

Year1/2 Year A – Memory Progression Plan			
Term	Autumn – Voyage of the Mystery (Geography/ History)	Spring – Into the Woods (Science)	Summer – Castles and Coasts (History/Geography/Seaside Cornwall)
Overview	<p>Children find out all about the amazing voyage of ‘The Mystery’ a small fishing boat that travelled all the way from Newlyn to Australia. Children will discover more about the past through looking carefully at old photographs and at paintings of scenes from Newlyn.</p> <p>By using atlases, globes, online maps and satellite imagery the children will be able to label the continents of the world and learn the names of oceans. The journey will continue with comparing and contrasting the environments of UK/Cornwall and Australia - finding out about their weather, climate and culture.</p> <p>In art and design children will learn about the Newlyn School of painting and how different artists have approached themes of seascape and painting scenes from the fishing communities in Cornwall. In contrast children will be inspired by Aboriginal artists and create dot paintings depicting Australian animals.</p> <p>In Science children will investigate materials and find out what properties materials have and why they are used for a particular purpose e.g. waterproof clothing for fishermen and materials used for building boats.</p>	<p>Children will explore a local woodland and Investigate animals and plants living in the woodland by classifying animals by type and by herbivore, omnivore and carnivores. We will watch the process of tadpole changing into a frog and an egg hatching into a chick. We will visit the owls from the Screech Owl Sanctuary and learn more about food chains.</p> <p>In art and design we will create natural collages of woodland birds inspired by Mark Herald. We will take photographs inspired by photographer Ansel Adams to document our local woodland. We will learn how the natural world supports life through scavenging, planting and growing and investigate what others are already doing to look after our planet and how we can help – David Attenborough.</p> <p>As part of our field trip to the woods we will prepare ourselves for the weather and explore the seasons as they change from winter to spring. We will plan for our trip by using maps and identify physical features of the landscape.</p>	<p>Children will learn about the history of castles and life in the castle and roles. We will learn about castles on the coast and their role as a fortress protecting the land from the cliffs and why they were built on the coast. We will visit Pendennis Castle in Falmouth and learn how we have kept our coasts safe through history.</p> <p>We will make links with keeping safe today on the beaches by researching the history of the R.N.L.I and the part Grace Darling’s rescue played in the early formation of the organisation. Learn about how Cornishman Henry Trengrouse saved many lives with his invention of the Breeches buoy. We will compare how we keep our coasts safe today by the role of lifeguards and the Coastguard – and build on from prior learning in EYFS keeping safe in the sun and beach safety – red/yellow, black and white and red flags.</p> <p>We will explore how to look after our beaches and oceans and become Eco-beach warriors with a visit to the beach. We will learn about how coastal towns differ from towns, cities and villages. In Art and Design children will learn about Barbara Hepworth and make sculptures of their own inspired by natural objects found on the beach.</p>
Prior Learning to support Long term memory	<p>Link back to Snail and the Whale story covered in EYFS.</p> <p>Link back to On the Move looking at journeys topic EYFS.</p> <p>Link back to Summer term EYFS topic of exploring variety of environments e.g. jungle, space, under the sea.</p> <p>Links to the EYFS topic ‘On the move’ looking at transport.</p>	<p>Links back to ‘Let’s Crawl topic’ and learning about life cycles.</p> <p>Links back to EYFS overview of seasons understanding of seasonal changes.</p> <p>Links back to Hatching caterpillars’ and learning the story of the ‘Hungry caterpillar.’</p> <p>Link back to the artist Lucy Arnold studied in EYFS.</p>	<p>Links back to the summer term EYFS topic On The Move– sun safety, beach cleans, map skills and types of transport.</p> <p>Links back to looking at the artist Tracey Hunter who paints sea-scapes.</p>
Topic Question	Is it worth the risk?	Do all living things need the same things to survive?	Who is responsible for keeping us safe?
Topic Launch	<p>Visit to NMMC – watch the play.</p> <p>Role play area in the classroom.</p> <p>Cold Mind Map – What do I know about places and explorers?</p>	<p>Visit Crenver Grove.</p> <p>Cold Mind-Map – What do you know about living things?</p>	<p>Trip to Pendennis Castle for topic launch.</p> <p>Kresen Kernow Library.</p> <p>RNLI talk</p> <p>Ocean school SAS</p> <p>Cold Mind Map – How do we protect our coasts?</p>
Sticky Knowledge	<p>Label the seven continents of the world</p> <p>Know the five oceans</p> <p>Know the locality of the poles, the equator and Antarctica</p> <p>Name materials and their properties</p>	<p>Use and identify weather symbols</p> <p>Name the four seasons</p> <p>Identify deciduous and evergreen trees</p> <p>Label a life cycle of a plant or a living creature</p> <p>Name a carnivore, omnivore and a herbivore</p>	<p>Features and purposes of a castle.</p> <p>Describe a beach habitat</p> <p>Key features of towns, cities and villages.</p> <p>Name an artist who creates sculpture</p>
Linked texts	<p>The Little Boat by K Henderson, The Snail and Whale by J. Donaldson, Aesops Fables retold by M. Rosen Journey by A. Becker, Meerkat Mail by E. Gravett, Flotsam by D. Weiser, Ocean Meets Sky Eric Fann</p> <p>Poetry: A-Z Animal poetry, Mustard, Custard, Grumble Belly and Gravy by M Rosen.</p> <p>Non-Fiction books to refer to. Over In Australia: Amazing Animals Down Under by Marianne Berkes and Illustrated by Jill Dubin, Australian Animals The Australian Animal Atlas by Leonard Cronin, books on transport.</p>	<p>Fantastic Mr. Fox and James and the Giant Peach</p> <p>The Lost Words by Jackie Morris, Under the Canopy by Iris Volant & Cynthia Alonso, Tidy by Emily Gravett</p> <p>Poetry: Poems to Perform, edited by Julia Donaldson, illustrated by Clare Melinsky, All the Wild Wonders by Various Poets, Wendy Cooling (editor) & Piet Grobler (illustrator)</p> <p>Non fiction: A Seed is Sleepy by Dianna Aston & Sylvia Long</p> <p>A Butterfly Is Patient by Dianna Hutts Aston & Sylvia Long, The Bee Book by Charlotte Milner, First Facts: Bugs by Penelope Arlon & DK</p>	<p>Rapunzel Sarah Gibb, traditional Tales - mixed. Snow White, Cinderella, the Princess and the Pea, Rumpelstiltskin. Quentin Blake’s The Green Ship, The Secret of Spiggy Holes by Enid Blyton, Sally and the Limpet by Simon James, Flotsam by David Wiesner, Somebody Swallowed Stanley by Sarah Roberts & Hannah Peck, Alba The Hundred Year Old Fish Lara Hawthorne</p> <p>Poetry: ‘The Lost Spells.’ Jackie Morris – book study project</p> <p>Nonfiction: Castles Colin Thompson, Usborne See inside castles. The Big Book of the Blue, Yuval Zommer, The sea book by Charlotte Milner</p>
