

The Firs Lower School

Scheme of Work



The Firs

Lower School



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Our Vision

Of central importance to us is the aspiration that all our children achieve the very best they are capable of, coupled with a belief in the benefits of mutual cooperation and team-work, for everyone in our community. These ideas are captured in our mission statement:

'Working together to achieve our best'

We are passionate in our determination to make The Firs a caring environment, where children are excited by their learning, use their 'Growth Mindset' to achieve well, work with others successfully, develop a strong moral code and an appreciation of being part of a community. The key aspects of our vision for The Firs, springing from our values, is shown below:





Introduction

The Firs School Scheme of Work - Intent

In September 2019, the staff reviewed the intent behind the design of our curriculum and produced a series of draft proposals (version 1 of this document) to present to Governors, discuss with pupils and with parents on the School Forum. All the contributions that were put forward have been grouped into the Firs' Themes.

Section A - The review. Our curriculum review sprang from our Vision and Values as a starting point (See page 1). We looked at a range of aspects that we wanted to be the key drivers behind the makeup of our revised curriculum e.g.

1. What we wanted to develop in a 'Firs' Mindset' (which we defined as the values and approaches to life we wanted our children to live by and hold to)
2. The knowledge and skills we wished to develop in addition to those set out in the National Curriculum.
3. The gaps in children's knowledge, skills or awareness that we perceived, associated with the context of our local environment, location or general pupil characteristics.
4. Our understanding of what 'Cultural Capital' meant to us at The Firs and in each year group, how we could give children the chance to experience it.

Section B - The Firs' Key Themes

The key themes, in addition to the National Curriculum requirements, that will be interwoven through the tapestry of our curriculum.

Section C - The Firs' Key Themes - Knowledge and Skills Maps

The Knowledge and Skills maps indicate what we want children to know and be able to do in relation to the 4 Firs' Key Themes. They build from and support knowledge and skills relating to coverage of the National Curriculum - see Section D.

Section D - Science and Foundation Subjects - Knowledge and Skills Maps

The Knowledge and Skills maps indicate what we want children to know and be able to do within the coverage of the National Curriculum.

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Section A - The review.

1. The 20 aspects we want to develop in a Firs' Mindset?

- Caring and thoughtful - **HBM**
- A belief in equality for all - **OC** and - **DM!**
- Tolerant of other faiths, ways of life and ideas - open minded - **OC**
- Being respectful and polite to everyone; 'please' and 'thank you' used instinctively - **DM!**
- A good 'moral compass' - **DM!**
- Showing respect for the possessions of others - **OC** and - **DM!**
- Happy with a sense of fun! - **HBM**
- Healthy in body and mind; understands emotions and knows when to seek help - **HBM**
- A growth mindset including: - **HBM**, - **FSE** and - **DM!**
 - A positive sense of self, their ability to improve and pride in their achievements
 - A belief that mistakes are 'powerful' as we can learn from them
 - Perseverance
 - Resilience
 - Ready for a challenge
 - Positive when receiving constructive feedback
- A good ability to socialise and make healthy relationships; a good team player - **HBM** and - **DM!**
- A confident 'have a go' attitude - **FSE** and - **DM!**
- Calm, dealing with conflict appropriately - **HBM**
- Curious, with and a love of learning - **FSE**
- Independent (e.g. dressing, personal hygiene, organising things they need and in learning!) - **FSE** - **DM!**
- Respectful of the natural world, with an understanding of the challenging environmental issues we face - **FSE**
- Articulate and confident when speaking, and a good listener - **DM!**
- Good concentration - **DM!**
- Ambitious - **DM!**
- Adaptable - **DM!** and - **FSE**
- Patient - **DM!** and - **FSE**

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2. The 12 areas we wish to emphasise / develop in addition to that set out in the National Curriculum.

