



# Year 1/2 medium term plan

## ‘What’s our musical story?’ Autumn term 2021-2022

Cramlington Village Primary School

Home learning and extra resources available on our Padlet page [here](#)

‘Wow’ moment	Project summary What are you going to explore?	Classroom environment What role/play learning area will you create?	Key questions to answer throughout the project	Final project outcome
<p>The children will take part in a festival on the school field where they can see bands and musicians being played.</p> <p style="text-align: center;">Trip ideas - Performance - Newcastle Uni, Northumbria Uni, Durham Uni, Sunderland Uni (orchestra) Tour of a theatre orchestra Bourdeix - Carnival of the animals exhibition</p>	<p>We are going to explore the carnival of the animals. Each 2 weeks we will focus on a different animal from the music. From this we will explore the instruments in each piece being played. In the first half term we will have a harvest focus where we will investigate food we eat/animal food and sustainability in farming. The second half term we will focus on fundraising to adopt an animal from a local zoo.</p>	<p style="text-align: center;">Mini zoo with fact cards.</p> <p>Stage area for the children to explore instruments and performing in front of others.</p>	<p style="text-align: center;">What is sustainable farming? What is sustainable fishing?</p>	<p>The children will do a fundraiser to raise money to adopt an animal.</p> <p>Fundraising ideas - make Christmas decorations to sell at Cramlington shops</p> <p>Children adopt a zoo animal and be given a plaque to commemorate our fundraising. Opportunity to play our musical pieces at Northumberland zoo with visitors.</p>

Y1/2 Planning Autumn 1							
	Week 1(Thursday and Friday)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Maths</b>	<p><b>Year 1</b> Counting within 10 and addition and subtraction within 10.</p> <p><b>Year 2</b> Place value</p>	<p><b>Year 1</b> Place value within 10 and addition and subtraction within 10.</p> <p><b>Year 2</b> Place value</p>	<p><b>Year 1</b> Place value within 10 and addition and subtraction within 10.</p> <p><b>Year 2</b> Place value</p>	<p><b>Year 1</b> Place value within 10 and addition and subtraction within 10.</p> <p><b>Year 2</b> Place value</p>	<p><b>Year 1</b> Place value within 10 and addition and subtraction within 10.</p> <p><b>Year 2</b> Addition and Subtraction</p>	<p><b>Year 1</b> Place value within 10 and addition and subtraction within 10.</p> <p><b>Year 2</b> Addition and Subtraction</p>	<p><b>Year 1</b> Place value within 10 and addition and subtraction within 10.</p> <p><b>Year 2</b> Addition and Subtraction</p>
<p><b>English</b></p> <p><b>Key texts:</b></p> <p><b>Year 1</b></p> <p>The Carnival of the Animals - Mary GrandPre</p> <p>Poems on a theme - using the senses Character descriptions Fact writing/leaflets Narrative</p>	<p><b>Year 1</b> Holiday recount- Oracy discussions based on their holiday experiences</p> <p><b>Year 2</b> Holiday recount Discuss their holiday experiences using oracy</p>	<p><b>Year 1</b> The Carnival of the Animals book  Predictions based on the front cover and first section based on the book case</p> <p><b>Year 2 - Lions</b> The carnival of the animals Lions - royal march Front cover - visualise and make predictions based on the front cover Look at introduction</p>	<p><b>Year 1</b> Secret door- Where could the secret door take us? Design their own place to visit  Look through the full story to become familiar with this</p> <p><b>Year 2 - Lions</b> The carnival of the animals Lions - royal march  Lion - poem - rhyming words Coordination - and joining</p>	<p><b>Year 1 Lion/Tortoise focus</b> Getting a tortoise visit? Describing the tortoise and patterns of their shells.  Describing the animals and their homes</p> <p><b>Year 2 - Rooster/elephants</b> The carnival of the animals Rooster and elephants.  Comparing animal habitats - looks at zoo webcam</p>	<p><b>Year 1 Elephant focus</b> Live cam of zoo  Fact file, labeling image adding describing words  Comparing animals and writing simple sentences... I like... because...</p> <p><b>Year 2 - Rooster/elephants</b> The carnival of the animals Rooster and elephants Allison - Talk on how to care for chickens</p>	<p><b>Year 1 Aquarium focus</b> Live cams- aquarium  Where would you go on the back of a dolphin?  <a href="https://www.montereybayaquarium.org/animals/live-cams">https://www.montereybayaquarium.org/animals/live-cams</a></p> <p><b>Year 2 - Aquarium</b> The carnival of the animals Aquarium  Finish a narrative - The fish goes on an adventure</p>	<p><b>Year 1 Swan focus</b> Discussions around their calm appearance... Are the other animals the same?</p> <p><b>Year 2 - Aviary</b> The carnival of the animals Poems  Images/Senses - I can see... I can hear..</p>



				What effect does this have on the listener? I like the part... My partner thinks...			
