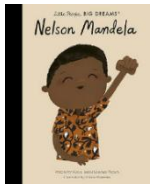
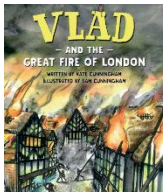
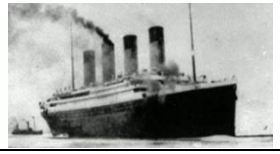
Year 2 English Long Term Plan

Term	Subject	Overview
Autumn	**Writing**	Fiction – Simple sentences Story retell Sequencing Character description – adjectives Non-Fiction – Information writing Use of headings, Organisation of information
	Core Texts	
	Phonics Decoding & Transcription	The children follow the Phonics Scheme, 'Read Write Inc'. I know how to apply phonic knowledge in order to decode unfamiliar words. I know how to blend familiar sounds to read words accurately.
	Word Reading by Sight	I can read most familiar words quickly and accurately by sight. 100 HFW
	Word Reading	I know how to apply phonic knowledge in order to decode unfamiliar words. I know how to blend familiar sounds to read words accurately. I know how to sound out unfamiliar words and read aloud books closely matched to my improving phonic knowledge.
	Reading Comprehension	I know how to listen to and respond to a wide range of poetry, stories and non- fiction beyond my independent reading ability. I know how to sequence events in books through discussion. I know that non-fiction books can be structured in different ways. I know the meaning of new words through discussion and links to known vocabulary. I know how to make inferences on the basis of what is being said and done. I know how to ask and answer questions. I know how to predict what might happen on the basis of what has been read so far.
	Handwriting	I know how to form lower-case letters of the correct size relative to one another. I know how to write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. I know how to use spacing between words that reflects the size of the letters.
	Spelling	I know that spelling involves segmenting words into phonemes and represent all the phonemes by graphemes in the right order. I know how to segment spoken words into phonemes and represent them using graphemes, spelling many correctly.
	Writing - vocabulary,	I know how to use familiar punctuation correctly including full stops, capital letters. I know how to use adjectives.

	grammar and punctuation	
	Writing Composition	I know how to write narratives about personal experiences and those of others (real and fictional). I know how to write about real events. I know how to write for different purposes. I know how to plan my writing by saying aloud what I am going to write. I know how to write down ideas and/or key words, including new vocabulary.

Term	Subject	Overview
Spring	**Writing**	Fiction Setting, character description, persuasive writing, diary writing Non-Fiction Biography, character description, extended noun phrases. Past tense Sequencing/Retell, Non-chronological report, Information writing. Letters/Diary extract/Newspaper reports
	Core Texts	  
	Phonics Decoding & Transcription	The children follow the Phonics Scheme, 'Read Write Inc'. I know how to apply phonic knowledge in order to decode unfamiliar words. I know how to blend familiar sounds to read words accurately
	Word Reading by Sight	I can read most familiar words quickly and accurately by sight. 100 HFW I can read further common exception words including unusual spellings of words.
	Word Reading	I know how to apply phonic knowledge in order to decode unfamiliar words. I know how to blend familiar sounds to read words accurately. I know how to read words of 2 or more syllables containing familiar sounds. I can read most familiar words quickly and accurately by sight. I know how to sound out unfamiliar words and read aloud books closely matched to my improving phonic knowledge.
	Reading Comprehension	I know how to listen to and respond to a wide range of poetry, stories and non- fiction beyond my independent reading ability. I know how to sequence events in books through discussion. I know that non-fiction books can be structured in different ways. I know the meaning of new words through discussion and links to known vocabulary. I know my own favourite words and phrases. I know how to draw on my previous knowledge and vocabulary provided by the teacher. I know how to make inferences on the basis of what is being said and done.

		I know how to ask and answer questions. I know how to predict what might happen on the basis of what has been read so far.
	Handwriting	I know how to form lower-case letters of the correct size relative to one another. I know how to write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. I know how to use spacing between words that reflects the size of the letters. I know how to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.
	Spelling	I know that spelling involves segmenting words into phonemes and represent all the phonemes by graphemes in the right order. I know how to do this both for single-syllable and multi-syllabic words. I know how to make phonically plausible spellings, even if not always correct. I know how to segment spoken words into phonemes and represent them using graphemes, spelling many correctly. I know how to spell common exception words.
	Writing - vocabulary, grammar and punctuation	I know how to use familiar punctuation correctly including full stops, capital letters. I know how to use adjectives. I know how to use adverbs. I know how to use question marks. I know how to use exclamation marks. I know how to use commas for lists I know how to write expanded noun phrases to describe and specify. I know how to use the present and past tenses correctly and consistently, including the progressive form.
	Writing Composition	I know how to write narratives about personal experiences and those of others (real and fictional). I know how to write about real events. I know how to write for different purposes. I know how to write sentences with different forms: statement, question, exclamation, command. I know how to plan my writing by saying aloud what I am going to write. I know how to write down ideas and/or key words, including new vocabulary. I know how to encapsulate what I want to say, sentence by sentence. I know how to evaluate my writing with the teacher and other pupils. I know how to reread to check that my writing makes sense. I know how to read aloud what I have written with appropriate intonation to make the meaning clear.

Term	Subject	
Summer	**Writing**	Retell, setting description Newspaper report writing, non-chronological report, letter writing Biographies
	Core Texts	

	Phonics Decoding & Transcription	I know how to apply phonic knowledge in order to decode unfamiliar words. I know how to blend familiar sounds to read words accurately. I know how to read words of 2 or more syllables containing familiar sounds. I know how to sound out unfamiliar words and read aloud books closely matched to my improving phonic knowledge. I know how to write simple sentences dictated by the teacher including words using GPCs, common exception words and punctuation.
	Word Reading by Sight	I can read most familiar words quickly and accurately by sight. 100 HFW I can read further common exception words including unusual spellings of words. I know how to read words containing common suffixes.
	Word Reading	I know how to apply phonic knowledge and skills as the route to decode words I know the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes and can respond speedily. I know how to read accurately by blending sounds in unfamiliar words containing GPCs that have been taught I know how to read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word I know how to read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings I know how to read other words of more than one syllable that contain taught GPCs I know how to read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) I know how to read books aloud that are consistent with my developing phonic knowledge without using other strategies to work out words. I know how to reread these books to build up their fluency and confidence in word reading
	Reading Comprehension	I know how to listen to and respond to a wide range of poetry, stories and non- fiction beyond my independent reading ability. I know how to sequence events in books through discussion. I know that non-fiction books can be structured in different ways. I know the meaning of new words through discussion and links to known vocabulary. I know how to draw on my previous knowledge and vocabulary provided by the teacher. I know how to make inferences on the basis of what is being said and done. I know how to ask and answer questions. I know how to predict what might happen on the basis of what has been read so far.
	Handwriting	I know how to form lower-case letters of the correct size relative to one another. I know how to write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. I know how to use spacing between words that reflects the size of the letters. I know how to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.
		I know that spelling involves segmenting words into phonemes and represent all the phonemes by graphemes in the right order. I know how to do this both for single-syllable and multi-syllabic words. I know how to make phonically plausible spellings, even if not always correct. I know how to segment spoken words into phonemes and represent them using graphemes, spelling many correctly. I know how to spell common exception words. I know how to apply spelling rules.