- Learning about Ampthill and the area they come from (historical and cultural contexts) - **OC**
- Learning about different cultures, both those in nearby towns and globally - **OC**
- A basic understanding of french culture and life to compliment MFL French work and to capitalise on Ampthill's relationship with its twinned town Nissan-lez-Enserune - **OC**
- Climate change - global warming, issues created by global warming and ongoing efforts to reduce its impact - **FSE**
- Other environmental issues - waste management, recycling, reducing and reusing, human impact on the natural world, carbon footprint - e.g. where does our food come from? - **FSE**
- Understanding the natural world - planting / growing, birdwatching, identifying trees, plants/flowers and animals - **FSE**
- Personal health and care skills - dressing, personal hygiene, knowledge of how to eat a healthy diet, cooking / food preparation routines and the need for healthy exercise - **HBM**
- Working with others - how to be a successful learning partner (listening skills, speaking skills, asking questions, understanding emotions, body language) - **DM!** and - **FSE**
- Understanding mental health - understanding own emotions and those of others, recognising the importance of looking after your mental well being, knowing ways to look after your mental health, how to seek help and that it is ok to ask for help! - **HBM**
- Knowing the safety risks when online / messaging, how to stay safe and how to seek help. - **HBM**
- Understanding how our democracy works and the basic functions of parliament. - **OC**
- An age appropriate awareness of current affairs and the ability to discuss issues and give views. - **DM!**

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3. The 15 gaps in children's knowledge, skills or awareness that we perceive, associated with the context of our local environment, location or general pupil characteristics.

- Reduced speaking and listening skills on entry to YR - **DM!**
- A diminishing ability to play with other children when starting YR - **DM!**
- Knowledge of traditional nursery rhymes, songs and playground games - **DM!** and - **OC**
- Reduced awareness of christian practices embedded in our culture, such as Lent, Shrove Tuesday, Christian aspects of Easter etc.
- **OC**
- Awareness of other cultures, even those in towns in the same area as Ampthill (e.g. Luton and Bedford) - **OC**
- Awareness of gender issues and stereotyping, including the history of female emancipation - **DM!**
- Awareness of social structures and lifestyles outside those they have experienced (potentially leading to future prejudice) such as poverty, same sex couples / marriages, living with a disability etc. - **OC**
- Consequences of environmental issues such as waste management, pollution, litter etc. - **FSE**
- Understanding online dangers and how to keep themselves safe, including programmes such as the NSPCC 'PANTS' teaching tool.
- **HBM**
- Age appropriate awareness in KS2 pupils of current affairs. - **DM!**
- Age appropriate awareness in KS2 pupils about how our democracy / parliament works. - **OC**
- Drawing and painting skills, especially for boys - **NC Art**
- Life skills e.g. dressing, making their bed, cleaning, cooking (children doing less at home) - **DM!**
- ICT skills not part of the NC Computing Curriculum such as using word processors, typing, saving and retrieving documents etc.
- **NC Computing**
- Emotional awareness, cooperation with others and self control - **HBM** and - **DM!**

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4. Our understanding of what 'Cultural Capital' means to us at The Firs and in each year group.

Year R

- Traditional nursery rhymes - **OC** and - **DM!**
- Traditional stories and fairy tales - **OC** and - **DM!**
- Live performances of music and/or singing - **OC**
- Listening to performances of musical instruments / singing - **OC**
- Traditional games e.g. snakes and ladders - **OC** and - **DM!**
- Playing traditional playground games (such as Duck, Duck, Goose) - **OC** and - **DM!**
- Puppet shows - **OC**
- Circus - **OC**
- Pantomimes - **OC**
- Dance from different aspects of British culture e.g. ballet, indian dancing, country dancing, morris dancing - **OC**
- Traditional party games such as 'pin the tail on the donkey' - **OC** and - **DM!**

Year 1

- Traditional stories and fairy tales - **OC**
- Beginning to learn about and enjoy books from well known children's authors - **OC**
- Beginning to learn about famous artists and exploring working in different mediums - **OC** and - **DM!**
- Hands on experiences learning about cultural festivals e.g. Divali, Chinese New Year, Easter - **OC**
- Learning about the use of toys in the present compared with the past - **OC**
- Visiting a museum and learning what museums are for - **OC**
- Learning about different religions (Places of worship) e.g. Christianity, Judaism and Islam (Within the RE syllabus) - **OC**