TfW English Text Types	Year 2 fiction– Journey tale; ‘The Little Boat,’	Year 2 fiction – Hansel and Gretel	Year 2 fiction: Rumpelstiltskin, Una and the sea cloak, The Princess and the pea

Poetry Nonfiction Book study	Performance Poems - Poems to Perform, edited by Julia Donaldson, illustrated by Clare Melinsky, (Macmillan) CLPE unit Non-fiction reports ‘What is a Seal?’ Year 1/2 – Journey tales 'The Little Boat.' Nonsense Poems and performance poems Non-fiction reports – ‘What is a Wombat?’	Poetry: ‘A Seed is Sleepy’ by Dianna Aston & Sylvia Long - choral poetry/ book study Non fiction – instructions ‘How to look after the environment.’ Year 1/2 - Fiction – Narrative: Jasper’s Beanstalk, Hansel and Gretel Poem: There’s a Tiny Caterpillar on a Leaf , ‘The seed is sleepy’ choral speaking Non-Fiction – Instructions ‘how to care for a plant/ the environment.’	Non-Fiction – Newspaper report about Grace Darling and beach safety information leaflet Poetry – The Lost spells – book project
Linked person of study	Ellen McArtrthur	David Attenborough Steve Backshall, Nick Baker and Michaela Strachan – CBBC Really Wild Show.	Grace Darling Henry Trengrouse David Attenborough
Linked Music	Geography song (Sing Up), Aboriginal didgeridoo music, Fishermen’s Friends – South Australia	Minibeasts song – Sing Up. Peter and the Wolf – Profokiev Johann Strauss II. Waltz: Tales of Vienna Woods. Rimsky-Korsakov. The Flight of the Bumble Bee Vivaldi – Spring Carnival of the Animals – Saint Saens. Campfire songs	Cornish songs- Trelawny, Cornwall Our Home, Going Up Camborne Hill Hornpipe Henry VIII / Tudor music
Trip	National Maritime Museum Cornwall	Tehidy Woods/ Crenver Grove Feadon Farm Visiting trip: Screech Owl Sanctuary	RNLI Lifeguard talk and workshop. Visit to Pendennis Castle for Topic launch Beach trip – Ocean School SAS
Topic Finale	Display of artwork KS1 Nativity.	Year 1 and 2 joint Topic Assembly.	Year 1 and 2 family beach clean Create a video for beach safety
Outdoor Learning Opportunities	Mark making outside Aboriginal Art – dot painting Visiting a harbour (Falmouth)	Woodland walks Minibeast hunts and habitats Goldsworthy art Plant exploration Life cycle of a butterfly Camp fire and charcoal drawing	Visit to the Beach – beach clean, sand sculpture, rock pooling. Re-enactment of beach rescue
Aspirations and Hopes	Careers and professions linked to topic: Explorer, Pilot, Captain, Travel guide, Emergency services, Vet, Eco-warrior.	Careers and professions linked to topic: Gardener, Scientist, Eco-warrior, Conservationist, Dietician/Nutritionist/Chef.	Careers and professions linked to topic: Life-guard, Royal/Merchant Navy, Conservationist Coastguard, Eco-Warrior.

National Curriculum and Skills and Knowledge Components Coverage

	Autumn Term	Spring Term	Summer Term
History	NC objectives:	NC objectives:	NC objectives:

	<p>He/she can describe the similarities and differences between life during a time in the past and life today</p> <p>He/she can ask questions about the past with some support</p> <p>He/she knows some of the ways that we can find out about the past with support</p> <p>He/she can answer questions about the past using given sources with support</p> <p>Historical understanding he/she can use pictures and role play to tell stories from the past.</p> <p>He/she can use a wide vocabulary of everyday historical term including those related to passing of time eg before, after, a long time ago and past</p> <p>He/she can describe an artefact e.g. materials, size, sign and wear and tear with support</p>	<p>He/she can use a wide vocabulary of everyday historical term including those related to passing of time eg before, after, a long time ago and past</p>	<p>He/she can describe the similarities and differences between life during a time in the past and life today</p> <p>He/she can ask questions about the past with some support</p> <p>He/she knows some of the ways that we can find out about the past with support</p> <p>He/she can answer questions about the past using given sources with support</p> <p>Historical understanding he/she can use pictures and role play to tell stories from the past.</p> <p>He/she can use a wide vocabulary of everyday historical term including those related to passing of time eg before, after, a long time ago and past</p> <p>He/she can describe an artefact e.g. materials, size, sign and wear and tear with support</p> <p>He/she can discuss some significant historical events, people and places in his own locality</p>
	<p>Sticky Knowledge:</p> <p>Names of the crew of the Mystery with a simple pen portrait</p> <p>A table to show a comparison of how a crew prepare for a voyage now with how the crew prepared to travel on the Mystery</p> <p>A simple story mountain showing the main points of the voyage</p> <p>A photograph comparison of working in Newlyn in the late 1800s and today</p>	<p>Sticky Knowledge:</p>	<p>Sticky Knowledge:</p> <p>Pictures of different castles</p> <p>A diagram with labelled parts of the castle</p> <p>Images of objects from the past used by rich and poor in a castle e.g. plates, toys, clothing</p> <p>Pictures of Pendennis Castle</p>
	<p>Skills Components:</p> <p>Put things in order</p> <p>Significant to themselves.</p> <p>People, photographs,</p> <p>Personal Opinions and facts.</p> <p>Who? Where? When? Why?</p> <p>To talk simply about why something happened.</p> <p>Past , present, future</p> <p>Language specific to topic</p>	<p>Skills Components:</p> <p>People, photographs,</p> <p>Personal Opinions and facts.</p> <p>Who? Where? When? Why?</p> <p>Past , present, future</p> <p>Language specific to topic</p>	<p>Skills Components:</p> <p>People, photographs,</p> <p>Personal Opinions and facts.</p> <p>Who? Where? When? Why?</p> <p>To talk simply about why something happened.</p> <p>Past , present, future</p> <p>Language specific to topic</p>