Science	<p><u>Year 1</u></p> <p><u>Year 2 - Animals</u></p>	<p><u>Year 1</u> Carnivore, herbivore, omnivore, sorting the animals into each category</p> <p><u>Year 2</u> <b>What happens to our bodies as we grow?</b> Develop terms offspring, baby, toddler, child, teenager and adult. Create timeline.</p>	<p><u>Year 1</u> Carnivore, herbivore, omnivore, looking at different food groups.</p> <p><u>Year 2</u> <b>What happens to our bodies as we grow?</b> Describe changes over time &amp; variation in class What grows as we get older? Explore any body feature across school e.g. head span, arm length, etc; measure height over year.</p>	<p><u>Year 1</u> Carnivore, herbivore, omnivore, looking at different food groups.</p> <p><u>Year 2</u> <b>Do other animals grow in the same way as us?</b> Match animals to offspring. Study key animals in detail (living or virtual) such as chicken, rabbit, butterfly, frog, sheep, etc. Short term and/or ongoing work over the year. Consider similarities &amp; differences. Describe changes using photographs, drawings, stories, poems Create a life cycle of an animal (Rooster and elephant)</p>	<p><u>Year 1</u> Identifying_Animals, fish, amphibian, reptile, bird, mammal,</p> <p><u>Year 2</u> <b>What do we need to live and be healthy?</b> Research foods of other animals. Compare. Classify foods into groups; healthy/unhealthy Linking to Harvest festival</p>	<p><u>Year 1</u> Identifying_Animals, fish, amphibian, reptile, bird, mammal,</p> <p><u>Year 2</u> <b>Why is it important to exercise?</b> What happens to our body when we exercise? Classify exercises into those that make us strong, fit and flexible Step challenge. Measure steps to a daily goal</p>	<p><u>Year 1</u> Identifying_Animals, fish, amphibian, reptile, bird, mammal,</p> <p>describe &amp; compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p><u>Year 2</u> <b>Why is it important to keep clean?</b> Talk about ways we keep clean (e.g. brushing teeth, washing, etc). Importance of washing hands. Practice technique. Take swabs from various parts of the body. Grow microbes (care!) on agarose gel/Petri dishes. Glitter hands. Try to wash off glitter.</p>
Computing	<p><u>Year 1</u></p> <p><u>Year 2</u> <b>Programming</b> Can I understand what algorithms are?</p> <p>-Recognise that common sequences of instructions or sets of rules can be thought of as algorithms. Examples could include recipes, but might also be procedures or rules in class, spelling rules, simple arithmetic operations or number patterns. - Give instructions to my friend (using forwards, backwards) and physically follow their instructions</p>	<p><u>Year 1</u></p> <p><u>Year 2</u> <b>Programming</b> Can I understand how algorithms are implemented?</p> <p>-The child can understand how algorithms are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. - Create programs as sequences of instructions when programming on screen. Their program could be written using simple programming apps using Blue Bot</p>	<p><u>Year 1</u> <b>Keeping ourselves safe online</b> Using the books Penguin pig and Monkey Cow</p> <p><u>Year 2</u> <b>Programming</b> Can I understand how algorithms are implemented?</p> <p>-The child can understand how algorithms are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. - Create programs as sequences of instructions when programming on screen. Their program could be written using simple programming apps using scratch</p>	<p><u>Year 1</u> <b>Keeping ourselves safe online</b> Using the books Penguin pig and Monkey Cow</p> <p><u>Year 2</u> <b>Programming</b> Can I understand that algorithms can be implemented in more than one programme?</p> <p>-Recognise that an algorithm can be implemented in more than one programming language, e.g. taking an algorithm written for the Bee Bot and running it on the Blue Bot app, in ScratchJr and in Scratch. The child should be able to explain some of the differences between these languages.</p>	<p><u>Year 1</u> <b>Keeping ourselves safe online</b> Using the books Penguin pig and Monkey Cow</p> <p><u>Year 2</u> <b>Programming</b> Can I create a simple algorithm with a particular goal?</p> <p>-Create a simple program on screen (e.g. using the Blue Bot app, ScratchJr or with prepared sprites and blocks in Scratch) with a particular goal or purpose in mind (e.g. drawing a shape or moving a sprite from one place to another).</p>	<p><u>Year 1</u> <b>Programming</b> Introduction to algorithms and getting our instructions clear (Beebots)</p> <p><u>Year 2</u> <b>Programming</b> Can I create a simple algorithm with a particular goal?</p> <p>- Building on from that (e.g. drawing compound shapes, making a simple scripted animation or modifying someone else's program).</p>	<p><u>Year 1</u> <b>Programming</b> Introduction to algorithms and getting our instructions clear (Beebots)</p> <p><u>Year 2</u> <b>Programming</b> Can I create a simple algorithm with a particular goal?</p> <p>- Building on from that (e.g. drawing compound shapes, making a simple scripted animation or modifying someone else's program).</p>