	Spelling	I know how to learn alternative ways of representing those sounds I have misspelt.
	Writing - vocabulary, grammar and punctuation	I know how to use adjectives. I know how to use adverbs. I know how to use question marks. I know how to use exclamation marks. I know how to use commas for lists. I know how to use apostrophes for contracted forms and the possessive (singular). I know how to distinguish between homophones and near homophones. I know how to add suffixes to spell longer words eg –ment, –ness, –ful, –less, -ly. I know how to use verbs to indicate time and use them correctly and consistently, including verbs in the continuous form. I know how to write expanded noun phrases to describe and specify. I know how to use the present and past tenses correctly and consistently, including the progressive form. I know how to use subordination in my writing (using when, if, that, or because) and co-ordination (using or, and, or but).
	Writing Composition	I know how to write for different purposes. I know how to write sentences with different forms: statement, question, exclamation, command. I know how to plan my writing by saying aloud what I am going to write. I know how to write down ideas and/or key words, including new vocabulary. I know how to encapsulate what I want to say, sentence by sentence. I know how to make simple additions, revisions and corrections to my own writing. I know how to evaluate my writing with the teacher and other pupils. I know how to reread to check that my writing makes sense. I know how to proofread to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly). I know how to read aloud what I have written with appropriate intonation to make the meaning clear. I know how to write narratives about personal experiences and those of others (real and fictional). I know how to write about real events.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	**Wonders of the World** **If you had a magic carpet where would you go?**	**African Adventure** **What is it like to live in Africa?**	**Ahoy there!** **What is it like to be a pirate**	**London's Burning!** **What was it like in London in 1666?**	**The Secret Life of Trees**	**Transport** **Travelling, trains and the Titanic!**
Focus/ Content **ART**	Draw shapes for and colour magic carpet. Self portraits using thin black pen	African masks – draw design Draw a djembe drum	Mother's Day cards. Folding tulip cut-out Curling paper hyacinth Create background for Easter card. Sketch Blackbeard and add detail. Origami boats	Cover white card with orange, red and yellow tissue paper with some sticking up at top for the fire. Use black strips of card to create houses on top. Observational drawings of GFOL house using sketching pencils and charcoal. Andy Warhol	Look at work of local artist Barbara Hepworth and re-create work. Look at work of natural artist Andy Goldsworthy. Re-create natural art inspired by Andy Goldsworthy. Compare and contrast works of famous artists. Create art work printing natural objects.	Titanic art/3D Sketch Titanic Father's day cards
Skills	**To Develop Ideas** I can respond to ideas and starting points and explore different methods and materials **Drawing** I can draw lines of different sizes and thickness. I can colour (own work) neatly following the lines. I can join materials using glue and/or a stitch.	**To Develop Ideas** I can respond to ideas and starting points and explore different methods and materials I can join materials using glue and/or a stitch. I can use a variety of different art materials, e.g. chalk, pastels.	**To Develop Ideas** I can respond to ideas and starting points and explore different methods and materials I can join materials using glue and/or a stitch.	**To Develop Ideas** I can respond to ideas and starting points and explore different methods and materials I can join materials using glue and/or a stitch. I can use a variety of different art materials, e.g. chalk, pastels.	**To Develop Ideas** I can respond to ideas and starting points and explore different methods and materials I can join materials using glue and/or a stitch. **Collage** I can use a combination of materials that are cut, torn and glued. I can mix materials to create texture	**To Develop Ideas** I can respond to ideas and starting points and explore different methods and materials I can join materials using glue and/or a stitch.
Knowledge	I know how to use different techniques (drawing, painting, sculpture). I know how to share ideas, experiences and imagination. I know how to develop different techniques (colour, pattern, texture, line, shape, form and space). I know who different artists, craft makers and designers are. I know how to describe differences and similarities. I know how to make links to my own work.	I know how to use different techniques (drawing, painting, sculpture). I know how to develop different techniques (colour, pattern, texture, line, shape, form and space). I know who different artists, craft makers and designers are. I know how to describe differences and similarities. I know how to make links to my own work.	I know how to use different techniques (drawing, painting, sculpture). I know how to develop different techniques (colour, pattern, texture, line, shape, form and space). I know who different artists, craft makers and designers are. I know how to describe differences and similarities. I know how to make links to my own work.	I know how to use different techniques (drawing, painting, sculpture). I know how to develop different techniques (colour, pattern, texture, line, shape, form and space). I know who different artists, craft makers and designers are. I know how to describe differences and similarities. I know how to make links to my own work.	I know how to use a range of materials creatively. I know how to use different techniques (drawing, painting, sculpture). I know how to develop different techniques (colour, pattern, texture, line, shape, form and space). I know who different artists, craft makers and designers are. I know how to describe differences and similarities. I know how to make links to my own work.	I know how to use a range of materials creatively. I know how to use different techniques (drawing, painting, sculpture). I know how to develop different techniques (colour, pattern, texture, line, shape, form and space). I know who different artists, craft makers and designers are. I know how to describe differences and similarities. I know how to make links to my own work.

Vocabulary ***Ambitious vocabulary*** ***previous vocabulary***	**Drawing**: Shade, smudge, blend **Construction**: Join natural man-made form recycled **Painting**: shade, poster/powder artefact mono printing motif wash	**Drawing**: Shade, smudge, blend, charcoal **Construction**: silhouette **Painting**: shade, poster/powder artefact watercolour, printing marbelling	**Drawing**: Shade, smudge, blend **Construction**: Join natural man-made form recycled **Painting**: shade, poster/powder artefact chalk	**Drawing**: Shade, smudge, blend **Construction**: Join natural man-made form recycled, curling **Painting**: shade, poster/powder artefact marbelling	**Drawing**: Shade, smudge, blend **Construction**: Join natural man-made form recycled **Painting**: shade, poster/powder artefact mono printing motif wash **Artists**: Local, Barbara Hepworth, Andy Goldsworthy, Van Gogh	**Drawing**: Shade, smudge, blend **Construction**: Join natural man-made form recycled **Painting**: shade, poster/powder **Artists**: Local, Norman Wilkinson