Geography	<p>NC objectives:</p> <p>Enquiry and Investigation he/she can collect information about his/her local environment e.g. Using tally charts.</p> <p>Map Making he/she can draw around objects to make a plan.</p> <p>Human and Physical Geography he/she can identify hot and cold areas of the world in relation to the Equator and North and South Poles.</p> <p>Enquiry and Investigation he/she can ask questions about places studied at KS1.</p> <p>Following directions and maps he/she can follow directions: up, down, left, right, forwards and backwards.</p>	<p>NC objectives:</p> <p>Name, locate and identify characteristics of the 4 countries of the UK</p> <p>Human and Physical Geography he/she can identify seasonal and daily weather patterns in the UK.</p> <p>Enquiry and Investigation he/she can ask questions about places studied at KS1.</p> <p>Knowledge of hot and cold areas of the world in relation to the equator and the north and south poles.</p>	<p>NC objectives:</p> <p>Enquiry and Investigation he/she can ask questions about places studied at KS1.</p> <p>Human and Physical Geography he/she can use basic geographical vocabulary identify and describe key human features e.g. city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>
	<p>Sticky Knowledge:</p> <p>Know the 7 continents and 5 oceans: Asia, Africa, North and South America, Antarctica, Europe, Australia. Atlantic, Pacific, Indian, Southern and Artic – map</p> <p>Pictures and names of human features and physical features of Australia.</p> <p>Image of the globe north and south pole and the equator labelled</p>	<p>Sticky Knowledge:</p> <p>A map that shows where particular animals live and survive</p> <p>Know the hottest coldest seasons in the UK</p> <p>Know weather symbols and their meanings</p> <p>Physical features labelled; mountain, river, forest, beach</p>	<p>Sticky Knowledge:.</p> <p>A map showing features surrounding a castle e.g. house, farm, port, harbour, village</p>
	<p>Skills Components:</p> <p>Year 1</p> <p>Know and understand that the world has continents and oceans.</p> <p>Know the similarities and differences from one small area of the UK</p> <p>Use some key vocabulary to describe features of the environment. (e.g. beach, cliff, coast, city, town, village)</p> <p>Year 2</p> <p>Know/ locate the 5 oceans and know the seven continents.</p>	<p>Components:</p> <p>Year 1</p> <p>Know the similarities and differences from one small area of the UK</p> <p>Use some key vocabulary to describe features of the environment. (e.g. beach, cliff, coast, city, town, village)</p> <p>Use directional language (left or right, near or far). Use simple fieldwork and observational skills to study geography of the school grounds and/or a locality.</p> <p>Year 2</p>	<p>Components:</p> <p>Year 1</p> <p>Know the world has continents and oceans.</p> <p>Name, locate and identify characteristics of the 4 countries of the UK.</p> <p>Use some key vocabulary to describe features of the environment. (e.g. beach, cliff, coast, city, town, village)</p> <p>Use directional language (left or right, near or far). Use simple fieldwork and observational skills to study geography of the school grounds and/or a locality.</p>

	<p>Compare features from one small area of the UK to geographical features of 1 chosen country</p> <p>Know hot and cold areas in relation to the equator and the North and South Poles.</p> <p>Use maps, atlases and globes to identify the UK and selected other countries.</p>	<p>Identify seasonal and daily weather patterns in the UK. Know hot and cold areas in relation to the equator and the North and South Poles.</p> <p>Use maps, atlases and globes to identify the UK and selected other countries. Use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features. Construct basic maps using symbols in a key.</p>	<p>Year 2</p> <p>Know the 5 oceans and know the seven continents. Name, locate and identify characteristics of the 4 capital cities of the UK and surrounding seas</p> <p>Use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features. Construct basic maps using symbols in a key.</p>
Science	<p>Everyday Materials</p> <p>NC objectives:</p> <p>Materials have physical properties which can be investigated and compared 1.2.1 Distinguish between an object and the material from which it is made</p> <p>Materials have physical properties which can be investigated and compared 1.2.2 Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock</p> <p>Materials have physical properties which can be investigated and compared 1.2.3 Describe the simple physical properties of a variety of everyday materials</p> <p>Materials have physical properties which can be investigated and compared 1.2.4 Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>Conducting Experiments 1.2.b.1 Conduct simple tests, with support</p> <p>Conducting Experiments 1.2.a.1 Make relevant observations (+)</p> <p>Recording Evidence 1.3.a.1 With prompting, suggest how findings could be recorded (+)</p> <p>Reporting Findings 1.4.a.1 Recognise findings (+)</p>	<p>Plants</p> <p>NC objectives:</p> <p>Conducting Experiments 1.2.a.1 Make relevant observations (+)</p> <p>Recording Evidence 1.3.a.1 With prompting, suggest how findings could be recorded (+)</p> <p>Reporting Findings 1.4.a.1 Recognise findings (+)</p> <p>Life exists in a variety of forms and goes through cycles- Plants</p> <p>1.4a.1 Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Life exists in a variety of forms and goes through cycles- Plants</p> <p>1.4a.2 Identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>Planning Investigations 1.1.a.1 Ask simple questions when prompted (+)</p> <p>Planning Investigations 1.1.b.1 Suggest ways of answering a question (+)</p> <p>Conclusions and Predictions 1.5.a.1 Gather and record data (+)</p> <p>Conclusions and Predictions 1.5.b.1 Use observations to suggest answers to questions (+)</p> <p>Habitats</p> <p>NC objectives:</p> <p>Life exists in a variety of forms and goes through cycle</p> <ul style="list-style-type: none"> - Notice that animals, including humans, have offspring which grow into adults - Find out about and describe the basic needs of animals, including humans, for survival <p>Life exists in a variety of forms and goes through cycles</p> <ul style="list-style-type: none"> - Explore and compare the differences between things that are living, dead, and things that have never been alive <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Plants- observe and describe how grow, their growth needs.</p>	<p>Animals, including humans</p> <p>NC objectives:</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p>Conducting Experiments 1.2.b.1 Conduct simple tests, with support</p> <p>Conducting Experiments 1.2.a.1 Make relevant observations (+)</p> <p>Recording Evidence 1.3.a.1 With prompting, suggest how findings could be recorded (+)</p> <p>Reporting Findings 1.4.a.1 Recognise findings (+)</p>