PSHCE	<p><u>Year 1</u></p> <p><u>Year 2</u></p>	<p><u>Year 1</u> Identify how to keep myself healthy, including healthy eating, physical activity, sleep and dental health.</p> <p><u>Year 2</u> <b>Physical health and safety</b> Talk about the importance of physical activity, sleep and rest, as well as healthy eating.</p>	<p><u>Year 1</u> Identify how to keep myself healthy, including healthy eating, physical activity, sleep and dental health.</p> <p><u>Year 2</u> <b>Physical health and safety</b> Identify how some diseases can be spread and how they can be controlled. Recognise that I have responsibilities for my own and others' health. Talk about simple skills which can</p>	<p><u>Year 1</u> Discuss the importance of and how to maintain my personal hygiene (wash hands, brush teeth, how to go to the toilet).</p> <p><u>Year 2</u> <b>Physical health and safety</b> Talk about the household products, including medicines, which can be harmful if not used properly. Talk about why medicines are taken and the importance of</p>	<p><u>Year 1</u> Discuss the importance of and how to maintain my personal hygiene (wash hands, brush teeth, how to go to the toilet).</p> <p><u>Year 2</u> <b>Physical health and safety</b> Identify rules for and ways of keeping myself safe including safety in the environment (road, rail, water and fire safety).</p>	<p><u>Year 1</u> Describe examples of bullying (focus on physical and verbal) and to recognise that it is wrong.</p> <p><u>Year 2</u> <b>Anti-bullying</b> Recognise different types of teasing and bullying (focus on physical, verbal and cyber) and to understand that these are</p>	<p><u>Year 1</u> Understand that people's bodies and feelings can be hurt.</p> <p><u>Year 2</u> <b>Anti-bullying</b> Recognise that there are often prejudicial reasons for bullying - focus on age, gender, disability,</p>

			help to prevent diseases from spreading.	taking the correct dosage. Discuss how to keep myself safe around medicines.		wrong and unacceptable.	ethnicity and race).
RE	<u>Year 1</u> <u>Year 2</u>	<u>Year 1</u> <b>Christianity : God</b> I can understand how important parents and friends can be  <u>Year 2</u> <b>Christianity : God</b> I can understand how important parents and friends can be	<u>Year 1</u> <b>Christianity : God</b> I know that Christians think of God as a loving parent or friend  <u>Year 2</u> <b>Christianity : God</b> I know that Christians think of God as a loving parent or friend	<u>Year 1</u> <b>Christianity : God</b> I know that Christians have much to thank God for and thank him in many ways  <u>Year 2</u> <b>Christianity : God</b> I know that Christians have much to thank God for and thank him in many ways	<u>Year 1</u> <b>Christianity : God</b> I know that for Christians the Bible is the main source of information about God  <u>Year 2</u> <b>Christianity : God</b> I know that for Christians the Bible is the main source of information about God I know something about the life of Jesus as revealed through the bible	<u>Year 1</u> <b>Christianity : God</b> I know that for Christians the Bible is the main source of information about God I know something about the life of Jesus as revealed through the bible  <u>Year 2</u> <b>Christianity : Jesus</b> I understand that Jesus can be seen in many different but complementary ways. I understand that a lot of Christian worship centres on Jesus.	<u>Year 1</u> <b>Christianity : God</b> I know that for Christians the Bible is the main source of information about God I know something about the life of Jesus as revealed through the bible  <u>Year 2</u> <b>Christianity : Jesus</b> I appreciate that, for Christians, the life and teaching of Jesus lies at the heart of their faith
PE	<u>Year 1</u> Gymnastics and movement  <u>Year 2</u> Dance and movement	<u>Year 1</u> Gymnastics and movement  <u>Year 2</u> Dance and movement	<u>Year 1</u> Gymnastics and movement  <u>Year 2</u> Dance and movement	<u>Year 1</u> Gymnastics and movement  <u>Year 2</u> Dance and movement	<u>Year 1</u> Gymnastics and movement  <u>Year 2</u> Dance and movement	<u>Year 1</u> Gymnastics and movement  <u>Year 2</u> Dance and movement	<u>Year 1</u> Gymnastics and movement  <u>Year 2</u> Dance and movement