Year 2

- Enjoying traditional stories and fairy tales and experimenting changing the traditional expectations when re-telling them - **DM!**
- Enjoying books from well known children's authors. - **DM!**
- Learning about famous artists and exploring working in different mediums. - **DM!**
- Learning about different religions e.g. Christianity and Islam (Within the RE syllabus) - **OC**
- Looking at our cultural roots through learning about the Victorians - including a Victorian sea-side day. - **OC**
- Visiting a zoo (Woburn or Whipsnade) learning about animals and learning how a zoo/wildlife park works. - **OC**

Year 3

- Exploring and writing in different genres, such as myths and experiencing classic myths from different cultures - **DM!**



- Experiencing a range of sports deeply embedded in our culture such as football, rugby, tennis and cricket etc. - **DM!**
- Learning about famous artists, what inspired them and the techniques and approaches they used - Henry Moore visit. - **DM!**
- Learning about and playing traditional playground games. - **DM!**
- Learning about different religions e.g. Hinduism, Islam and Christianity - The Three Faiths Tour. - **OC**
- Experiencing and learning about how pantomimes work and their significance in our culture. - **DM!**
- As part of work in science, learning about great scientists who shaped our modern ideas. - **DM!**

Year 4

- Exploring assembly values themes in more depth e.g. democracy, justice, tolerance, discrimination, gender issues etc. - **OC** and - **DM!**
- Experiencing a range of sports deeply embedded in our culture such as football, rugby, tennis and cricket etc. - **DM!**
- Learning about famous artists, what inspired them and the techniques and approaches they used, with an emphasis on encouraging an enthusiasm for art in boys and a development of their skills.- **DM!**
- Meeting older citizens, talking to them, learning how life and culture has changed over time and appreciating the contribution they have made / are making to our culture - link with local care home. - **OC**
- Learning about different religions e.g. Christianity, Judaism, Hinduism and Islam (Within the RE syllabus) - **OC**
- As part of work in science, learning about great scientists who shaped our modern ideas. - **DM!**
- Experience of the jobs done in different sectors to develop interests e.g. engineering (women in engineering), science, services (police etc.) - using talent / experience pool of parents. - **OC**
- Looking at how our democracy works, the function of parliament and appropriate current affairs that shape our times and culture (including environmental issues)
- **OC** and - **FSE**

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Section B - The Firs' Theme

The 4 Firs' Key Themes, in addition to the National Curriculum, to be interwoven through the tapestry of our curriculum.


Key Theme	Aims
1. Healthy Bodies and Minds (HBM)	<ul style="list-style-type: none"> a) To ensure that children know about keeping hydrated and the key aspects in ensuring they eat a balanced diet. b) To provide opportunities to get enough exercise in school and to learn about the need to keep fit and healthy. c) To support children in recognising their own emotions and the feelings of others and to begin to understand how our emotions influence what we do. d) To help children to know about mental health, what it means, ways to look after their own and how to seek help. e) To make sure children know the dangers they may meet online or when messaging, ways to keep themselves safe and how to get help.
2. Developing Me! (DM!)	<ul style="list-style-type: none"> a) To provide opportunities to explore moral issues and personal qualities, so that children develop an understanding and appreciation of The Firs' Values. b) To explore our 22 values in more depth, looking at how they shape the community we live in. c) To help children to understand and embrace the aspects of a Growth Mindset. d) To support the acquisition of good teamwork skills and an ability to work successfully with others. e) To teach the personal skills that will develop children's independence and self confidence. f) To enrich children's learning by giving opportunities to experience traditional games, nursery rhymes, songs, fairy tales and texts from the canon of great children's literature. g) To teach children about some of the great artists, musicians and scientists of the past and to feature their work and thinking in the art, music and science curriculum. h) To develop children's appreciation of and provide opportunities to experience, a range of traditional sports, whilst developing associated skills. i) To begin to learn about and discuss gender and race equality issues in Y4 and begin to learn some of the history behind the moves for emancipation in the 19th and 20th Centuries. j) To be given opportunities in Y4, to discuss and learn about age appropriate current affairs.
3. Forest Schools and the Environment	<ul style="list-style-type: none"> a) To learn about the natural world around them, including local trees, wildlife and the seasons. b) To understand the problems facing the environment (including global warming, pollution, waste