	<p>Sticky Knowledge:</p> <p>Materials and their properties listed and pictures of each one.</p>	<p>Sticky Knowledge:</p> <p>Pictures of deciduous and evergreen trees and information</p> <p>Diagram of a flowering plant</p> <p>Image of a life cycle of a seed and a tadpole</p> <p>Information showing what plants need to stay healthy</p> <p>Definitions of carnivore, herbivore and omnivore</p> <p>An example of a simple food chain</p> <p>Pictures of animals and birds in their habitats</p>	<p>Sticky Knowledge:</p> <p>Describe living things found in a beach habitat</p> <p>Draw a simple food chain</p>
	<p>Skills Components:</p> <p>Everyday Materials</p> <p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p>	<p>Skills Components:</p> <p>Plants</p> <p>Identify and name a variety of common wild and garden plants including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants including trees.</p> <p>Plants</p>	<p>Skills Components:</p> <p>Animals including humans</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p>

	<p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Living things and their Habitats</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain and identify and name different sources of food.</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain and identify and name different sources of food.</p>	
RE	<p>Cornwall Agreed Syllabus:</p> <p>1.6 Who is a Muslim and how do they live? Unit 1:6 part 1 Make sense of belief:</p> <ul style="list-style-type: none">• Recognise the words of the Shahadah and that it is very important for Muslims• Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean• Give examples of how stories about the Prophet show what Muslims believe about Muhammad <p>Understand the impact:</p> <ul style="list-style-type: none">• Give examples of how Muslims use the Shahadah to show what matters to them• Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)• Give examples of how Muslims put their beliefs about prayer into action <p>Make connections:</p> <ul style="list-style-type: none">• Think, talk about and ask questions about Muslim beliefs and ways of living• Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas• Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too. <p>Part 1</p>	<p>1.6 Who is a Muslim and how do they live? Part 2 Unit 1:6 continued from Autumn 1</p> <p>1.5 Why does Easter matter to Christians? Make sense of belief:</p> <ul style="list-style-type: none">• Recognise that Incarnation and Salvation are part of a ‘big story’ of the Bible• Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) <p>Understand the impact:</p> <ul style="list-style-type: none">• Give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter <p>Make connections:</p> <ul style="list-style-type: none">• Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.	<p>Unit 1:4 What is the ‘good news’ Christians believe Jesus brings? Make sense of belief:</p> <ul style="list-style-type: none">• Tell stories from the Bible and recognise a link with the concept of ‘Gospel’ or ‘good news’• Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians• Recognise that Jesus gives instructions to people about how to behave <p>Understand the impact:</p> <ul style="list-style-type: none">• Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless• Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) <p>Make connections:</p> <ul style="list-style-type: none">• Think, talk and ask questions about whether Jesus’ ‘good news’ is only good news for Christians, or if there are things for anyone t <p>Unit 1:8 1.8 What makes some people and places in Cornwall sacred? Alternative Cornwall Make sense of belief: Recognise that there are special people and places in Cornwall that are sacred to believers Identify at least three sacred/holy places in Cornwall and give a simple account of how they are used, why they are important and what people do there Re-tell a story about a Cornish Saint and connect this story to the local area Understand the impact:</p>

	1.3 Why does Christmas matter to Christians? Unit 1:3 Make sense of belief: <ul style="list-style-type: none">• Recognise that stories of Jesus’ life come from the Gospels• Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians Understand the impact: <ul style="list-style-type: none">• Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas Make connections: <ul style="list-style-type: none">• Think, talk and ask questions about Christmas for people who are Christians and for people who are not• Decide what they personally have to be thankful for, giving a reason for their ideas.				Give examples of stories, objects and symbols used in churches, which show what people believe Talk about why some people and places are considered to be sacred in Cornwall and how communities celebrate this Make connections: Think, talk and ask good questions about what happens at a sacred place saying what they think about these questions, giving good reasons for their ideas Talk about what makes some places special to people in Cornwall and what the difference is between some sacred places	
	Skills Components: Retell a religious story and talk about it. Recall and name different beliefs and practices, including festival, worship rituals and ways of life. Begin to ask questions about the faith communities in their school. Think about the special things that happen to them and others. Think about what is important to them and to other people.		Skills Components: Retell a religious story and talk about it. Recall and name different beliefs and practices, including festival, worship rituals and ways of life. Begin to ask questions about the faith communities in their school. Think about the special things that happen to them and others. Think about what is important to them and to other people.		Skills Components: Recall and name different beliefs and practices, including festival, worship rituals and ways of life. Recognise religious art, symbols and words and talk about them. Begin to ask questions about the faith communities in their school. Think about the special things that happen to them and others. Think about what is important to them and to other people.	