Forest school	<u>Year 1</u> Shelter badge Our world badge  <u>Year 2</u> Animal badge	<u>Year 1</u> Shelter badge Our world badge  <u>Year 2</u> Animal badge	<u>Year 1</u> Shelter badge Our world badge  <u>Year 2</u> Animal badge	<u>Year 1</u> Shelter badge Our world badge  <u>Year 2</u> Animal badge	<u>Year 1</u> Shelter badge Our world badge  <u>Year 2</u> Animal badge	<u>Year 1</u> Shelter badge Our world badge  <u>Year 2</u> Animal badge	<u>Year 1</u> Shelter badge Our world badge  <u>Year 2</u> Animal badge
Humanities	<u>Year 1</u> French <u>Year 2</u> French	<u>Year 1</u> French <u>Year 2</u> French	<u>Year 1</u> French <u>Year 2</u> French	<u>Year 1</u> French <u>Year 2</u> French	<u>Year 1</u> French <u>Year 2</u> French	<u>Year 1</u> French <u>Year 2</u> French	<u>Year 1</u> French <u>Year 2</u> French

Y1/2 Planning Autumn 2							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 Christmas carol week	Week 7
Maths	<u>Year 1</u> Addition and Subtraction within 10 <u>Year 2</u> Addition and Subtraction	<u>Year 1</u> Addition and Subtraction within 10 <u>Year 2</u> Addition and Subtraction	<u>Year 1</u> Addition and Subtraction within 10 <u>Year 2</u> Money	<u>Year 1</u> Addition and Subtraction within 10 <u>Year 2</u> Money	<u>Year 1</u> Addition and Subtraction within 10 <u>Year 2</u> Money	<u>Year 1</u> Geometry - shape <u>Year 2</u> Multiplication and division	<u>Year 1</u> Revision <u>Year 2</u> Multiplication and division
English  <u>Year 1</u> T4W - Bear and the Piano <u>Year 2</u> T4W - Musical Mac - journey narrative	<u>Year 1</u> <b>The Bear and the Piano</b> Introduce front cover of our new story Prediction and I wonder Writing predictions	<u>Year 1</u> <b>The Bear and the Piano</b> Devise T4W text and create actions	<u>Year 1</u> <b>The Bear and the Piano</b> Order the events of the T4W, write sections of the T4W.	<u>Year 1</u> <b>The Bear and the Piano</b> Innovate T4W, innovate story map, write the innovated T4W.	<u>Year 1</u> Writing instructions for our cooking?	<u>Year 1</u> Instructions - designing and making creations to sell at our fete	<u>Year 1</u> Instructions - designing and making creations to sell at our fete

	<p><b>Year 2</b> Introduce front cover of our new story Prediction and I wonder Cold write - narrative Book talk grid</p>	<p><b>Year 2</b> Learn T4W text and complete actions Children complete writing bursts focusing on narrative. Scene descriptions Character descriptions Order events in the story</p>	<p><b>Year 2</b> Innovate text Choose a new animal to go on a journey story - innovate as they meet new characters (use carnival of the animals)</p>	<p><b>Year 2</b> Invent - Children to create their own narrative independently - journey story (Christmas link)</p>	<p><b>Year 2</b> Instructions - designing and making creations to sell at our fete</p>	<p><b>Year 2</b> Instructions - designing and making creations to sell at our fete</p>	<p><b>Year 2</b> Recount of our fete</p>
Art including history	<p><b>Year 1 History</b> Introduction to timelining.</p> <p><b>Year 2 - Art Painting</b> Mix all of the secondary colours using primary colours confidently</p>	<p><b>Year 1</b></p> <p><b>Year 2 - Art Painting</b> Understand how to make tints using white and tones by adding black to make darker and lighter shades</p>	<p><b>Year 1 History</b> To look at orchestras and instruments from the 1920's and modern times. Compare with modern instruments</p> <p><b>Year 2 - Art Painting</b> Work on a range of scales - large brush on large paper - Responding to a piece of music - Henri Rousseau - What sounds can you hear/animals? Are the brush strokes small/large?</p>	<p><b>Year 1</b></p> <p><b>Year 2 - Art Painting</b> Control the types of marks made in a range of painting techniques e.g layering, mixing media, and adding texture - animal art theme - Henri Rousseau Create jungle background</p>	<p><b>Year 1 History</b> To look at the times of Saint-Sans and ask questions about it.</p> <p><b>Year 2 - Art Painting</b> Control the types of marks made in a range of painting techniques e.g layering, mixing media, and adding texture - animal art theme - Henri Rousseau Create animals in jungle</p>	<p><b>Year 1</b></p> <p><b>Year 2 - Art Responding to art</b> Reflect and explain the successes and challenges in a piece of artwork created. What I found hard about this work was... I enjoyed... Next time I could...</p>	<p><b>Year 1- Art</b> Christmas cards and gifts</p> <p><b>Year 2</b> Christmas cards and gifts</p>