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	**Wonders of the World** **If you had a magic carpet where would you go?**	**African Adventure** **What is it like to live in Africa?**	**Ahoy there!** **What is it like to be a pirate**	**London's Burning!** **What was it like in London in 1666?**	**The Secret Life of Trees**	**Transport** **Travelling, trains and the Titanic!**
Focus/ Content **DT**	-Design a magic carpet. -Make a magic carpet. Food technology – Pasta salad Landmark Day – Various types of construction and team building	-Explore/critique the design of existing --African masks. -Design African masks. -Make masks -Evaluate masks	-Winding mechanism – walk the plank! **STEM day - Nick**	-Make Tudor houses -Evaluate Tudor houses	-Look at and re-create natural art/ sculpture inspired by Andy Goldsworthy	-Design an afternoon tea
Skills	**Design** I can design products that have a clear purpose and an intended user. **Cooking & Nutrition** I can cut, peel or grate ingredients safely. I can assemble or cook ingredients. **Evaluate** I can suggest improvements to existing designs I can evaluate ideas and products	**Design** I can design products that have a clear purpose and an intended user. I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups, and where appropriate use software to design. **Make** I can demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). I can demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). I can select from and use a range of tools and equipment to preform practical tasks. I can select from and use a wide range of materials and components, including construction materials, textiles, and ingredients, according to their characteristics. I can explore and use mechanisms (E.g. levers, sliders, wheels and axles) **Evaluate** I can explore objects and designs to identify likes and dislikes of the designs. I can suggest improvements to existing designs I can evaluate ideas and products				**Design** I can design products that have a clear purpose and an intended user. **Cooking & Nutrition** I can cut, peel or grate ingredients safely. I can assemble or cook ingredients. **Evaluate** I can suggest improvements to existing designs I can evaluate ideas and products
Knowledge	**Cooking & Nutrition** I know where food comes from. I know the basic principles of a healthy and varied diet to prepare dishes. **Design** I know how to use a design criteria to create products. I know how to share my design in different ways (talking, drawing, templates, mock-ups and ICT). **Evaluate** I know how to evaluate products. I know how to evaluate my own ideas.	**Design** I know how to use a design criteria to create products. I know how to share my design in different ways (talking, drawing, templates, mock-ups and ICT). **Make** I know how to use a variety of tools. I know how to select appropriate materials. **Evaluate** I know how to evaluate products. I know how to evaluate my own ideas.				**Cooking & Nutrition** I know where food comes from. I know the basic principles of a healthy and varied diet to prepare dishes. **Design** I know how to use a design criteria to create products. I know how to share my design in different ways (talking, drawing, templates, mock-ups and ICT). **Evaluate** I know how to evaluate products. I know how to evaluate my own ideas.
Vocabulary ***Ambitious vocabulary*** ***previous vocabulary***	**Design**: Picture, drawing, use **Make**: Change, tools, materials, salt dough, textiles, gluing, hinges, join, levers, sliders, axels, strengthen **Evaluate**: idea, improve **Cooking**: food, meal, snack, healthy, diet	**Design**: Picture, drawing, use **Make**: Change, tools, materials, textiles, gluing, hinges, join, levers, sliders, axels, strengthen **Evaluate**: idea, improve	**Design**: Picture, drawing, use **Make**: Change, tools, materials, textiles, gluing, hinges, join, levers, sliders, axels, strengthen **Evaluate**: idea, improve	**Design**: Picture, drawing, use **Make**: Change, tools, materials, textiles, gluing, hinges, join, levers, sliders, axels, strengthen **Evaluate**: idea, improve	**Design**: Picture, drawing, use **Make**: Change, tools, materials, textiles, gluing, hinges, join, levers, sliders, axels, strengthen **Evaluate**: idea, improve	**Design**: Picture, drawing, use **Make**: Change, tools, materials, textiles, gluing, hinges, join, levers, sliders, axels, strengthen **Evaluate**: idea, improve

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	**Wonders of the World** **If you had a magic carpet where would you go?**	**African Adventure** **What is it like to live in Africa?**	**Ahoy there!** **What is it like to be a pirate**	**London's Burning!** **What was it like in London in 1666?**	**The Secret Life of Trees**	**Transport** **Travelling, trains and the Titanic!**
Focus/ Content **GEOGRAPHY**	Recap England / United Kingdom, capital cities. Use maps/atlases. Introduce continent – Europe. Name and locate 7 continents. LA – used small world characters to travel to diff continents *Poles Apart* North/South	Recap the 7 continents. Identify Africa on a map. Identify countries within Africa and surrounding seas/ocean. Recap what a human and physical feature is. Identify human and physical features of Africa. *Use aerial images to compare* the human and physical features of Kenya and Huddersfield. Identify seasonal weather patterns in Huddersfield. Compare seasonal weather patterns in Huddersfield and Kenya.	Identify what an island is. Name and identify oceans. Learn a fact about each ocean.	London is an important capital city UK capital cities	Know that the environment needs our care and that there are threats to its existence. Mapping skills and symbols- Beaumont park Orienteering in PE Walk of the school grounds	Continents/oceans. Tracking Titanic's journey
Skills	**Geographical skills & Fieldwork** I can identify, describe and make observations about human and physical features of a location using a widening vocabulary. (See below). I can use maps, atlases and globes to identify continents, countries and capital cities of the UK, countries in Europe and further afield. I can use simple compass directions and language to describe location and routes on a map. I can use a colour key on a map.	**Geographical skills & Fieldwork** I can begin to use geographical skills and carry out simple fieldwork to make observations about my locality and the wider world Including Africa. I can use aerial images to recognise landmarks and physical features. I can use maps, atlases and globes to identify countries and capital cities. I can make comparisons of the human and physical features of different locations.	**Geographical skills & Fieldwork** I can use maps, atlases and globes to identify continents, countries and islands. I can identify, describe and make observations about human and physical features of an island location using a widening vocabulary. (See below). I can use simple compass directions and language to describe location and routes on a map.		**Geographical skills & Fieldwork** I can create a garden map with symbols in a key. I can use simple compass directions and positional language to describe location and routes on a map.	**Geographical skills & Fieldwork** I can use simple compass directions and positional language to describe location and routes on a map.
Knowledge	**Locational Knowledge** I know the names of the world`s seven continents and where to find them on a world map. I know where the North and South poles are in relation to the Equator. **Human and Physical Geography** I know that there are seasonal and weather patterns in the UK. I know that the weather is different in countries near the Equator and the North and South Poles.	**Locational Knowledge** I know there are 55 countries in Africa. I know the names of some of the countries in Africa. I know the names of the seas and oceans which surround Africa. **Place Knowledge** I know that the weather in the UK is seasonal, and also different to that in Africa **Human and Physical Geography** I know that human and physical features can be identified using aerial images.	**Locational Knowledge** I know the names of some islands of the British Isles. I know the names of the five oceans. I know where to locate the five oceans on a world map. I know that each ocean has differences. **Geographical Skills and Fieldwork** I know how to use a simple grid references.	**Locational Knowledge** I know the names of some London landmarks. I know that some physical and human features have existed for a long time. I know the River Thames is an important feature of London.	**Geographical Skills and Fieldwork** I know that simple fieldwork and observational skills to study the geography of my school and its grounds will help me to understand the need to care for our environment.	**Human and Physical Geography** I know the names of the world`s seven continents and where to find them on a world map. I know that distances across oceans are great.
Vocabulary	**Place Knowledge:**	**Locational Knowledge**: atlas, globe, country,	**Locational Knowledge**: Atlas, globe, island, beach, coast, cliff, harbour, port		**Locational Knowledge**: Atlas, globe, island, beach, coast, cliff, harbour, port	**Locational Knowledge**:

***Ambitious vocabulary** ***previous vocabulary**	*map, Huddersfield, Rawthorpe, London, England, local area, town* City, village Contrast, compare, similarities, differences **Locational Knowledge**: *atlas, globe, country, Belfast, Northern Ireland, Edinburgh, Scotland, Cardiff, Wales, London, England* *continent, North America, South America, Europe, Africa, Asia, Australasia, Antarctica, North Pole, South Pole, landmark,* ***Human features**: City, town, village, street, factory, farm, house, office, port, harbour, shop,* ***Physical features**: Beach, coast, forest, hill, mountain, sea, ocean, river, season and weather.*	*continent, North America, South America, Europe, Africa, Asia, Australasia, Antarctica,* North Pole, South Pole, ocean, sea, land, landmark, **Human**: north, south, east, west **Physical**: beach, coast, ocean, vegetation, equator, desert, plains, climate, continent Hot, cold, hotter, colder, Equator, North Pole, South Pole, weather patterns, global warming Predict, compare, contrast, similarities, differences, locality, identify, observe **Geographical Skills and Fieldwork**: Globe, atlas, map, locate, describe, features, countries, continents, oceans compass, north, south, east, west Plan, landmarks, features *aerial* *route journey* *Climate, temperature, thermometer/degrees*.	**Geographical Skills and Fieldwork**: Globe, atlas, map, locate, describe, features, countries, continents, North America, South America, Europe, Africa, Asia, Oceania/Australasia oceans Atlantic, Arctic, Pacific, Indian, Southern oceans compass, north, south, east, west Plan, landmarks, features *aerial* *route journey* *Direction, north, south, east, west*		**Geographical Skills and Fieldwork**: Globe, atlas, map, locate, describe, features, countries, continents, North America, South America, Europe, Africa, Asia, Oceania/Australasia oceans Atlantic, Arctic, Pacific, Indian, Southern compass, north, south, east, west Plan, landmarks, features *aerial* route journey Direction, north, south, east, west	5 oceans: Pacific, Atlantic, Indian, Arctic, Southern Ocean **Geographical Skills and Fieldwork**: Globe, atlas, map, locate, describe, features, countries, continents, oceans compass, north, south, east, west Plan, landmarks, features aerial route journey Direction, north, south, east, west