RSHE	Respecting Uniqueness Explain what special and unique mean Describe their own special and unique characteristics Explain how we respect the special and unique characteristics of others Our Communities Explain what a community is Discuss what communities they belong to Understand what a stereotype is Explain how stereotypes can be harmful	Every day safety Refresh knowledge about calling 999 in an emergency Understand dangers in everyday situations and how to keep safe Recognise how to keep safe at home, including fire safety with electrical appliances, lighters and matches Identify that some household products and medicines are harmful Recognise how to stay safe outdoors, especially around water and roads Know who to ask for help if we’re worried about our/someone else’s safety Basic First Aid Learn first aid skills Feel confident to help someone who needs first aid Feel able to help someone in need of first aid Sparkler Safety	Learning about Work Identify their own and other's strengths Know what a job is and why people do them Be able to describe some community jobs Know what makes someone good at their job Horrible Hands Understand that infection can be spread through touch Understand that we can pick up microbes through things we touch and spread them to others Understand that we wash hands to remove microbes Understand that washing hands is the best way to prevent the spread of microbes Understand that washing with soap and water is better than using water alone	Sharing Pictures Describe what might happen if we share a picture Identify the effect of people’s actions online and consider ways of keeping myself and others safe Recognise that I can be an ‘upstander’ by choosing not to join in Identify up to four adults in my life who I trust and how I can ask them for help if I have a problem online Playing Games Describe what personal information is and the importance of not sharing this Recognise different feelings they might encounter online and how the body might tell them something ‘doesn’t feel right’ Identify up to four adults in my life who I trust and how to ask them for help if I have a problem online	Online Friends Describe the qualities that make a good friend Identify that people online may not tell the truth Explain the difference between a secret and a surprise Identify up to four adults in my life who I trust and how to ask them for help if I have a problem online Big Feelings Recognise that feelings can intensify (get stronger) Describe how big feelings can affect their behaviour Identify what can help them feel better when they have a big feeling (including talking to trusted adults) Use words or phrases to ask for help with feelings	Keeping our Teeth Healthy Understand the importance of brushing, flossing and rinsing Explain how to brush, floss and rinse Understand what healthy teeth are and name basic parts of a tooth Know what foods to avoid to keep teeth healthy Understand what happens during a dentist appointment
	Skills Components Recognise and celebrate my strengths and set simple but challenging goals.	Skills Components Maintain a healthy body. Maintain my personal hygiene.	Skills Components Respect similarities and differences in others. Share my views and ideas with individuals and with the whole	Skills Components Keep safe in different situations. Ask for help if I am worried about something.	Skills Components Keep safe in different situations. Ask for help if I am worried about something.	Skills Components Maintain a healthy body. Maintain my personal hygiene.

	<p>Recognise people who look after me, my family networks, who to go to if I am worried and how to attract their attention.</p> <p>Respect similarities and differences in others.</p> <p>Share my views and ideas.</p> <p>Identify my special people and explain what makes them special.</p> <p>Contribute to the life of the classroom and school.</p> <p>Help construct, and agree to follow, group and class rules.</p> <p>Recognise ways in which I am unique and understand that there has never been and will never be another ‘me’.</p> <p>Explain the ways in which we are the same as all other people and what we have in common with everyone else.</p> <p>Respect similarities and differences in others.</p> <p>Share my views and ideas with individuals and with the whole class.</p>	<p>Develop simple skills to help prevent diseases spreading. Make healthy choices.</p> <p>Describe my feelings to others.</p> <p>Use simple strategies for managing my feelings.</p> <p>Help the people who look after me to more easily protect me.</p> <p>Know how to ask for help if I am worried about something.</p> <p>Keep myself safe and others safe.</p> <p>I know that I do not need to keep secrets.</p> <p>Recognise feelings in myself and in others.</p> <p>Share my feelings.</p> <p>I know who the special people in my community are and know how to contact those people when I need their help, including dialling 999 in an emergency.</p>	<p>class. Maintain a healthy body.</p> <p>Maintain my personal hygiene.</p> <p>Develop simple skills to help prevent diseases spreading. Make healthy choices.</p> <p>Democracy Mutual respect</p>	<p>Keep things private and respect others’ privacy.</p> <p>Recognise what is fair and unfair, kind and unkind, and right and wrong.</p> <p>Respond correctly when people are being unkind to me or others.</p> <p>Recognise when my body or feelings are hurt or when others are hurt.</p> <p>Listen to other people and play and work cooperatively.</p> <p>Responsibility for behaviour choices</p> <p>Distinguish between right and wrong</p>	<p>Keep things private and respect others’ privacy.</p> <p>Recognise what is fair and unfair, kind and unkind, and right and wrong.</p> <p>Respond correctly when people are being unkind to me or others.</p> <p>Recognise when my body or feelings are hurt or when others are hurt.</p> <p>Describe my feelings to others.</p> <p>Use simple strategies for managing my feelings.</p> <p>Recognise what I am good at.</p> <p>Set goals.</p> <p>Listen to other people and play and work cooperatively.</p> <p>Resolve simple arguments.</p> <p>Willingness to reflect on experiences</p>	<p>Develop simple skills to help prevent diseases spreading. Make healthy choices.</p> <p>Make healthy choices.</p>
<u>Music</u>	<p>NC objectives:</p> <ul style="list-style-type: none"> ♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes ♣ play tuned and untuned instruments musically ♣ listen with concentration and understanding to a range of high-quality live and recorded music ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music. 		<p>NC objectives:</p> <ul style="list-style-type: none"> ♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes ♣ play tuned and untuned instruments musically ♣ listen with concentration and understanding to a range of high-quality live and recorded music ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music. 		<p>NC objectives:</p> <ul style="list-style-type: none"> ♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes ♣ play tuned and untuned instruments musically ♣ listen with concentration and understanding to a range of high-quality live and recorded music ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music. 	
