



• Learn Together incorporating PSHE, Citizenship, RSE and RE

Equality & Justice

Unit: Exploring Human Rights

- The child should be enabled to:
- Distinguish the difference between wants and needs and understand how these differ for people around the world.
- Identify and name basic rights and begin to develop an awareness of the rights outlined in the UN Convention on the Rights of the Child.
- Explore rights and responsibilities in relation to the other children in the school, locally and globally and to understand the contributions they can make to ensure these rights are upheld.
- Unit: Promoting Equality
- The child should be enabled to:
- Become aware of and appreciate diversity in the school, nationally and globally e.g. culture, ethnicity, religion, family units and lifestyle.
- Begin to explore how people are interconnected and depend upon each other – the concept of interdependence, e.g. the postal worker, school nurse, the doctor, the dentist, the factor worker, the entrepreneur, the politician, the fire officer, the traffic warden etc.
- Unit: Exploring the Democratic Process
- The child should be enabled to:
- Participate in a class culture of speaking and listening.
- Discuss rules and develop class charters for in the class, school and playground.
- Articulate his/her own attitudes, experiences and values.
- Develop decision-making, co-operation and negotiation skills.
- Participate in the running of the school by participating in whole-class and whole-school votes, and being given the opportunity to join school councils, Eco-Teams etc.
- Unit: Activating Equality through Positive Action
- The child should be enabled to:
- Extend care and friendship worldwide by participating in whole school events and campaigns such as Red Nose Day, Send my Friend To School etc.
- Participate in whole school assemblies on topics such as Human Rights.
- Begin to become aware of equality issues through celebrations such as International Children's Day, Black History Month and International Women's Day.
- Continue to critically reflect on equality and justice issues that may arise in school and begin to make links to wider local/global issues.

Belief Systems

In-depth Religions: Christianity, Humanism/those with no religious faith

Unit: Key Figures

- Recall the names and styles of dress for the Christianity belief system and know that leaders of humanist ceremonies are called 'Celebrants'.
- Explore the role of leaders for those with no religious faith.
- Discuss the role of these leaders in their own communities.
- Become aware of the significance of the 'happy human' symbol within Humanism
- Become aware of the symbols of water and candles in Christianity
- Notice and respond sensitively to similarities and differences between the belief systems taught in Key Stage One.
- Unit: Rites and ceremonies
- Become familiar with naming ceremonies within humanism and those with no particular faith including customs, similarities and differences
- Identify similarities and differences between the naming ceremonies studied across Key Stage One
- Unit: Celebrations
- Become aware of the absence of special festivals in Humanism, however, the emphasis on the importance of family, friendship and kindness where cultural occasions are celebrated such as Harvest and Christmas.
- Make comparisons between these festivals e.g. festivals of light and dark.
- Examine the art, music and traditions associated with these festivals.
- Unit: Beliefs and Values
- Become aware of humanist ethics including empathy, the golden rule and taking care of other living creatures.
- Become aware of some Christian stories relating to Jesus' teaching of love and forgiveness.
- Explore the similarities and differences between these stories and humanist beliefs and values.
- Share experiences of special occasions and observances in his/her own life which are associated with ritual.