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	**Wonders of the World** **If you had a magic carpet where would you go?**	**African Adventure** **What is it like to live in Africa?**	**Ahoy there!** **What is it like to be a pirate**	**London's Burning!** **What was it like in London in 1666?**	**The Secret Life of Trees**	**Transport** **Travelling, trains and the Titanic!**
Focus/Content **HISTORY**	Personal history	Nelson Mandela – timeline Remembrance History	Learn about Blackbeard and what he did. Timeline and History of ships.	Learn about Great Fire of London and create a time line of the events that took place each day. Samuel Peyps	History of Beaumont park	Titanic – significant event
Skills		I can recognise and discuss changes within my own life/living memory and events beyond my memory. I can make comparisons between today and the past. I can place events/artefacts in chronological order. I can use the correct vocabulary to describe the passing of time. I can describe the lives of significant individuals in the past and understand how they have contributed to national and international achievements. I can use a selection of artefacts and resources to investigate and interpret the past. I can develop an understanding of events that are significant both nationally and globally. I can ask a range of questions to investigate and interpret the past. (Who, where, when, how, why, what)	I can recognise and discuss changes within my own life/living memory and events beyond my memory. I can make comparisons between today and the past. I can place events/artefacts in chronological order. I can use the correct vocabulary to describe the passing of time. I can describe the lives of significant individuals in the past and understand how they have contributed to national and international achievements. I can use a selection of artefacts and resources to investigate and interpret the past. I can develop an understanding of events that are significant both nationally and globally. I can ask a range of questions to investigate and interpret the past. (Who, where, when, how, why, what)	I can recognise and discuss changes within my own life/living memory and events beyond my memory. I can make comparisons between today and the past. I can place events/artefacts in chronological order. I can use the correct vocabulary to describe the passing of time. I can describe historical events, people and places in my own locality (Huddersfield/Yorkshire/UK) I can describe the lives of significant individuals in the past and understand how they have contributed to national and international achievements. I can use a selection of artefacts and resources to investigate and interpret the past. I can develop an understanding of events that are significant both nationally and globally. I can ask a range of questions to investigate and interpret the past. (Who, where, when, how, why, what)	I can describe historical events, people and places in my own locality (Huddersfield/Yorkshire/UK)	I can recognise and discuss changes within my own life/living memory and events beyond my memory. I can make comparisons between today and the past. I can place events/artefacts in chronological order. I can use the correct vocabulary to describe the passing of time. I can describe the lives of significant individuals in the past and understand how they have contributed to national and international achievements. I can use a selection of artefacts and resources to investigate and interpret the past. I can develop an understanding of events that are significant both nationally and globally. I can ask a range of questions to investigate and interpret the past. (Who, where, when, how, why, what)

Knowledge		I know about changes in living memory I know that aspects of national life have changed in my living memory I know about significant national events beyond living memory I know about the lives of significant individuals from the past who have contributed to national and international achievements I know about significant historical events, people and places from my own locality	I know about changes in living memory I know that aspects of national life have changed in my living memory I know about significant national events beyond living memory I know about the lives of significant individuals from the past who have contributed to national and international achievements I know about significant historical events, people and places from my own locality	I know about changes in living memory I know that aspects of national life have changed in my living memory I know about significant national events beyond living memory I know about the lives of significant individuals from the past who have contributed to national and international achievements I know about significant historical events, people and places from my own locality		I know about changes in living memory I know that aspects of national life have changed in my living memory I know about significant national events beyond living memory I know about the lives of significant individuals from the past who have contributed to national and international achievements I know about significant historical events, people and places from my own locality
Vocabulary ***Ambitious vocabulary*** ***previous vocabulary***		Time-line (own) time order Past and present Change, similar, different Queen Victoria Long ago Date month, year Earlier, later Present, past, future Famous / Important figures Recount / Retell Events "History remembers *(event/person)* because..." Object Artefact/Source Calendar Decade, ancient Historians Nelson Mandela	Time-line (own) time order Past and present Change, similar, different Queen Victoria Long ago Date month, year Earlier, later Present, past, future Famous / Important figures Recount / Retell Events "History remembers *(event/person)* because..." Object Artefact/Source Calendar Decade, ancient Historians Blackbeard the Pirate	Time-line (own) time order Past and present Change, similar, different Queen Victoria Long ago Date month, year Earlier, later Present, past, future Famous / Important figures Recount / Retell Events "History remembers *(event/person)* because..." Object Artefact/Source Calendar Decade, ancient Historians Samuel Pepys Great Fire of London		Time-line (own) time order Past and present Change, similar, different Queen Victoria Long ago Date month, year Earlier, later Present, past, future Famous / Important figures Recount / Retell Events "History remembers *(event/person)* because..." Object Artefact/Source Calendar Decade, ancient Historians George Stevenson Titanic – significant event Wilbur and Orville Wright Amy Johnson, Harold Wislon