(FSE)	<p>management and impact on the natural world) and ways we can take action to tackle issues.</p> <ul style="list-style-type: none"> c) To be aware, at an age appropriate level, of current affairs relating to environmental issues. d) To benefit from forest school's work that develops practical skills, teaches about the natural world and gives opportunities to support outdoor learning in other curriculum areas. e) To develop social skills, independence and to foster self belief and confidence in Forest School sessions.
4. Our Community (OC)	<ul style="list-style-type: none"> a) To develop an appreciation of the values and rules needed to support a successful and happy community. b) To learn at an age appropriate level, about the different roles and functions offered by members of the community (both male and female) beginning to awaken ideas about future interests / careers e.g. police, doctors, nurses, vets, firefighters, scientists, engineers, retail etc. c) To learn about Democracy in Year 4 and ensure children begin to understand how our democracy works. d) To learn about Ampthill and the area they come from (in its historical and cultural contexts). e) To learn about and develop an appreciation of different cultures, including those in nearby towns and globally. f) To learn about and respect the religious beliefs of others. g) To develop a basic understanding of French culture and life, to compliment MFL French work and to capitalise on Ampthill's relationship with its twinned town Nissan-lez-Enserune. h) To have opportunities to meet, talk to and value the contribution and experience of older members of our community.

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Section C - The Firs' Themes Knowledge and Skills Maps

Firs Key Theme -	1. Healthy Bodies and Minds (HBM) - Knowledge and Skills				
Key Knowledge and Skills -	Year R	Year 1	Year 2	Year 3	Year 4
	<p><u>Diet, Food and Drink</u></p> <ol style="list-style-type: none"> Show awareness that eating and drinking are important. Begin to be aware that we all need to eat a variety of different foods to be healthy. <p><u>Developing an Active Lifestyle</u></p> <ol style="list-style-type: none"> Choose activities that they enjoy. Take part in physical activities that will help develop fitness and stamina. <p><u>Emotional and Mental Health</u></p> <ol style="list-style-type: none"> To be able to talk about themselves, their interests and things they like/dislike. To begin to recognise good and 'not so good' feelings. Be able to talk about people who look after 	<p><u>Diet, Food and Drink</u></p> <ol style="list-style-type: none"> Find out about and describe the basic needs of ...humans, for survival (water, food and air). (Science Y2 d) Describe importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Science Y2 e) Begin to be aware that being active and looking after yourself is important for health. Know it is good to drink plenty of water. <p><u>Developing an Active Lifestyle</u></p> <ol style="list-style-type: none"> Know some ways to get physical activity throughout the day. Take opportunities to take part in physical activity/sport. 	<p><u>Diet, Food and Drink</u></p> <ol style="list-style-type: none"> Know what a healthy diet looks like and some of the benefits e.g. as depicted in <i>the eatwell guide</i>. (PSHE 39) Be aware that being active (an hour a day) and looking after yourself are important for health, including brushing teeth twice a day, flossing and visiting the dentist regularly. (PSHE 46) Know that it is important to eat breakfast every day. (PSHE 40) Know it is good to drink plenty and not get thirsty, e.g. drink 6-8 glasses a day. (PSHE 41) <p><u>Developing an Active Lifestyle</u></p> <ol style="list-style-type: none"> describe some ways of 	<p><u>Diet, Food and Drink</u></p> <ol style="list-style-type: none"> Begin to make food choices based on an understanding that a healthy diet is made up from a variety and balance of different foods and drinks, as depicted in <i>the eatwell guide</i>. (PSHE 29) Identify a range of physical activities that help the body and evaluate the levels of physical activity in different pastimes (PSHE 35) Know that it is important to drink regularly throughout the day to stay hydrated. <p><u>Developing an Active Lifestyle</u></p> <ol style="list-style-type: none"> Know how much physical activity they should do in a day. Be aware that doing 	<p><u>Diet, Food and Drink</u></p> <ol style="list-style-type: none"> Make food choices based on an understanding that a healthy diet is made up from a variety and balance of different foods and drinks, as depicted in <i>the eatwell guide</i>. Be aware of the importance of good oral health and being physically active, for health and wellbeing. Know that a balanced diet is needed because different foods provide different substances required for our health and begin to recognise some food groups namely nutrients (carbohydrate, protein, fat, vitamins and minerals), water and fibre. Be aware that food needs change and that