Moral and Spiritual

Unit: Exploring Moral Development

- The child should be enabled to:
- Identify special people who work in their community who help to keep them safe and know how these special people are contacted when their help is needed e.g. dialling 999. (H 14).
- Understand the responsibility they have in helping the people in their local communities feel safe.
- Explore the values and codes of behavior in a school community and create individual and class charters which reflect the values of the school and children's rights.
- Deepen their awareness of the core values studied in previous year's cycles through stories and poems; exploring their relevance in everyday school and home life; and discussing and writing about times when they have shown them.
- Further develop the concept of responsibility towards each other, helping to maintain a safe learning environment in their classroom, playground and the wider school.
- Unit: Cultivating Spiritual Growth
- The child should be enabled to:
- Continue to practise visualisation and mindfulness activities that support the cultivation of stillness and explore how these practices impact upon school/home life.
- Use stories, songs and poems to promote self-reflection and discuss the importance of self-reflection upon their emotional wellbeing and their school learning journey.
- Reflect on the significance of personal experiences and discuss how they felt and what impact these experiences had upon themselves and others involved.
- To recognise their strengths and set themselves simple but challenging goals (H 3).
- Unit: Supporting Physical and Emotional Wellbeing
- The child should be enabled to:
- What constitutes a healthy lifestyle and to make real, informed choices that improve their physical and emotional health and understand the consequences these choices can have upon our bodies (H 2).
- The importance of, and how to, maintain personal hygiene (H6).
- To reflect upon feelings that can arise in response to change and loss (H 5).
- Know how to keep safe in relation to online, road, water and fire safety (H 12).
- To recognise different types of teasing and bullying and learn strategies to resist teasing and bullying if they experience or witness it and whom to go to and how to get help (R 13/14).
- Develop a rich vocabulary to describe a range of feelings and be supported in addressing them in an appropriate manner through stories and discussion of issues that can arise in everyday school and home life and be supported to offer constructive support and feedback to their peers (R 7).
- Unit: Relationship and Sex Education
- The child should be enabled to:
- Appreciate that we all need caring for and identify ways to care for one another (understanding that we all have different needs and need different types of care).
- Learn about: the process of growing from young to old and how needs change; growing and changing and the new opportunities/responsibilities that increasing independence may bring; the names for the main parts of the body (including external genitalia); the similarities between boys and girls.
- Discuss what is meant by 'privacy'; their right to keep things private; respecting the privacy of others (H 16).
- Discuss and identify what kind of physical contact is acceptable, unacceptable and uncomfortable and know who they can tell and how to tell them using stories as a prompt (R 10).
- Understand the importance of looking after our bodies and personal hygiene.

Ethics and Environment

Unit: Knowledge and Awareness of Environmental Issues

- The child should be enabled to:
- Be actively involved in maintaining an environmentally friendly classroom and school.
- Identify and explore different habitats and understand why different animals require different things in their habitats to survive.
- Begin to understand how human actions can have both a positive or a negative impact upon habitats and the environment.
- Understand the need to reduce waste and reuse and recycle materials and to learn how to use recycled materials in their everyday life to encourage sustainability e.g. reusable water bottles, bags for life etc.
- Unit: Activation of Responsibility and Stewardship
- The child should be enabled to:
- Participate in nature walks to develop an understanding of eco-systems living in their local area.
- Plant bulbs/seeds and watch them grow to develop a sense of wonder in new life.
- Develop an environmental code for waste management in classrooms and the school.
- Take responsibility for the school environment by disposing of waste responsibly.
- Make birdfeeders and habitats for minibeasts for use at school and at home.
- Take an active role in maintaining the school grounds.
- Take responsibility for their local community and areas around the school.
- Unit: Economic Wellbeing and Sustainability
- The child should be enabled to learn:
- The different value of coins/notes they use, which coins to choose when paying for items and to begin to be able to calculate change; understanding the importance of waiting for and checking change given.
- About the different ways in which money comes e.g. earning, winning, borrowing, finding, donated etc and how money will come to them in the future e.g. paid work
- About different ways of tracking money and spending, how to keep simple finance records and understand that money may run out if it is not carefully monitored.
- About the choices they have regarding saving and spending, how to make a simple saving plans and identify reasons why other people may make different choices about spending and saving money.
- How/why personal needs and wants affect how money is saved and spent and how this may differ in different places around the world.
- How to keep their money safe and the possible consequences of not doing so.
- The importance of saving and possible feelings associated with this process.
- That money, and ways to pay, has developed in many different forms throughout history e.g. barter, trade coins, notes, cash cards etc.

Computing

- Pupils understand that they should stay safe online by choosing websites that are good for them to visit, and avoid sites that are not appropriate for them.
- Pupils learn that the information they put online leaves a digital footprint or "trail." This trail can be big or small, helpful or hurtful, depending on how they manage it.
- Pupils learn that children sometimes can act like bullies when they are online. They explore what cyberbullying means and what they can do when they encounter it.
- Pupils understand that keyword searching is an effective way to locate information on the Internet. They learn how to select keywords to produce the best search results.
- Pupils discuss criteria for rating informational websites and apply them to an assigned site. Pupils learn that all websites are not equally good sources of information.
- Children will understand how to stay safe online especially when using games and talking to others (H12)
- Children will recognise comfortable/ uncomfortable feelings and will know who to speak to for help(R10)
- Children understand algorithms as sequences of instructions in everyday contexts.
- Children recognise that common sequences of instructions or sets of rules can be thought of as algorithms such as procedures in class, recipes, spelling rules, number patterns.
- Children can program on screen using sequences of instructions to implement an algorithm.
- Children can create programs as sequences of instructions.
- Children can store, organise and retrieve content on digital devices for a given purpose.
- Children can create and edit original content for a given purpose using digital technology.