Music	<p><b>Y1 Creating and developing Musical ideas</b> Encourage the children to try putting sounds together using words/voices and instruments. Ask the children to work in pairs: one child is responsible for a vocal sound, the other for an instrumental sound. The children combine voices and instruments to describe a chosen kind of animal. Discuss the effect. Can the rest of the class guess the kind of animal that is being described? • Explore the effect of silence. • Ask the children to decide on combinations that relate to the words describing the animal.</p> <p><b>Y2 Responding and reviewing</b> Choose a stimulus, e.g. animals.  Ask the class to listen to the carnival of the animals song and discuss the effect. What animals are they representing?</p> <p><b>Tortoise</b> <b>Kangaroos</b> <b>Cuckoo</b> <b>Swan</b></p>	<p><b>Y1 Creating and developing Musical ideas</b> Encourage the children to try putting sounds together using words/voices and instruments. Ask the children to work in pairs: one child is responsible for a vocal sound, the other for an instrumental sound. The children combine voices and instruments to describe a chosen kind of animal. Discuss the effect. Can the rest of the class guess the kind of animal that is being described? • Explore the effect of silence. • Ask the children to decide on combinations that relate to the words describing the animal.</p> <p><b>Y2 Responding and reviewing</b> • Talk about the different kinds of animals that make a sound, eg thumping, rattling, squawking  Find words to describe them and say them in a way that reflects their meaning, eg thump in a low voice, bounce in a high voice  Also, explore words that describe how they might feel, eg excited, nervous, worried</p>	<p><b>Y1 Creating and developing Musical ideas</b> Encourage the children to try putting sounds together using words/voices and instruments. Ask the children to work in pairs: one child is responsible for a vocal sound, the other for an instrumental sound. The children combine voices and instruments to describe a chosen kind of animal. Discuss the effect. Can the rest of the class guess the kind of animal that is being described? • Explore the effect of silence. • Ask the children to decide on combinations that relate to the words describing the animal.</p> <p><b>Y2 Responding and reviewing</b> • Using these words, explore different ways of saying them to create an effect, eg getting louder to reflect the elephants getting nearer, slowing down to reflect the tortoise moving</p>	<p><b>Y1 Creating and developing Musical ideas</b> • Talk about a typical animal sequence Discuss with the children how musical ideas can be organised, eg using structure of beginning, middle and end. • Plan a sequence of animals • Give the composition a title. Plan the vocal and instrumental sounds that can be used. Talk about timbre, tempo, dynamics. How could sounds overlap to create more descriptive sounds?</p> <p><b>Y2 Listening and applying knowledge and understanding</b> For each type of animal, ask the children to suggest instruments that make sounds like those described by the selected words. Take each of the animal words in turn and ask the children to think of instrumental sounds to match them, eg a drum roll for the word thump, rapid taps on a woodblock for the words 'pitter patter'. Discuss ways of improving the instrumental sounds. Experiment with different beaters, with dynamics, tempos and duration.</p>	<p><b>Y1 Creating and developing Musical ideas</b> • Talk about a typical animal sequence Discuss with the children how musical ideas can be organised, eg using structure of beginning, middle and end. • Plan a sequence of animals • Give the composition a title. Plan the vocal and instrumental sounds that can be used. Talk about timbre, tempo, dynamics. How could sounds overlap to create more descriptive sounds?</p> <p><b>Y2 Creating and developing Musical ideas</b> Encourage the children to try putting sounds together using words/voices and instruments. Ask the children to work in pairs: one child is responsible for a vocal sound, the other for an instrumental sound. The children combine voices and instruments to describe a chosen kind of animal. Discuss the effect. Can the rest of the class guess the kind of animal that is being described? • Explore the effect of silence. • Ask the children to decide on combinations that relate to the words describing the animal.