	<p>them and know when to ask for help.</p> <p><u>Internet Safety</u></p> <p>8. Be aware that they should 'not click if unsure'.</p> <p>9. Be aware not to speak to strangers, including on a computer or other device.</p> <p>10. Be aware they should 'ask for help' if anything worries them, including when using a computer.</p>	<p><u>Emotional and Mental Health</u></p> <p>7. Be able to recognise good and 'not so good' feelings. (PSHE 16)</p> <p>8. Begin to be able to use some vocabulary to describe their feelings. (PSHE 17)</p> <p>9. Be able to talk simply about change and loss. (for example, a lost toy, when a pet dies, moving home or school) (PSHE 23)</p> <p>10. Describe how people might feel when there is a change or loss if anyone is unkind to them. (PSHE 24)</p> <p>11. Know that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).</p> <p>12. Recognise what they can do to help themselves or someone else who may be feeling unhappy. (PSHE 25)</p> <p><u>Internet Safety</u></p> <p>13. With support and</p>	<p>being physically active throughout the day. (PSHE 43)</p> <p>6. Know to drink more when being active.</p> <p><u>Emotional and Mental Health</u></p> <p>7. To be able to think about themselves, recognising strengths and beginning to set realistic goals.</p> <p>8. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that all humans have in different experiences and situations. (PSHE 50)</p> <p>9. how to judge how what they are feeling is linked to things that happen and affects their behaviour. (PSHE 51)</p> <p>10. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. (PSHE 52)</p>	<p>regular physical activity makes their body fitter and stronger.</p> <p>6. Know that the body uses more water when being physically active and this needs to be replaced.</p> <p><u>Emotional and Mental Health</u></p> <p>7. Be aware that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that everyone experiences</p> <p>8. Recognise and talk about their emotions, beginning to develop a varied vocabulary of words to use.</p> <p>9. the benefits of physical exercise, time outdoors, and other self care techniques on mental wellbeing and happiness. (PSHE 38)</p> <p>10. Know and begin to use some simple self-care techniques, including the importance of rest, time spent with friends and family and the</p>	<p>some people eat or avoid certain foods, e.g. allergy/intolerance or religious belief.</p> <p><u>Developing an Active Lifestyle</u></p> <p>5. Know what it feels like to be active at a moderate and vigorous intensity.</p> <p>6. Be able to take part in more formalised types of physical activity.</p> <p>7. Begin to be aware of the basics of how physical activity affects their health.</p> <p>8. Be aware that doing regular physical activity makes their body fitter and stronger.</p> <p><u>Emotional and Mental Health</u></p> <p>9. Know that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>10. Recognise and talk about their emotions, including having a varied vocabulary of words to use when</p>
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		<p>guidance, children learn about the internet and use simple appropriate websites. (Computing Y1 10)</p> <p>14. Learn to only use websites they trust.</p> <p>15. Learn what passwords are and Know not to share them with anyone but trusted adults.</p> <p>16. They learn the need to ask for help if they encounter something that worries them online. (Computing Y1 11)</p>	<p>11. Be able to talk about people who look after them, their family networks and who to go to if they are worried or need help.</p> <p>12. Begin to recognise how their behaviour affects others.</p> <p>13. Understand the difference between secrets and surprises and the importance of not keeping adults' secrets.</p> <p>14. To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.</p> <p>15. Know that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).</p> <p><u>Internet Safety</u></p> <p>16. Learn ways of getting support if they have concerns about content / contact online or with other online technologies. (Computing Y2 22)</p> <p>17. Learn that the internet</p>	<p>benefits of hobbies and interests.</p> <p>11. understand how bullying can make people feel and that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and that this is unacceptable (PSHE 12)</p> <p>12. Be aware about how important friendships are in making us feel happy and how people choose and make friends.</p> <p><u>Internet Safety</u></p> <p>14. Learn about the benefits of social media sites, and the need for caution (incl. not giving personal information). (Computing Y3 12)</p> <p>15. Learn the importance of having secure passwords for accounts. (Computing Y3 13)</p> <p>16. Learn the importance of regularly changing passwords.</p> <p>17. Be aware that some people may not be honest online.</p>	<p>talking about their own and others' feelings.</p> <p>11. Begin to recognise whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>12. Be aware of the benefits of physical exercise, time outdoors, or other activities on mental wellbeing and happiness.</p> <p>13. Understand / use some simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>14. isolation and loneliness can affect mental health and that it is very important to discuss feelings with and seek support.</p> <p>15. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>16. The importance of self respect and how this</p>