Science

Scientific skills

- Asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment
- Performing simple tests
- Identifying and classifying
- using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions.
- Plants
- 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.
- Animals, including humans
- Notice that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
- Use of everyday materials
- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
- Living things and their habitats
- Explore and compare the differences between things that are living, dead, and things that have never been alive 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 micro- habitats
- 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.

See Science Programme of Study for taught scientific language

Humanities

History

- Knowledge of a significant national or global event.
- How has transport changed?
- How has chocolate making/Somerdale changed?
- Knowledge of a significant individual from the past who has contributed to national/international achievements.
- Joseph Fry, Samuel Pepys, Amelia Earhart
- Chronological Understanding:
- To sequence objects, events beyond living memory e.g. how technology has changed over time.
- Interpretations of history:
- Using sources from the past i.e. videos, photos and artefacts to gather information to answer given questions.
- Similarities and differences between given stimulus e.g. photographs showing change
- Look at the objects from the past and ask questions
- Historical enquiry:
- Ask what and how questions
- Geography
- Children build on and develop their geographical vocabulary to compare and contrast their location to a place on a global scale using human and physical feature vocabulary
- Children use their knowledge of their location to apply it to the United Kingdom, its different countries and capital cities
- Children use a range of maps, atlases and globes to identify places including countries, continents and oceans
- Children use simple compass directions and locational/directional language to describe features and routes on a map
- Children develop locational/place knowledge globally with a focus on habitat linking