</p>	<p><b>Y1 Creating and developing Musical ideas</b> • Talk about a typical animal sequence Discuss with the children how musical ideas can be organised, eg using structure of beginning, middle and end. • Plan a sequence of animals • Give the composition a title. Plan the vocal and instrumental sounds that can be used. Talk about timbre, tempo, dynamics. How could sounds overlap to create more descriptive sounds?</p> <p><b>Y2 Creating and developing Musical ideas</b> • Talk about a typical animal sequence Discuss with the children how musical ideas can be organised, eg using structure of beginning, middle and end. • Plan a sequence of animals • Give the composition a title. Plan the vocal and instrumental sounds that can be used. Talk about timbre, tempo, dynamics. How could sounds overlap to create more descriptive sounds?</p>	<p><b>Y1 Creating and developing Musical ideas</b> Performance</p> <p><b>Y2 Creating and developing Musical ideas</b> Children choose instruments and experiment to improve the intended effect. Are there any instances where vocal sounds would be more effective than instrumental ones? Ask the children to practise their own sounds, then rehearse as a class. Record the rehearsals and discuss to improve the work. Try different sequences. Picture cards could be used to help children remember the different sections.</p>
Science	<p><b>Y1</b> Describe &amp; compare the structure of a variety of common animals</p>	<p><b>Year 1</b> Describe &amp; compare the structure</p>	<p><b>Year 1</b> Describe &amp; compare the structure</p>	<p><b>Year 1</b> Describe &amp; compare the structure of a variety of common animals</p>	<p><b>Year 1</b> Describe &amp; compare the structure of a variety of common animals</p>	<p><b>Year 1</b> Describe &amp; compare the structure of a variety of common animals</p>	<p><b>Year 1</b> Describe &amp; compare the structure of a variety of common animals</p>

	(fish, amphibians, reptiles, birds and mammals, including pets)  <b>Year 2</b> Plants - nature (covered in forest school)	of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)  <b>Year 2</b> Plants - nature (covered in forest school)	of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)  <b>Year 2</b> Plants - nature (covered in forest school)	(fish, amphibians, reptiles, birds and mammals, including pets)  <b>Year 2</b> Plants - nature (covered in forest school)	(fish, amphibians, reptiles, birds and mammals, including pets)  <b>Year 2</b> Plants - nature (covered in forest school)	(fish, amphibians, reptiles, birds and mammals, including pets)  <b>Year 2</b> Plants - nature (covered in forest school)	(fish, amphibians, reptiles, birds and mammals, including pets)  <b>Year 2</b> Plants - nature (covered in forest school)
<b>Computing</b>	<b>Year 1</b>  Create a musical piece using a computer programme  <b>Year 2</b> <b>Programming</b> Can I explain what a programme will do?  -Give logical explanations of what a program will do under given circumstances, including some attempt at explaining why it does what it does (The program could be one they themselves have written or it could be a computer game or a familiar piece of software)	<b>Year 1</b>  Create a musical piece using a computer programme  <b>Year 2</b> <b>Programming - problem solving</b> Can I create and debug simple programs?  - Children to complete unplugged activity (making a sandwich) - Follow an algorithm - problem - how can we fix it?	<b>Year 1</b>  Create a musical piece using a computer programme  <b>Year 2</b> <b>Programming - problem solving</b> Can I create and debug simple programs?  - Children to complete plugged activity - Watch a programme, execute and spot where it goes wrong	<b>Year 1</b>  Create a musical piece using a computer programme  <b>Year 2</b> <b>Programming - problem solving</b> Can I use logical reasoning to predict the behaviour of simple programs.?  - Unplugged - Children are given an algorithm. Can they predict where the child will move to? I predict...	<b>Year 1</b>  Create a musical piece using a computer programme  <b>Year 2</b> <b>Programming - problem solving</b> Can I use logical reasoning to predict the behaviour of simple programs.?  - Plugged - Children are given an algorithm. Can they predict where the sprite will move to? I predict...	<b>Year 1</b>  Create a musical piece using a computer programme  <b>Year 2</b> <b>Programming - problem solving</b> Can I create a simple algorithm with a particular goal?  - Using Scratch can the children create a piece of artwork inspired by matisse? (Shape picture)	<b>Year 1</b>  Create a musical piece using a computer programme  <b>Year 2</b> Create a musical piece using a computer programme