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	**Wonders of the World** **If you had a magic carpet where would you go?**	**African Adventure** **What is it like to live in Africa?**	**Ahoy there!** **What is it like to be a pirate?**	**London's Burning!** **What was it like in London in 1666?**	**The Secret Life of Trees**	**Transport** **Travelling, trains and the Titanic!**
Focus/ Content **MUSIC**	**Listen to music from around the world.** Wk1: Listen to and appraise music from India: Shiva Shambho: Most Watched Bharatanatyam Dance | Best of Indian Classical Dance & Look at Indian musical instruments Lesson 2: Tradition Country Music from America: Bing Videos & Practice Line Dancing Music Express Bk – Our Land pg. 14-16 Lesson 3: Map of Myths – Scotland – Northern Ireland. Lochs and Monsters, Seas and Giants. Lesson 4: Map of Myths – Wales – England. Sounds of Ice and Wind. Mountain knights, forest Heroes. Lesson 5: Voices in Sequence. Instruments in Sequence. Map of Myths Performance.	****Inspiration Day**** Wk1: African Drumming workshop with MUSICA Lesson 2 & 3: Listen to traditional South African music and appraise: Bing Videos Jerusalema Bing Videos Soweta Bing Videos Lesson 4 & 5: Instrument session – Explore the African drums and shakers exploring rhythm and tempo from African music. Lesson 6: Music Express Bk/CD pg 41 – Sing the Tanzanian song 'Simama Kaa' and add movements to the beat. Lesson 7: Learn the song: Waka Waka how to learn waka waka lyrics - Google Search or Jerusalema chorus learn jerusalema lyrics - Google Search Lesson 8: Perform the songs	**Music Express Bk** – Water – pg. 38-39 Lesson 1: Learn the 'Sea Shanty Pirate Song.' Lesson 2: Slippery Fish. Slippery Fish Pitch Movement. Then Performance. Lesson 3: The Little Green Frog. Frog Melody. Frog Score. Lesson 4: Pond Water. Sounds of Pond Life. Our Pond. Number pg. 23-25 Lesson 5: Schiarazula Marazula, Wake! Shake! Sing Me One Copy Game. Lesson 6: Wake! Shake! Percussion. Play Me One. Snowball Waltz Snowballs.!	**Music Express Bk** – Pattern pg 35-37 Lesson 1: Sing 'London's Burning' and learn to sing it in rounds. Lesson 2: Spider Song. Spider Leg Dance. Spider Rhythms. Lesson 3: Butterfly Song. Butterfly Leg Dance. Butterfly Rhytms. Lesson 4: Lily Pad Lakes. Insect Leg Dance. Insect Ball. Lesson 5: Storytime pg. 26-28. Sound Games. The Nutcracker Storyboard. Perform with music. Lesson 6: Spooky Spinney. Spooky Scene Ideas.	**Music Express Bk** – Seasons Pg. 29-31 Lesson 1: Round the Seasons. Round the Seasons Vocal Ostinato. Again with percussion. Lesson 2: Months of the Year Calypso. Our Seasons. Seasons Rising. Lesson 3: Sakura (Cherry Blossom). The Koto. Almond Blossom. Lesson 4: Waiting for the Bus – chant with actions, then with instruments. Winter - The Four Seasons. Lesson 5: pg. 32-34 Weather: It's Raining, It's Pouring, Rainy Rap and Rainy Patterns. Lesson 6: The Wind and the Sun. The Wind and the Sun Storyboard Music then, Performance. Lesson 7: Listen to Vivaldi's Four Seasons – Summer and appraise.	**Music Express Bk** – Travel pg. 41-43 (performance skills) Lesson 1: Going to town on a bus – song and glockenspiels. Lesson 2: Sinama Kaa recap song learnt in Autumn 2 and add accompaniment with body percussion and clapping. Lesson 3: 'Short Ride in a fast machine and 'Our Short Ride.' (use instruments) Lesson 4: Another Short Ride – listen to instrumental sounds Lesson 5: Our Fast Machine Score Trip to a Theme Park Lesson 6: pg 14 Sounds of Water. Listen to the sounds of the variety of instruments making the water sounds and replicate using instruments.
Skills **Note these are taught in each unit.**	**Listen & Appraise** I can learn how I can enjoy moving to music by dancing, marching, being animals or pop stars. I can learn how songs can tell a story or describe an idea. **Performance** I can learn a song and perform it. I can add their ideas to the performance.	**Playing** I can treat instruments carefully and with respect. **Listen & Appraise** I can learn and enjoy moving to music by dancing. I can learn how songs. **Singing** I can learn about voices, singing notes of different pitches (high and low).	**Performance** I can learn a song and perform it. I can add their ideas to the performance. **Composition** I can help create three simple melodies with the Units using one, three or five different notes. I can learn how the notes of the composition can be	**Singing** I can learn about voices, singing notes of different pitches (high and low). I can learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. I can learn to start and stop singing when following a leader I can find a comfortable singing position.	**Playing** I can treat instruments carefully and with respect. I can learn to play an instrumental part that matches my musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). I can play the part in time with the steady pulse.	**Listen & Appraise** I can learn how I can enjoy moving to music by dancing, marching, being animals or pop stars. I can learn how songs can tell a story or describe an idea. **Playing** I can treat instruments carefully and with respect. I can learn to play an instrumental part that matches my musical challenge, using one of the differentiated

		I can learn that they can make different types of sounds with their voices. **Performance** I can learn a song to perform. I can add ideas to a performance.	written down and changed if necessary. **Singing** I can learn about voices, singing notes of different pitches (high and low). I can learn that they can make different types of sounds with their voices.	**Performance** I can learn a song to perform. I can add ideas to a performance.	I can listen to and follow musical instructions from a leader.	parts (a one-note part, a simple part, medium part). I can play the part in time with the steady pulse. I can listen to and follow musical instructions from a leader.
Knowledge **Note these are taught in each unit.**	**Improvisation** I know that improvisation is about making up your own tunes on the spot. I know when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. I know everyone can improvise.	**Composition** I know composing is like writing a story with music. I know everyone can compose. **Games** I know that music has a steady pulse, like a heartbeat. I know that we can create rhythms from words, our names, favourite food, colours and animals. I know rhythms are different from the steady pulse. I know we can add high and low sounds, pitch, when we sing and play our instruments.	**Performance** I know a performance is sharing music with an audience. I know a performance can be a special occasion and involve a class, a year group or a whole school. I know an audience can include your parents and friends.	**Singing** I know how to confidently sing or rap five songs from memory and sing them in unison. I know that unison is everyone singing at the same time. I know why we need to warm up our voices.	**Playing** I know the names of the notes in their instrumental part from memory or when written down. I know the names of the instruments they are playing.	**Listen & Appraise** I know 5 songs off by heart. I know some songs have a chorus or a response/answer part. I know that songs have a musical style.
Vocabulary ***Ambitious vocabulary(NB: we have deemed music vocabulary as ambitious as it is so specific to the subject and not used in the pupils day to day life)*** ***previous vocabulary***	Rhythm, pitch, beat, pulse, Timing, tempo, rap song, verse, chorus, Vocal appraise, volume, instruments glockenspiel, Dynamics Arrangement Denote Melody Accompaniment style Harmony improvise compose ensemble Tone	Rhythm, pitch, beat, pulse, Timing, tempo, rap song, verse, chorus, vocal appraise, volume, instruments glockenspiel, Dynamics Arrangement Denote Melody Accompaniment style improvise compose ensemble Tone Harmony	Rhythm, pitch, beat, pulse, Timing, tempo, rap song, verse, chorus, vocal appraise, volume, instruments glockenspiel, style Harmony improvise compose ensemble Tone Dynamics Arrangement Denote Melody Accompaniment	Rhythm, pitch, beat, pulse, Timing, tempo, rap song, verse, chorus, vocal appraise, volume, instruments glockenspiel, Harmony improvise compose ensemble Tone Dynamics Arrangement Denote Melody Accompaniment style	Rhythm, pitch, beat, pulse, Timing, tempo, rap song, verse, chorus, vocal appraise, volume, instruments glockenspiel, Creative, Instructions Harmony improvise compose ensemble Tone Arrangement Denote Melody Accompaniment Timbre, Dynamics style Expressive, Effect Sequence	Rhythm, pitch, beat, pulse, Timing, tempo, rap song, verse, chorus, vocal appraise, volume, instruments glockenspiel, style Harmony improvise compose ensemble Tone Arrangement Denote Melody Accompaniment Creative, Instructions Timbre, Dynamics Arrangement, Denote Melody , Accompaniment Notation, Duration Staves and Clefs Rhythmic Phrase Imitate Expressive, Effect Sequence Composition
	Pulse – the regular heartbeat of the music; its steady beat. Rhythm – long and short sounds or patterns that happen over the pulse. Pitch – high and low sounds. Tempo – the speed of the music; fast or slow or in-between. Dynamics – how loud or quiet the music is. Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin. Texture – layers of sound. Layers of sound working together make music very interesting to listen to. Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending. Notation – the link between sound and symbol.					