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			<p>can help to meet people, whilst understanding need for caution and to check with a trusted adult, before sharing private information. (Computing Y2 23)</p> <p>18. Learn to log off after using a website where logging in was needed.</p> <p>19. Learn that information online is not generally private.</p>	<p>18. Learn that the internet is a public space where they need to protect their privacy and the privacy of others. (Computing Y3 14)</p>	<p>links to our own happiness.</p> <p><u>Internet Safety</u></p> <p>17. Learn about the age restrictions on social media sites and the need for caution (incl. not giving personal information). (Computing Y4 12 & PSHE 11)</p> <p>18. Learn about the way information given / collected on individuals can be used without their knowledge. (Computing Y4 13)</p> <p>19. Explore how they need to interact with others safely and respectfully and be introduced to the concept of 'cyberbullying' and how to seek help if needed. (Computing Y4 14)</p> <p>20. Be aware that photos should only be shared with the subject's / owner's permission.</p> <p>21. Know how to find report/block buttons on commonly used websites.</p> <p>22. Be aware that they are responsible for their actions online.</p> <p>23. Learn about their role</p>
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					as digital citizens, being discerning in how they interpret information found online (including the concept of 'fake news') and including showing respect for others in what they 'post'. (Computing Y4 15)
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Firs Key Theme -	2. Developing Me! (DM!) - Knowledge and Skills				
Key Knowledge and Skills -	Year R	Year 1	Year 2	Year 3	Year 4
	<p><u>Our Values</u></p> <ol style="list-style-type: none"> 1. Begin to have an awareness of our values and how they apply to us in school. 2. With support, be able to take part in values related activities, exploring moral issues or personal qualities. <p><u>Learning to Learn</u></p> <ul style="list-style-type: none"> ● Self Management <ol style="list-style-type: none"> 3. Discuss the need to take responsibility for their actions 4. With prompting, begin to ask for help when needed. 5. Begin to organise their belongings and resources with support. <ul style="list-style-type: none"> ● Team Work <ol style="list-style-type: none"> 6. Take part in discussion with others with support 7. Begin to understand the need to show fairness and consideration to others 	<p><u>Our Values</u></p> <ol style="list-style-type: none"> 1. Know the value for the month and with support, be able to explain it in simple terms. 2. Be able to take part in values related activities, exploring moral issues or personal qualities. <p><u>Learning to Learn</u></p> <ul style="list-style-type: none"> ● Self Management <ol style="list-style-type: none"> 3. Discuss the need to take responsibility for their actions 4. With prompting, begin to ask for help when needed. 5. Begin to organise their belongings and resources with support. <ul style="list-style-type: none"> ● Team Work <ol style="list-style-type: none"> 6. Take part in discussion with others beginning to listen to other views 7. Show fairness and consideration to others with support 	<p><u>Our Values</u></p> <ol style="list-style-type: none"> 1. Know the value for the month and be able to explain it in simple terms. 2. Be able to take part in values related activities, exploring moral issues or personal qualities and make simple comments about personal reactions or views. <p><u>Learning to Learn</u></p> <ul style="list-style-type: none"> ● Self Management <ol style="list-style-type: none"> 3. Begin to take responsibility for their actions 4. Ask for help when appropriate. 5. Begin to organise their belongings and resources with support. <ul style="list-style-type: none"> ● Team Work <ol style="list-style-type: none"> 6. Take part in discussion and listen to each others 7. Show fairness and consideration to others 	<p><u>Our Values</u></p> <ol style="list-style-type: none"> 1. Know the value for the month and be able to explain it and give an example of how it might be demonstrated. 2. Be able to take part in values related activities, exploring moral issues or personal qualities and relating them to their own lives. <p><u>Learning to Learn</u></p> <ul style="list-style-type: none"> ● Self Management <ol style="list-style-type: none"> 3. Take responsibility for their actions 4. Begin to manage risk 5. Ask for help when appropriate. 6. Begin to deal with pressure 7. Begin to organise their belongings and resources independently <ul style="list-style-type: none"> ● Team Work <ol style="list-style-type: none"> 8. Take part in discussion and listen to others, 	<p><u>Our Values</u></p> <ol style="list-style-type: none"> 1. Know the value for the month, be able to explain it, give an example of how it might be demonstrated and why it is important. 2. Be able to take part in values related activities, exploring moral issues or personal qualities and relating them to their own lives and to the wider community. <p><u>Learning to Learn</u></p> <ul style="list-style-type: none"> ● Self Management <ol style="list-style-type: none"> 3. Take responsibility for their actions and use initiative to contribute positively. 4. Manage risk sensibly 5. Ask for help when appropriate. 6. Deal well with pressure 7. Organise their belongings and resources independently and reliably