<b>PSHCE</b>	<b>Year 1</b> <b>Relationships</b> Recognise that we are all different but can still be friends. Recognise that we can be friends with people who are different to us.  <b>Year 2</b> <b>Anti-bullying</b> Make a kindness pledge. Identify strategies to resist teasing or bullying, if I see it or experience it.	<b>Year 1</b> <b>Relationships</b> Communicate my feelings to others. Talk about how others show feelings. Identify that my behaviour can affect other people <i>and suggest ways to resolve problems.</i>  <b>Year 2</b> <b>Anti-bullying</b> Recognise who I go to to get help. Identify why it is necessary to speak out.	<b>Year 1</b> <b>Relationships</b> Say what is fair and unfair, kind and unkind, what is right and wrong. Share my opinion on things that matter to me. Explain my views through discussions with another person and the whole class.  <b>Year 2</b> <b>E-safety</b> Explain why I need to keep my password and personal information private.	<b>Year 1</b> <b>Anti-bullying</b> Describe examples of bullying (focus on physical and verbal) and to recognise that it is wrong.  <b>Year 2</b> <b>E-safety</b> Describe the things that happen online that I must tell an adult about.	<b>Year 1</b> <b>Anti bullying</b> Understand that people's bodies and feelings can be hurt.  <b>Year 2</b> <b>E-safety</b> Talk about why I should go online for a short amount of time.	<b>Year 1</b> <b>Anti-bullying</b> Recognise what makes me feel comfortable and uncomfortable. Recognise when people are being unkind to me or others, how to respond, who to tell and what to say.  <b>Year 2</b> <b>E-safety</b> Talk about why it is important to be kind and polite online and in real life. Understand that not everyone is who they say they are on the Internet.	<b>Year 1</b>  <b>Year 2</b> <b>E-safety</b> E-safety poster
<b>RE</b>	<b>Year 1</b> <b>Christianity : Communities</b> I know what I belong to  I know that belonging can assume many forms including belonging to a religious family or community  <b>Year 2</b> <b>Christianity : Jesus</b> I know that Jesus resurrection is what makes Jesus most special for Christians	<b>Year 1</b> <b>Christianity : Communities</b> I know what I belong to  I know that belonging can assume many forms including belonging to a religious family or community  <b>Year 2</b> <b>Christianity : Communities</b> I know what I belong to  I know that belonging can assume many forms including belonging to a religious family or community	<b>Year 1</b> <b>Christianity : Lifestyles</b> I can reflect on some of the good qualities associated with Jesus. I can appreciate that there is good in everyone.  <b>Year 2</b> <b>Christianity: Lifestyles</b> I can discuss and describe how I compare and contrast with others.  I understand that belonging implies rights as well as responsibilities	<b>Year 1</b> <b>Christianity : Lifestyles</b> I can reflect on some of the good qualities associated with Jesus. I can appreciate that there is good in everyone.  <b>Year 2</b> <b>Christianity : Lifestyles</b> I can reflect on some of the good qualities associated with Jesus. I can appreciate that there is good in everyone.	<b>Year 1</b> <b>Christianity : Festivals and celebrations</b> I can explain that the Bible is the source for information about Jesus' birth  <b>Year 2</b> <b>Christianity : Festivals and celebrations</b> I can state that Christmas is important to Christians because it celebrates the birth of Jesus	<b>Year 1</b> <b>Christianity : Festivals and celebrations</b> I can explain that the Bible is the source for information about Jesus' birth  <b>Year 2</b> <b>Christianity : Festivals and celebrations</b> I can describe Christmas as a special and happy time of the year involving special stories, events, artefacts and traditions	<b>Year 1</b> <b>Christianity : Festivals and celebrations</b> I can explain that the Bible is the source for information about Jesus' birth  <b>Year 2</b> <b>Christianity : Festivals and celebrations</b> I can explain that the Bible is the source for information about Jesus' birth