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	**Wonders of the World** **If you had a magic carpet where would you go?**	**African Adventure** **What is it like to live in Africa?**	**Ahoy there!** **What is it like to be a pirate**	**London's Burning!** **What was it like in London in 1666?**	**The Secret Life of Trees**	**Transport** **Travelling, trains and the Titanic!**
Focus/ Content **PE**	**Gymnastics - Coach** **Scoot fit – General skills and road safety**	**Multi-skills#1 - Coach** **Dance – Africa themed**	**Multi-skills#2 - Coach** **Scoot-fit – general skills and games**	**Outdoor Adventures – Coach** **H.R.E** – (Power of PE)	**Invictus** – (Power of PE) **Striking and Fielding** – (Power of PE)	**Athletics - Coach** **Gymnastics -** (Power of PE)
Skills	**Gymnastics** I can plan and repeat simples sequences and actions. I can show contrasts in shape such as small/tall, straight/curved, wide/narrow. I can perform the basic gymnastic actions are with some coordination and control I can begin to describe my own and others work. I can make suggestions for improvements with help. **Scootfit** I can scoot in a straight line, showing balance, agility and coordination. I can use the scooter break to slow down and stop. I can improve my braking skills and reaction times. I can do an emergency jump stop/shuffle stop/side shuffle stop. I can mount and dismount a scooter whilst standing/moving/steering around objects. I can accelerate using my strongest/weakest leg.	**Multi skills** I can stop a ball with basic control. I can send a ball in the direction of another person. I can take part in sending and receiving. I can throw, catch and bounce in different ways when standing or on the move. I can follow a simple set of rules (throughout) I can aim at a large target **Dance** I can perform dance actions with control and coordination I can begin to evaluate my own and others and suggest ways to improve	**Multi skills** I can stop a ball with basic control. I can send a ball in the direction of another person. I can take part in sending and receiving. I can throw, catch and bounce in different ways when standing or on the move. I can follow a simple set of rules (throughout) I can aim at a large target **Scootfit** I can scoot in a straight line, showing balance, agility and coordination. I can use the scooter break to slow down and stop. I can improve my braking skills and reaction times. I can do an emergency jump stop/shuffle stop/side shuffle stop. I can mount and dismount a scooter whilst standing/moving/steering around objects. I can accelerate using my strongest/weakest leg. I can play simple games using my scooting skills, like tig, bulldog, scootball, tails	**H.R.E** I recognise and talk about changes in my body and start to talk about why being active is good for my body. I can develop my ability to exercise at different intensities I can perform simple fitness tests to test my speed, endurance, heart and lungs and agility. **Outdoor Adventure**	**Invictus** I can make suggestions for improvements with help. I can follow a simple set of rules. I can aim at a large target. I can send a ball in the direction of another person. I can take part in sending and receiving. I can begin to describe my own and others work. **Striking & Fielding** I can stop the ball with basic control I can send a ball in the direction of another I can take part in sending and receiving I can throw, catch and bounce in different ways when standing or on the move I can aim at a large target I can use and vary simple tactic I can begin to strike a ball with a bat I can start to develop new skills relevant to specific invasion/net & wall/striking fielding games	**Gymnastics** I can plan and repeat simples sequences and actions. I can show contrasts in shape such as small/tall, straight/curved, wide/narrow. I can perform the basic gymnastic actions are with some coordination and control I can begin to describe my own and others work. I can make suggestions for improvements with help. I can link movements together to make a sequence I can follow a simple set of rules. **Athletics** I can run at different speeds I can jump from a standing position I can throw and object with one hand I can start to develop new skills relevant to athletics performance To develop pupils knowledge of how they can use their body to maximise performance
Knowledge	**Gymnastics** I know the basic gymnastic shapes. I know how to link movements together to make a sequence I know how to tense my muscles and point my hands and feet to make my shapes look better. I know a range of gymnastics balances. I know how to maximise my body's performance. **Scootfit** I know that it is important to be able to stop quickly even if I am going fast. I know the three main safety rules. I know why we use resting position. I know how to scoot safely.	**Multi skills** I know how to work cooperatively in pairs I know how to follow a simple set of rules. I know how to use and vary simple tactics. **Dance** I know that I can express myself through dance. I know how to link movements together to make a sequence to comment to communicate mood and feelings.	**Multi skills** I know how to work cooperatively in pairs I know how to follow a simple set of rules. I know how to use and vary simple tactics. **Scootfit** I know that it is important to be able to stop quickly even if I am going fast. I know the three main safety rules. I know why we use resting position. I know how to scoot safely.	**H.R.E** I know my heart rate can change during exercise? (Exercise = Faster pulse) I know how to find my pulse. I know I can use a heart & lungs test, catching test, speed test and muscles test I know the four major muscle groups; lats, quads, biceps and abs. I know that regular practice will help me improve. **Outdoor Adventure** TBC	**Invictus** I know how to engage in activities fairly. I know how to solve problems. I know how to work as a team. I know how games can be adapted to make them inclusive. **Striking & Fielding** I know how to apply the skills I have learnt to a striking and fielding activity. I know how to maximise my body's performance. I know that choosing a different technique can make my performance better.	**Gymnastics** I know the basic gymnastic shapes. I know how to link movements together to make a sequence I know how to tense my muscles and point my hands and feet to make my shapes look better. I know a range of gymnastics balances. I know how to maximise my body's performance. I know how to analyse my performance **Athletics** I know how to apply the skills I have learnt to a athletics activity. I know how to maximise my body's performance. I know that choosing a different technique can make my performance better.

Vocabulary ***Ambitious vocabulary*** ***previous vocabulary***	**Multi skills,** ball, throw, catch, send, bounce, receive sending & receiving Rules, target, tactic **Scooter**, emergency stop, shuffle stop, leg up, push, mount, dismount, power, balance, agility, coordination, explode, accelerate,	**Multi skills**, ball, throw, catch, send, bounce, receive sending & receiving Rules, target, tactic **Dance**, perform, movement, sequence, mood, feelings, evaluate, performance Names of African animals and fruits in the story	**Multi skills**, ball, throw, catch, send, bounce, receive sending & receiving Rules, target, tactic **Scooter,** emergency stop, shuffle stop, leg up, push, mount, dismount, power, balance, agility, coordination, explode, accelerate, scootball	**Health Related Exercise**, heart rate, pulse, lats, quads, biceps, heart, lungs, abs, jog, Sprint, Jump, Hop, Weight on Hands, Balance & Coordination, speed, test **Outdoor Adventure**	**Invictus games**, hit, throw, catch, pass, serve, bounce, dribble, shoot, skipping rope, jump, rules, team, tactics, throlf, goalball, disability. Inclusive, Prince Harry, boccia **Striking & fielding**, hit, throw, catch, pass, serve, bounce, dribble, shoot, skipping rope, jump	**Gymnastics**, plan, repeat, actions, sequence, small, tall, stretch, key shapes – bridge, dish, front support, back support, star, straddle, pike **Athletics**, relay, running, hurdles, javelin, long jump, athlete, body performance
Notes 1	• Please note some dance units complement CLICK and have been put in the term that matches. • KS1 Pupils will have opportunities to attend clubs and competitions throughout the year across all year groups.					