	<p>New Model Music curriculum (non-statutory)</p> <p><u>Singing</u></p> <ul style="list-style-type: none"> • Sing simple songs, chants and rhymes (e.g. Boom Chicka Boom) from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in. 		<p>New Model Music curriculum (non-statutory)</p> <p><u>Singing</u></p> <ul style="list-style-type: none"> • Sing simple songs, chants and rhymes (e.g. Boom Chicka Boom) from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in. 		<p>New Model Music curriculum (non-statutory)</p> <p><u>Singing</u></p> <ul style="list-style-type: none"> • Sing simple songs, chants and rhymes (e.g. Boom Chicka Boom) from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in. 	

	<ul style="list-style-type: none"> • Begin with simple songs with a very small range, mi-so (e.g. Hello, How are You), and then slightly wider (e.g. Bounce High, Bounce Low). Include pentatonic songs (e.g. Dr Knickerbocker). • Sing a wide range of call and response songs (e.g. Pretty Trees Around the World from Rhythms of Childhood), to control vocal pitch and to match the pitch they hear with accuracy. <p>Composing</p> <ul style="list-style-type: none"> • Improvise simple vocal chants, using question and answer phrases • Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes • Understand the difference between creating a rhythm pattern and a pitch pattern <p>Musicianship Pulse/beat</p> <ul style="list-style-type: none"> • Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat. • Respond to the pulse in recorded/live music through movement and dance. <p>Rhythm</p> <p>Perform short copycat rhythm patterns accurately, led by the teacher. Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.</p> <p>Pitch</p> <ul style="list-style-type: none"> • Sing familiar songs in both low and high voices and talk about the difference in sound. 	<ul style="list-style-type: none"> • Begin with simple songs with a very small range, mi-so (e.g. Hello, How are You), and then slightly wider (e.g. Bounce High, Bounce Low). Include pentatonic songs (e.g. Dr Knickerbocker). • Sing a wide range of call and response songs (e.g. Pretty Trees Around the World from Rhythms of Childhood), to control vocal pitch and to match the pitch they hear with accuracy. <p>Composing</p> <ul style="list-style-type: none"> • Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves) • Recognise how graphic notation can represent created sounds. Explore and invent own symbols. • Use music technology, if available, to capture, change and combine sounds. <p>Musicianship Pulse/beat</p> <ul style="list-style-type: none"> • Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat. • Respond to the pulse in recorded/live music through movement and dance. <p>Rhythm</p> <p>Perform short copycat rhythm patterns accurately, led by the teacher.</p> <p>Pitch</p> <ul style="list-style-type: none"> • Sing familiar songs in both low and high voices and talk about the difference in sound. • Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum. 	<ul style="list-style-type: none"> • Begin with simple songs with a very small range, mi-so (e.g. Hello, How are You), and then slightly wider (e.g. Bounce High, Bounce Low). Include pentatonic songs (e.g. Dr Knickerbocker). • Sing a wide range of call and response songs (e.g. Pretty Trees Around the World from Rhythms of Childhood), to control vocal pitch and to match the pitch they hear with accuracy. <p>Composing</p> <ul style="list-style-type: none"> • Improvise simple vocal chants, using question and answer phrases. • Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves). • Understand the difference between creating a rhythm pattern and a pitch pattern. • Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. • Use music technology, if available, to capture, change and combine sounds. • Recognise how graphic notation can represent created sounds. Explore and invent own symbols. <p>Musicianship Pulse/beat</p> <ul style="list-style-type: none"> • Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat. • Respond to the pulse in recorded/live music through movement and dance. <p>Rhythm</p> <ul style="list-style-type: none"> • Perform short copycat rhythm patterns accurately, led by the teacher. • Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. • Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns <p>Pitch</p> <ul style="list-style-type: none"> • Listen to sounds in the local school environment, comparing high and low sounds • Sing familiar songs in both low and high voices and talk about the difference in sound. • Explore percussion sounds to enhance storytelling • Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum.
	<p>Skills Components:</p> <p>Follow instructions on how and when to sing/play an instrument. Take part in singing. Take notice of others when performing. Make and control long and short sounds (duration). Explore pitch– high and low. Make a sequence of long and short sounds with help (duration). Clap longer rhythms with help. Make different sounds (high and low– pitch; loud and quiet– dynamics; fast and slow-tempo; quality of the sound smooth, crisp, scratchy, rattling, tinkling etc.– timbre) Hear the pulse in music. Hear different moods in music. Identify texture– one sound or several sounds? Provide opportunities to play tuned/ untuned instruments Listen for different types of sounds (provide opportunities to listen to live music). Use voice in different ways to create different effects.</p>	<p>Skills Components:</p> <p>Follow instructions on how and when to sing/play an instrument. Take part in singing. Take notice of others when performing. Make and control long and short sounds (duration). Explore pitch– high and low. Make a sequence of long and short sounds with help (duration). Clap longer rhythms with help. Make different sounds (high and low– pitch; loud and quiet– dynamics; fast and slow-tempo; quality of the sound smooth, crisp, scratchy, rattling, tinkling etc.– timbre). Hear different moods in music. Identify texture– one sound or several sounds? Choose sounds to represent different thing. Provide opportunities to play tuned/ untuned instruments Listen for different types of sounds (provide opportunities to listen to live music). Know how sounds are made and changed. Use voice in different ways to create different effects.</p>	<p>Skills Components:</p> <p>Follow instructions on how and when to sing/play an instrument. Take part in singing. Take notice of others when performing. Clap longer rhythms with help. Make different sounds (high and low– pitch; loud and quiet– dynamics; fast and slow-tempo; quality of the sound smooth, crisp, scratchy, rattling, tinkling etc.– timbre) Hear the pulse in music. Hear different moods in music. Identify texture– one sound or several sounds? Choose sounds to represent different thing. Provide opportunities to play tuned/ untuned instruments Listen for different types of sounds (provide opportunities to listen to live music). Know how sounds are made and changed. Use voice in different ways to create different effects.</p>
	<p>Charanga Units:</p> <p>Introducing beat – how can we make friends when we sing together? Adding Rhythm and pitch – How does music tell us stories about the past?</p>	<p>Charanga Units:</p> <p>How does music make the world a better place? How does music help us to understand our neighbours?</p>	<p>Charanga Units:</p> <p>What songs can we song to help us through the day? How does music teach us about looking after our planet?</p>
