fabrics together?	rollers, pallets, rubbing, mono printing, roll printing, stencils, repeating patterns fabric, thread, texture, length, knotting, fraying, fringing, twisting, plaiting, stitching, weaving	
DT		• Know that food comes from plants, animals or factories. • Know that with support, food can be cut, peeled and grated. • Know which foods are healthy and unhealthy. • Know there is a need for a balanced diet.	• Know that food has to be farmed, grown or caught. • Know that with safety and good hygiene, food can be cut, peeled and grated. • Know the names of some food groups. • Know which foods are healthy and unhealthy. • Know there is a need for a balanced diet.	• Can they cut food safely? • Do they wash their hands and make sure that surfaces are clean? • Can they talk about healthy foods?	• Can they explain what it means to be hygienic? • Can they say where different food comes from? • Can they help to plan a healthy meal? • Can they help to prepare food?	Healthy, unhealthy, fruit, vegetables, clean, safe, dirty, unsafe, amount, ingredients, recipe, weight.	Source, nutrients, balanced diet, vegetarian, dietary requirements, farmed, caught, grown.
MUSIC		SEE CHARANGA – **'REFLECT, REWIND, REPLAY'**					
PSHE		SEE SCARF **'GROWING AND CHANGING'** LESSONS AS FOLLOW: Y1 Surprises and secrets Y1 Keeping privates private Y2 Haven't you grown Y2 My body, your body Y2 Respecting privacy Y2 Some secrets should never be kept **Y1/Y2 PANTS RULE**					
RE	Unit	**NCC AGREED SYLLABUS LINKS 2.2 What do (Jewish) people believe about God, creation, humanity, and the natural world?** **NATRE PLANNING LINK - Unit 9 (Y1) Who is Jewish and how do they live?** 1&2. What is precious to Jewish people? What does a mezuzah remind Jewish people about? 3. How and why do Jewish people celebrate Shabbat? 4. What stories do Jewish people tell from the Torah? 5. What might the story of Chanukah* make Jewish people think about? 6. Recap				**General vocab:** Religion, wise sayings, rules for living, co-operation. **Christianity vocab** Christian, Bible **Judaism vocab** Jewish, Torah, **Islam vocab** Eid, **Non-religious vocab:**	
	Stories	**1.6 What makes some people inspiring to others? Moses and St.Peter.** **2.6 Jewish & Christian Stories:** READ story of T David and Golliath					

	Events		
PE	SEE TLG-PE – Session 1 - **'SENDING AND RECEIVING'** Session 2 – **'ATHLETICS'**		