<p>PE</p>	<p><b>Y1 - Sports and games</b> <b>Striking and hitting a ball</b> Can I? Use hitting skills in a game. Practise basic striking, sending and receiving.</p> <p><b>Y2 - Sports and games</b> Striking and hitting a ball Can I? Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball.</p>	<p><b>Y1 - Sports and games</b> <b>Throwing and catching a ball</b> Can I? Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching.</p> <p><b>Y2 - Sports and games</b> Throwing and catching a ball Can I? Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used.</p>	<p><b>Y1 - Sports and games</b> <b>Travelling with a Ball</b> Can I? Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.</p> <p><b>Y2 - Sports and games</b> Travelling with a Ball Can I? Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game.</p>	<p><b>Y1 - Sports and games</b> <b>Passing a Ball</b> Can I? Pass the ball to another player in a game. Use kicking skills in a game.</p> <p><b>Y2 - Sports and games</b> Passing a Ball Can I? Know how to pass the ball in different ways.</p>	<p><b>Y1 - Sports and games</b> <b>Using Space</b> Can I? Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.</p> <p><b>Y2 - Sports and games</b> Using Space Can I? Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game.</p>	<p><b>Y1 - Sports and games</b> <b>Attacking and Defending</b> Can I? Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender.</p> <p><b>Y2 - Sports and games</b> Attacking and Defending Can I? Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully.</p>	<p><b>Y1 - Sports and games</b> <b>Tactics and rules</b> Can I? Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space.</p> <p><b>Y2 - Sports and games</b> Tactics and rules Can I? Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully. Compete against self and others.</p>
<p>Forest school</p>	<p><b>Year 1</b> Shelter Badge Fire and outdoor cooking</p> <p><b>Year 2</b> Habitats Animal welfare</p>	<p><b>Year 1</b> Shelter Badge Fire and outdoor cooking</p> <p><b>Year 2</b> Habitats Animal welfare</p>	<p><b>Year 1</b> Shelter Badge Fire and outdoor cooking</p> <p><b>Year 2</b> Habitats Animal welfare</p>	<p><b>Year 1</b> Shelter Badge Fire and outdoor cooking</p> <p><b>Year 2</b> Habitats Animal welfare</p>	<p><b>Year 1</b> Shelter Badge Fire and outdoor cooking</p> <p><b>Year 2</b> Habitats Animal welfare</p>	<p><b>Year 1</b> Shelter Badge Fire and outdoor cooking</p> <p><b>Year 2</b> Habitats Animal welfare</p>	<p><b>Year 1</b> Shelter Badge Fire and outdoor cooking</p> <p><b>Year 2</b> Habitats Animal welfare</p>
<p>Humanities</p>	<p><b>Year 1</b> I can name and locate the seven continents and five oceans on a globe or atlas. (E.g. Use some specific place knowledge of continents to describe the location of the habitat of a specific animal)</p> <p><b>Year 2</b> <b>Geography</b> I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and it's surrounding seas on a map. (E.g. Using information about animals from different parts of the UK)</p>	<p><b>Year 1</b></p> <p><b>Year 2</b> <b>Geography</b> I can name and locate the seven continents and five oceans on a globe or atlas - explore atlas and features. Identify key vocabulary</p>	<p><b>Year 1</b> I can name and locate the seven continents and five oceans on a globe or atlas. (E.g. Use some specific place knowledge of continents to describe the location of the habitat of a specific animal)</p> <p><b>Year 2</b> <b>Geography</b> I can name and locate the seven continents and five oceans on a globe or atlas. (E.g. Use some specific place knowledge of continents to describe the location of the habitat of a specific animal) - linking to carnival of the animals - place the animals in their habitat</p>	<p><b>Year 1</b></p> <p><b>Year 2</b> <b>Geography</b> I can describe which continents have significant hot or cold areas and relate these to the Poles and Equator.</p>	<p><b>Year 1</b> I can name and locate the seven continents and five oceans on a globe or atlas. (E.g. Use some specific place knowledge of continents to describe the location of the habitat of a specific animal)</p> <p><b>Year 2</b> <b>Geography</b> I can recognise a natural environment and describe it using key vocabulary. (E.g. make a place in a box that shows the habitat of an animal. It should label several aspects of the environment including the landscape, food, weather) - choose an animal from the carnival of the animals <b>Plan habitat</b></p>	<p><b>Year 1</b></p> <p><b>Year 2</b> <b>Geography</b> I can recognise a natural environment and describe it using key vocabulary. (E.g. make a place in a box that shows the habitat of an animal. It should label several aspects of the environment including the landscape, food, weather) - choose an animal from the carnival of the animals <b>Create habitat</b></p>	<p><b>Year 1</b> I can name and locate the seven continents and five oceans on a globe or atlas. (E.g. Use some specific place knowledge of continents to describe the location of the habitat of a specific animal)</p> <p><b>Year 2</b> <b>Geography</b> Evaluate habitat - Is this habitat suitable and will it meet the needs of the animal?</p>