Art and Design	<p>PAINTING Newlyn school of Art Aboriginal dot paintings Seascapes with figures and boats Dot painting</p> <p>NC objectives To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>	<p>DRAWING AND COLLAGE Mark Herald Ansel Adams Observational drawing and photography (close ups) Birds in nature background</p> <p>NC objectives To use a range of materials creatively to design and make products</p>	<p>SCULPTURE Barbara Hepworth Sculptures in clay and soap</p> <p>NC objectives To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>

	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
	Sticky Knowledge: Colour wheel detailing how to make secondary colours Information about a key artist	Sticky Knowledge: Define what a collage is Information about a key artist	Sticky Knowledge: Define what a sculpture can be Information about a key artist
	Skills Components: Year 1 Explore and understand the impact of materials including hard and soft pencils, wet and dry paper, paint and ink. Create Art from imagination. Create a piece of Art that is responding to an experience. Begin to draw what is in front of them. Explore line and mark making in different ways. Work with a variety of different brushes. Colour mixing. Use a range of tools (sponges, fabric) to begin to experiment with texture. Explore a range of work by other artists. Be able to give their opinion and say why they like/dislike the work of other artists. Use a piece of artwork as a starting point for their own work. Year 2 Introduce chalk and pastels alongside other drawing materials to broaden range of drawing techniques. Work with a range of paints including powder, ready mix and block. Respond to a range of stimuli. Begin to give reasons for choice of materials and colours. Begin to look at different artists’ work and attempt own interpretations of the style and technique. Creating light and dark colours by tinting. Continue to explore and be exposed to work by other artists and designers. Be able to describe the similarities and differences between pieces of work by other artists. To look at artists through history, contemporary artists, designers and architects and begin to form opinions about the variety of work	Skills Components: Year 1 Explore and understand the impact of materials including hard and soft pencils, wet and dry paper, paint and ink. Malleable materials. Create Art from imagination. Create a piece of Art that is responding to an experience. Begin to draw what is in front of them. Explore line and mark making in different ways. Work with a variety of different brushes. Colour mixing. Use a range of tools (sponges, fabric) to begin to experiment with texture. Explore a range of work by other artists, craft makers and designers. Be able to give their opinion and say why they like/dislike the work of other artists. Use a piece of artwork as a starting point for their own work. Year 2 Introduce chalk and pastels alongside other drawing materials to broaden range of drawing techniques. Work with a range of paints including powder, ready mix and block. Respond to a range of stimuli. Begin to give reasons for choice of materials and colours. Begin to look at different artists’ work and attempt own interpretations of the style and technique. Explore shading with a pencil. Creating light and dark colours by tinting. Explore pattern through printing and stamping. Create work using natural materials to develop skills on texture. Continue to explore and be exposed to work by other artists and designers. Be able to describe the similarities and differences between pieces of work by other artists. Work alongside an artist in order to make links to their own work. To look at artists through history, contemporary artists, designers and architects and begin to form opinions about the variety of work	Skills Components: Year 1 Explore and understand the impact of materials including hard and soft pencils, wet and dry paper, paint and ink. Malleable materials. Create Art from imagination. Create a piece of Art that is responding to an experience. Begin to draw what is in front of them. Explore line and mark making in different ways. Use a range of tools (sponges, fabric) to begin to experiment with texture. Manipulating clay using fingers and tools. Explore a range of work by other artists, craft makers and designers. Be able to give their opinion and say why they like/dislike the work of other artists. Use a piece of artwork as a starting point for their own work. Year 2 Malleable materials. Respond to a range of stimuli. Begin to give reasons for choice of materials and colours. Begin to look at different artists’ work and attempt own interpretations of the style and technique. Create work using natural materials to develop skills on texture. Continue to explore and be exposed to work by other artists and designers. Be able to describe the similarities and differences between pieces of work by other artists. To look at artists through history, contemporary artists, designers and architects and begin to form opinions about the variety of work
DT	Moving Pictures	Goldilocks	Castle Kitchens

	<p>A moving picture to illustrate a scene from the Mystery. Children learn to use levers and sliders to move part of their product. Children explore, use and evaluate using different materials to cut, shape, join together.</p> <ul style="list-style-type: none">• Make a Christmas stocking that holes a chocolate coin. <p>National Curriculum objectives</p> <p>Design</p> <ul style="list-style-type: none">• design purposeful, functional, appealing products for themselves and other users based on design criteria• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none">• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]• select from and use a wide range of materials and components, including construction materials, textiles <p>Evaluate</p> <ul style="list-style-type: none">• explore and evaluate a range of existing products• evaluate their ideas and products against design criteria• Technical knowledge	<p>Design a chair Goldilocks and the Three Bears STEM children think like engineers in order to help Goldilocks build a chair that seats ALL the bears at once. First children find the problem that needs solving, then they come up with designs that can solve this. They consider the special features required by each of the bears and of the purpose of the chair. They then work together to build, test and improve their design. They communicate their findings explaining their reasons for the features of their design.</p> <p>National Curriculum objectives</p> <p>Design</p> <ul style="list-style-type: none">• design purposeful, functional, appealing products for themselves and other users based on design criteria• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none">• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]• select from and use a wide range of materials and components, including construction materials, textiles <p>Evaluate</p> <ul style="list-style-type: none">• explore and evaluate a range of existing products• evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none">• Build structures exploring how they can be made stronger, stiffer and more stable.	<p>Children explore recipes from the past and the foods created for different events.</p> <p>Children design make and evaluate a mini banquet. To include menu, place mat and food.</p> <p>National Curriculum objectives</p> <p>Cooking and Nutrition</p> <ul style="list-style-type: none">• Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.• Pupils should be taught to:• use the basic principles of a healthy and varied diet to prepare dishes• understand where food comes from