		<ul style="list-style-type: none">• Children use knowledge of the four countries of the UK to begin to identify characteristics using geographical skills and field work.
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<p>Maths</p> <p>Place Value</p> <ul style="list-style-type: none"> Count in steps of 2, 3, and 5 from 0, and in tens from any given number, forward and backward. Read and write numbers to at least 100 in numerals and in words Identify, represent and estimate numbers using different representations, including the number line Recognise the place value of each digit in a two-digit number (tens, ones) Compare and order numbers from 0 up to 100; use <, > and = signs Use place value and number facts to solve problems <p>Addition & Subtraction</p> <ul style="list-style-type: none"> Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones, a two-digit number and tens, two two-digit numbers, adding three one-digit numbers. Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures Solve problems with addition and subtraction by applying their increasing knowledge of mental and written methods <p>Multiplication and Division</p> <ul style="list-style-type: none"> Recall and use multiplication and division facts for 2, 5 and 10 multiplication tables, including recognising odd and even numbers Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equals signs Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts <p>Fractions</p> <ul style="list-style-type: none"> Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ of a length, shape, set of objects or quantity Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 <p>Algebra</p> <ul style="list-style-type: none"> Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems <p>Measurement</p> <ul style="list-style-type: none"> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Compare and order lengths, mass, volume/capacity and record the results using >, < and = Recognise and use symbols for pounds and pence; combine amounts to make a particular value Find different combinations of coins that equal the same amounts of money Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change Compare and sequence intervals of time Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times Know the number of minutes in an hour and the number of hours in a day <p>Geometry</p> <ul style="list-style-type: none"> Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line Identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid. Compare and sort common 2-D shapes and everyday objects Recognise and name common 3-D shapes, for example, cuboids including cubes, pyramids, and spheres. Compare and sort common 3-D shapes and everyday objects. Order and arrange combinations of mathematical objects in patterns and sequences Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise) <p>Statistics</p> <ul style="list-style-type: none"> Interpret and construct simple pictograms, tally charts, block diagrams and simple tables Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity Ask and answer questions about totalling and comparing categorical data 	<p>English</p> <p>Reading</p> <p>Word reading</p> <ul style="list-style-type: none"> To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read most words of two or more syllables. To read most words containing common suffixes.* To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word. To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. <p>Comprehension</p> <ul style="list-style-type: none"> To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading. To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. To discuss the sequence of events in books and how items of information are related. To recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text. To make links between the text they are reading and other texts they have read (in texts that they can read independently). To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases. To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far in a text. To continue to build-up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear. To recognise that non-fiction books are often structured in different ways. <p>Writing</p> <p>Transcription: See No Nonsense Spelling for progression guidance</p> <ul style="list-style-type: none"> To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight). To apply further Y2 spelling rules and guidance*, which includes: <ul style="list-style-type: none"> the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust); the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw); the /r/ sound spelt 'wr' (e.g. write, written); the /l/ or /əʃ/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril); the /aɪ/ sound spelt -y (e.g. cry, fly, July); adding -es to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries); adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules; adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before (including exceptions); adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions); the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always); the /ʌ/ sound spelt 'o' (e.g. other, mother, brother); the /i:/ sound spelt -ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys); the /d/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash) the /s:/ sound spelt 'or' after 'w' (e.g. word, work, worm); the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards); the /ɜ:/ sound spelt 's' (e.g. television, usual). To spell most Y1 and Y2 common exception words correctly. To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly. To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll. To learn the possessive singular apostrophe (e.g. the girl's book). To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single-syllable and multi-syllabic words. To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings). <p>Handwriting *see Handwriting Progression document for more guidance</p> <ul style="list-style-type: none"> To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. To form lower case letters of the correct size, relative to one another. To use spacing between words that reflects the size of the letters. To begin to use the diagonal and horizontal strokes needed to join letters. <p>Composition-*see Genre Guidance</p> <ul style="list-style-type: none"> To write narratives about personal experiences and those of others (real and fictional). To write about real events. To write simple poetry. To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary To encapsulate what they want to say, sentence by sentence. To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. To reread to check that their writing makes sense and that the correct tense is used throughout. To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly). To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. <p>Vocabulary, grammar and punctuation *see Genre Guidance</p> <ul style="list-style-type: none"> To use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences. To read aloud what they have written with appropriate intonation to make the meaning clear. To use the present tense and the past tense mostly correctly and consistently. To form sentences with different forms: statement, question, exclamation, command. To use some features of written Standard English. To using co-ordination (or/and/but). To use some subordination (when/if/ that/because). To use expanded noun phrases to describe and specify (e.g. the blue butterfly). To use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions. To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma. 	<p>Creative Arts</p> <p>Music</p> <ul style="list-style-type: none"> Singing more expressively, phrasing, echoes, following a conductor, identify pitch Rhythm games – keeping the beat Playing instruments more musically in a group Recorder – learn 5 notes – B A G C D Reading more complicated notation Learning to compose music on a theme, structure and sequence Listening to music and learning about different composers. Describing mood of music heard, identifying instruments heard Musical elements: pitch, dynamics, duration, structure, tempo, articulation, tonality, timbre Performing in school <p>Art and Design</p> <ul style="list-style-type: none"> Pupils will use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Pupils will develop a wide range of art and design techniques in using pattern, texture, form and space (See Appendix) Across Key Stage One: <ul style="list-style-type: none"> Pupils will use a range of materials creatively to design and make products Pupils will describe the differences and similarities between different practices and disciplines and making links to their own work. Pupils will learn about the work of a range of artists, craft makers and designers, including local examples <p>Design Technology (DT)</p> <ul style="list-style-type: none"> about the movement of simple mechanisms such as levers, sliders, wheels and axles that all food comes from plants or animals that food has to be farmed, grown elsewhere (e.g. home) or caught <p>Across Key Stage One:</p> <ul style="list-style-type: none"> how to name and sort foods into the five groups in The Guide that everyone should eat at least five portions of fruit and vegetables every day how to prepare simple dishes safely and hygienically, without using a heat source how to use techniques such as cutting, peeling and grating work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment state what products they are designing and making say whether their products are for themselves or other users describe what their products are for say how their products will work say how they will make their products suitable for their intended users use simple design criteria to help develop their ideas generate ideas by drawing on their own experiences use knowledge of existing products to help come up with ideas develop and communicate ideas by talking and drawing model ideas by exploring materials, components and construction kits and by making templates and mock-ups use ICT, where appropriate, to develop and communicate their ideas plan by suggesting what to do next select from a range of tools and equipment, explaining their choices select from a range of materials and components according to their characteristics follow procedures for safety and hygiene use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components measure, mark out, cut and shape materials and components assemble, join and combine materials and components use finishing techniques, including those from art and design talk about their design ideas and what they are making make simple judgements about their products and ideas against design criteria suggest how their products could be improved what products are who products are for what products are for how products work how products are used where products might be used what materials products are made from what they like and dislike about products
<p style="text-align: center;">PE</p> <p style="text-align: center;">. See PE Programme of Study</p>		