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	**Wonders of the World** **If you had a magic carpet where would you go?**	**African Adventure** **What is it like to live in Africa?**	**Ahoy there!** **What is it like to be a pirate**	**London's Burning!** **What was it like in London in 1666?**	**The Secret Life of Trees**	**Transport** **Travelling, trains and the Titanic!**
Focus/ Content **PSHE/Jigsaw**	**Being Me in My World** 1. Hopes and Fears for the Year 2. Rights and responsibilities 3. Rewards and Consequences 4. Rewards and Consequences 5. Our Learning charter 6. Owning our learning charter	**Celebrating Difference** 1. Boys and Girls 2. Boys and Girls 3. Why does bullying happen? 4. Standing up for myself and others 5. Gender diversity 6. Celebrating difference & still being friends	**Dreams & Goals** 1. Goals to success 2. My learning strengths 3. Learning with others 4. Group challenge (Dream birds) 5. Continuing Our group 6. Celebrating our achievement	**Healthy Me** 1. Being healthy 2. Being Relaxed 3. Medicine safety 4. Healthy eating 5. Healthy eating 6. Happy Healthy Me	**Relationships** 1. Families 2. Keeping safe, exploring physical contact 3. Friends and Conflicts 4. Secrets 5. Trust & Appreciation 6. Celebrating my special relationships	**Changing Me** 1. Life cycles in Nature 2. Growing from young to old 3. The Changing Me 4. Boys and Girls Bodies 5. Assertiveness 6. Looking ahead
Skills **WT – Working towards** **WA – Working at** **WB – Working beyond**	**WT** - I can tell you some things that make my class a safe and fair place. I can say how I feel about my class and why I like it being safe and fair. **WA** – I can explain why my behaviour can impact on other people in my class. I can compare my own and my friends' choices and can express why some choices are better than others. **WB** - I can justify the choices I make to help keep my class and school a safe and fair place. I can give evidence as to why my own and my friends' choices can be helpful/unhelpful and how some of these choices may have positive/negative consequences.	**WT** – I can name some differences and similarities between me and other people in my class. I can give a reason why a friend is special to me. **WA** – I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends **WB** – I can justify why gender stereotypes are not always fair. I can also explain why differences can make some people bully other people. I can offer strategies that allow me to stand up for myself and my friends.	**WT** – I can tell you what I did to help my group create an end product. I can say how I felt about working in a group. **WA** – I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other. I can explain how it felt to be part of a group and can identify a range of feelings about group work. **WB** - I can analyse the different roles people played in a group to create an end product and justify what was helpful and what wasn't. I can identify a range of feelings about working in a group. I can analyse my feelings and those of others and can explain how we could improve our group skills next time	**WT** – I can tell you some things I can put in or on my body to keep it healthy. I can say how I feel about being healthy. **WA** – I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices. I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices. **WB** - I can justify my choices about food and medicines and explain healthy and safe ways in which they can be good for my body. I can give evidence as to why my own and my friends' choices are healthy / less healthy. I can also evaluate how it feels to make healthy and less healthy choices	**WT** – When talking about my relationships with others I can tell you some of the things that might make me feel comfortable and some things that might make me feel uncomfortable. I can tell you ways that might help me to solve problems in my relationships. This might be asking for help or using a problem-solving technique. **WA** – can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships **WB** – can justify how and why some things might make me feel comfortable or uncomfortable in relationships. I can appraise how effective different problem-solving solutions might be when solving problems in my relationships.	**WT** – can tell you how I am different now to when I was a baby and say some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. I can tell you something that I like/dislike about being a boy/ girl and something that I like/ dislike about getting older **WA** – can use the correct terms to describe penis, testicles, anus, vagina, and explain why they are private. I can explain why some types of touches feel OK and others don't. I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me. **WB** – can explain about various ways that boys and girls are different, both physically (using the correct terms) and in personality and behaviour; I can talk about the physical differences with respect and understand how to protect my own and others' privacy. I can explain how I feel about being a boy/girl and getting older and talk about the feelings I have about it. I can explain why other people may feel differently to me and give some examples.

Knowledge	I know how my behaviour can impact on other people in my class.	I know that sometimes people get bullied because they are seen to be different. I know this might include people who do not conform to gender stereotypes.	I know how I played my part in a group and the parts other people played to create an end product. I know how our skills complemented each other.	I know why foods and medicines are good for my body comparing my ideas with less healthy/unsafe options.	I know why some things might make me feel uncomfortable in a relationship and can compare this with relationships that make me feel safe and special.	I know the correct terms to describe penis, testicles, anus, vagina and vulva. I know why they are private. I know why some types of touch feel okay and others don't.
Vocabulary ***Ambitious vocabulary*** ***previous vocabulary***	Hopes and Fears for the Year Rights and Responsibilities Rewards and Consequences Rewards and Consequences Our Learning Charter Owning our Learning Charter	Boys and Girls Bullying Standing up for Myself and Others Gender Diversity Celebrating Difference	Goals, success My Learning Strengths Group Challenge Celebrating achievement	Being Healthy Being Relaxed Medicine Safety Healthy Eating	Families Keeping Safe – Exploring Physical Contact Friends and Conflict Secrets Trust and Appreciation Celebrating My Special Relationships	Life cycles in Nature Growing from Young to Old The Changing Me Boys' and Girls' body parts – (tummy, feet, belly button, nose, penis, head, mouth, fingers, knees, arm, ear, eyes, vagina, nipples, testicles, bottom, anus, breasts) Assertiveness Safe touch Looking Ahead

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	C1.3 How can we make good choices?	F1.11 How do Hindu Stories help believers live their lives?	C1.4 How and why do some people pray?		C1.2 How are symbols used to welcome new life?	
Unit Title:	**(Pathway 3: A Good Life)**	**(Pathway 3: A Good Life & 6 The Big Picture)**	**(Pathways 4: Personal Journey)**		**(Pathway 2: Expressing Beliefs)**	
Focus/ Content **RE**	Pupils will explore how people always face moral choices. They will starts by considering what makes a happy classroom, and why rules are important. Pupils will study moral codes from Christianity, Judaism and Islam including the Ten Commandments, the Five Pillars and how Sikhs, Buddhists and Hindus make good choices. They also look at non-religious stories and how these exemplify some guidelines for life. They will then consider what would make the best rules for life.	Pupils look at stories that are well known and loved by Hindus (some related to deities but others from well-loved ancient 'Wisdom Texts') helping pupils to understand how a religion or worldview uses stories to build up a picture of the world and to make sense of their place in it. Pupils will learn that some stories human beings, including groups of religious people, tell can help them think about the big questions of life. Many are well-known stories which have been handed down over generations.	This unit aims to develop an understanding of the importance of prayer within different religious communities. It explores how prayer and meditation might make people wonder at the world and ask big questions about life. It includes reference to examples of amazing experiences such as Daniel in the lion's den. The unit will be enhanced by introducing pupils to people who are happy to be questioned about their experience of prayer.		Pupils will explore how symbols are used when welcoming new life. They will study initiation rites from different religions and be aware that there are other rituals and ceremonies as well, including non-religious ceremonies. They will discover the symbolic food, objects and practices that can be used when welcoming new babies into communities. Pupils will reflect on the concepts of wishes and promises, as well as comparing and contrasting different approaches to welcoming new life.	
Skills **WT – Working towards** **WA – Working at** **WB – Working beyond**	**WT -** I can explore and talk about different rules using examples from stories and real life **WA –** I can notice characteristics in the lives of people who are held as examples by religions / worldviews. I can talk about and suggest meanings for teachings about right and wrong from different religions / worldviews. **WB -** I can explore a range of stories relating to religious and non-religious rules, suggesting some meanings I can make links between my own values and religious values and rules	**WT -** I can recognise that stories sometimes have a hidden meaning **WA -** I can name some holy books that are special to believers I can understand that religions and worldviews use stories to help pass on their own teachings around these big questions. **WB -** I can explain which of the Hindu stories had the biggest effect on me and why.	**WT -** I can talk about what some believers say and do when they pray. **WA -** I can talk about how prayer makes people wonder at the world and ask big questions about life. I can retell a story about someone whose experience or encounter changed their life. **WB -** I can explain similarities and differences between how people pray		**WT -** I can explore and talk about different ways to welcome a new baby **WA -** I can recognise and name some symbols used to welcome a new baby. I can express ideas about the symbols they would use to welcome a baby. I can recognise some similarities and differences between the welcoming ceremonies. **WB -** I can make links between the symbols and rituals used by different faith communities. I can explore some of the words used to welcome new babies.	