	<p>Skills Components:</p> <p>Design and Technology</p> <p>Year 1</p> <p>Design a functional product with a purpose for themselves and others. Draw and label pictures of their design ideas. Discuss their ideas and explain their choices. Name the tools they are using and know how to use them safely. Use given tools to cut, shape, join and finish products. Explore different materials and components to find ways of joining materials. Explore, investigate and use existing products. Say whether or not their product does the job it is supposed to. Explain why their product is good.</p> <p>Year 2</p> <p>Design an appealing and functional product with a purpose for themselves and others. Use a set of criteria to aid the design process. Draw, and make notes on, their design ideas. Explain what they are making, and what they will need to use. Select and name a range of tools and equipment Know which equipment is used for cutting, shaping, joining and finishing Select from a range of materials and components depending on use.</p>	<p>Skills Components:</p> <p>Year 1</p> <p>Design a functional product with a purpose for themselves and others. Draw and label pictures of their design ideas. Discuss their ideas and explain their choices. Name the tools they are using and know how to use them safely. Use given tools to cut, shape, join and finish products. Explore different materials and components to find ways of joining materials. Explore, investigate and use existing products. Say whether or not their product does the job it is supposed to. Explain why their product is good Build structures and explore how they can be made stiffer and stronger using a range of materials.</p> <p>Year 2</p> <p>Design an appealing and functional product with a purpose for themselves and others. Use a set of criteria to aid the design process. Draw, and make notes on, their design ideas. Explain what they are making, and what they will need to use. Select and name a range of tools and equipment Know which equipment is used for cutting, shaping, joining and finishing</p>	<p>Skills Components:</p> <p>Year 1</p> <p>Design a functional product with a purpose for themselves and others. Draw and label pictures of their design ideas. Discuss their ideas and explain their choices. Name the tools they are using and know how to use them safely. Explore different materials and components to find ways of joining materials. Explore, investigate and use existing products. Understand which foods are healthy and which foods are treats. Suggest healthy dishes to prepare and make. Understand where some foods come from (meat, fruit and veg).</p> <p>Year 2</p> <p>Design an appealing and functional product with a purpose for themselves and others. Use a set of criteria to aid the design process. Draw, and make notes on, their design ideas. Explain what they are making, and what they will need to use. Select and name a range of tools and equipment Know which equipment is used for cutting, shaping, joining and finishing Select from a range of materials and components depending on use. Explore and evaluate existing products.</p>

	<p>Explore and evaluate existing products. Say why a product is good (or not) and what job it does Evaluate their product against their design criteria. Build structures - investigate how they can be made stronger Explore different ways of joining similar materials together.</p>	<p>Select from a range of materials and components depending on use. Explore and evaluate existing products. Say why a product is good (or not) and what job it does Evaluate their product against their design criteria. Build structures - investigate how they can be made stronger, stiffer, more stable. Explore different ways of joining similar materials together.</p>	<p>Say why a product is good (or not) and what job it does Evaluate their product against their design criteria. Understand what a healthy and varied diet is. Use knowledge of healthy eating to prepare dishes. Understand where food comes from (plant or animal).</p>
Computing	<p>Technology Around Us, Information technology around us Link with technology used today for exploring and taking journeys e.g. Sat nav.</p> <p>NC objectives: 1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content 1.5 recognise common uses of information technology beyond school 1.6 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>Digital Painting, Digital photography Links with Ansel Adams, nature photography, close up photography.</p> <p>NC objectives: 1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content 1.5 recognise common uses of information technology beyond school 1.6 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>Moving a robot, Robot Algorithms Link with directions into the castle, following an order of instructions. E.g. cross the drawbridge, enter the bailey... NC objectives: 1.1 understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions 1.2 create and debug simple programs 1.3 use logical reasoning to predict the behaviour of simple programs 1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content 1.5 recognise common uses of information technology beyond school</p>
	<p>Skills Components: Know what algorithms are and how they are used. Understand how algorithms impact programming Recognise how ICT is used beyond school. Use technology to create digital content. Know what to do if they see something inappropriate online. According to schools Esafety policy and acceptable use policy.</p>	<p>Skills Components: Recognise how ICT is used beyond school. Use technology to create digital content. Know what to do if they see something inappropriate online. According to schools Esafety policy and acceptable use policy.</p>	<p>Skills Components: Use different font sizes, colours and effects. Select appropriate images to add to work. Develop an awareness of appropriate language in an email. Know what to do if they see something inappropriate online. According to schools Esafety policy and acceptable use policy.</p>
PE	<p>Dance and Games</p> <p>NC objectives: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities perform dances using simple movement patterns.</p>	<p>Ball Skills and Gymnastics</p> <p>NC objectives: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending</p>	<p>Athletics and Striking and Fielding OAA Net and Wall NC objectives: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending</p>
	<p>Skills Components:</p> <p>Perform some simple dance moves.</p> <p>Demonstrate rhythm and control.</p> <p>Suggest improvements/give feedback</p> <p>Perform dance actions with control and co-ordination.</p>	<p>Skills Components:</p> <p>Move or stop to catch or collect a ball.</p> <p>Decide where to stand to make it difficult for the opposing team.</p> <p>Decide on the best position and move accordingly.</p> <p>Understand basic tactics of a game</p> <p>Reflect on reasons for rules and how to make games more challenging.</p> <p>Show control and coordination when travelling and balancing.</p>	<p>Skills Components:</p> <p>Run with control.</p> <p>Jump with control.</p> <p>Explore different jump techniques.</p> <p>Set myself targets to improve my performance.</p>

	<p>Can choose appropriate movements to communicate mood / feelings / ideas</p> <p>Link two or more actions in a sequence.</p> <p>Give praise</p> <p>Suggest next steps to peers Move or stop to catch or collect a ball.</p> <p>Decide where to stand to make it difficult for the opposing team.</p> <p>Decide on the best position and move accordingly.</p> <p>Understand basic tactics of a game</p> <p>Reflect on reasons for rules and how to make games more challenging.</p>	<p>Link two or more actions to make a sequence.</p> <p>Show contrasts (eg: small / tall, straight / curved, wide / narrow.</p> <p>Jump in a variety of ways and land with some control and balance.</p> <p>Balance on different points of the body.</p> <p>Travel at different speeds in a variety of ways.</p>	
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