Knowledge	I know believers have rules that they follow. I know how to make good choices. I know stories can have meanings about how we can make good choices.	I know that there are some holy books that are special to believers I know how and why they should be treated with respect I know that stories can teach us important lessons about ourselves and the world. I know that stories can help us with life's big questions or mysteries either with answers or deeper questions. I know that some stories are important because of their moral message I know that these stories carry a special message that we can learn from about how to live our lives I know why stories are told and how they can help us to live a good life	I know what someone might do or say when they pray. I know the significance of prayer in the lives of people today	I know why it is important to make someone feel welcome I know how to suggest the reasons for some of the symbols used to welcome a baby. I know what promises are made I know the names of initiation practices in Christianity, Islam and Sikhism including infant baptism, the naam karan and the aqiqah I know some of the Sikh, Muslim and Christian terms used in describing the welcoming of a new baby I know that people sometimes give different meanings to words when they are writing about their religious beliefs and feelings. I know some of the different possible meanings for stories, symbols, art and music that people have created to express their beliefs.
Vocabulary ***Ambitious vocabulary*** ***previous vocabulary***	Celebration Festival Eid Ramadan Fasting Diwali Harvest Birthday	Holy – for a religious purpose Moral – principles of right/wrong behaviour Sacred – connected with God/dedicated to a religious purpose Believer – someone who has a religious faith Bible – Christian holy book Qur'an – Muslim holy book Torah – Jewish holy writings Guru Granth Sahib – Sikh holy book	prayer, reflection church shrine mosque worship symbols blessing wudu meditation faith devotion	promises Godparents, sponsors rituals, prayers, symbols Baptism, aqiqah, naam karan Guru Granth Sahib

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	**Wonders of the World** **If you had a magic carpet where would you go?**	**African Adventure** **What is it like to live in Africa?**	**Ahoy there!** **What is it like to be a pirate**	**London's Burning!** **What was it like in London in 1666?**	**The Secret Life of Trees**	**Transport** **Travelling, trains and the Titanic!**
Focus/ Content **SCIENCE**	Materials Suitability of materials. Testing materials by squashing, twisting, bending and stretching. Investigate to test suitable materials for a silly scientist Used the explorer experiment to insulate water bottles (explorers) and used thermometers to read temperature	Animals including humans Identify living, non-living and once living. Identify a range of habitats and explain why they are suitable for animals. Perform an insect habitat experiment. Identify food chains and diets of different animals. Crest star award – starting sounds. Crest star award – slippery shoes.	Living things in their habitat 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. Describe the importance for humans of eating the right amounts of different types of food. Describe the importance for humans of eating the right amounts of hygiene. - Crest star award - Be safe be seen.	Working scientifically How does a fire work? CREST star award Muddy mess - Develop working scientifically skills through investigation.	Trees/Plants Walk round school and name and identify trees/plants. Life cycle of a tree. Find out and describe how trees/plants need water, light and a suitable temperature to grow and stay healthy. Experiment over time (using cress) Experiment relating to the needs of a plant. Identify plant habitats. Plant diary ongoing - bean	Working scientifically How is steam produced? What makes a vehicle start and stop? How do boats float? - How do aeroplanes stay in the air?
Skills	I can use the skills of working scientifically to explore materials.	I can use the skills of working scientifically to explore animals including humans. I can Use the skills of working scientifically to explore seasonal changes and weather patterns.	I can use the skills of working scientifically to explore living things and their habitats.	I can perform simple tests. I can use the skills of working scientifically to explore seasonal changes and weather patterns.	I can use the skills of working scientifically to explore Plants.	I can use the skills of working scientifically to explore and forces and states of matter. I can perform simple tests. I can use the skills of working scientifically to explore seasonal changes and weather patterns.
Ongoing each term	**The skills of Working Scientifically** I can **ask simple questions** and recognise that they can be answered in different ways. I can **observe** closely using simple equipment. I can **perform** simple tests. I can **identify and classify.** I can use my **own observations and ideas to suggest answers** to questions. I can **gather and record data to answer questions.**					
Knowledge	**Uses of Everyday Materials** I know and can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. I know the shapes of solid objects made from some materials can be changed by squashing,	**Animals including Humans** I know that animals, including humans, have offspring which grow into adults. I know the basic needs of animals, including humans, for survival (water, food and air). I know the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. **Seasonal Changes** I know of the changes across the 4 seasons. I know the weather associated with the seasons and how day length varies.	**Living things and their Habitats** I know how to compare the differences between things that are living, dead, and things that have never been alive. I know how to identify that most living things live in habitats to which they are suited I know how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. I know the names of a variety of plants and animals in their habitats, including microhabitats. I know how animals obtain their food from plants and other animals, using the	**Seasonal Changes** I know of the changes across the 4 seasons. I know the weather associated with the seasons and how day length varies.	**Plants** I know how seeds and bulbs grow into mature plants. I know through investigation, how plants need water, light and a suitable temperature to grow and stay healthy.	**Seasonal Changes** I know of the changes across the 4 seasons. I know the weather associated with the seasons and how day length varies.

	bending, twisting and stretching .		idea of a simple food chain, and identify and name different sources of food.			
Vocabulary ***Ambitious vocabulary*** ***previous vocabulary***	Names of materials – *increased range from year 1, properties of materials - as for year 1 plus* opaque, transparent and translucent, reflective, non-reflective, flexible, rigid, Shape, push/pushing, pull/puling, twist/twisting, squash/squashing. Bend/bending, stretch/stretching, question, answer, predict, test, observe, identify, classify, compare, pattern, data, gather, record Seasonal weather patterns in the UK: expand on vocab from year 1.	Living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed names of local habitats e.g. pond, woodland etc., names of micro-habitats e.g. under logs, in bushes etc.	Offspring, reproduction, growth, child, young/old stages (examples - chick/hen, baby/child/adult, caterpillar/butterfly), basic needs to survive (water, food, air) exercise, heartbeat, breathing, hygiene, germs, disease, food types (examples – meat, fish, vegetables, bread, rice, pasta) Suitable materials, fair test, question, answer, predict, test, observe, identify, classify, compare, pattern, data, gather, record, Names of materials – *increased range from year 1, properties of materials - as for year 1 plus* opaque, transparent and translucent, reflective, non-reflective, flexible, rigid,	Question, answer, predict, test, observe, identify, classify, compare, pattern, data, gather, record, scientists	Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud, life cycle of plants, names of trees in the local area, names of garden and wild flowering plants in the local area, plant needs, shade, sun, warm, cool, water, grow, healthy Names of local habitats e.g. pond, woodland etc., names of micro-habitats e.g. under logs, in bushes etc.	Gravity, friction, vapour, steam, pressure, heat source, energy, surface, area, volume, sink, float