	<ul style="list-style-type: none"> ● Creativity <p>8. Answer questions with support or added resources to prompt</p> <p>9. Explore simple ideas with support</p> <ul style="list-style-type: none"> ● Enquiry <p>10. Find answers to questions or problems that arise as part of play experiences</p> <ul style="list-style-type: none"> ● Commitment <p>11. Begin to show an awareness of a growth mindset</p> <p>12. Are generally motivated to try</p> <p>13. Beginning to show some resilience</p> <p>14. Generally participate positively in learning activities</p> <p>15. Actively and enthusiastically engage in most school experiences.</p> <ul style="list-style-type: none"> ● Reflection 	<p>8. Begin to give feedback to others</p> <ul style="list-style-type: none"> ● Creativity <p>9. Begin to be able to think about new possibilities with support from an adult or resources.</p> <p>10. Begin to ask questions with support or added resources to prompt</p> <p>11. Explore ideas with support</p> <ul style="list-style-type: none"> ● Enquiry <p>12. Find answers to questions with support</p> <ul style="list-style-type: none"> ● Commitment <p>13. Begin to use their growth mindset</p> <p>14. Are motivated to try</p> <p>15. Are often resilient and persevere with encouragement</p> <p>16. Participate positively in learning activities</p> <p>17. Actively and enthusiastically engage</p>	<p>8. Begin to give support and feedback to others</p> <ul style="list-style-type: none"> ● Creativity <p>9. Be able to think about new possibilities with support from an adult or resources.</p> <p>10. Begin to ask questions</p> <p>11. Explore ideas with some support</p> <p>12. Make simple choices</p> <ul style="list-style-type: none"> ● Enquiry <p>13. With support, begin to decide which parts of what they have learnt are important</p> <p>14. Find answers to questions with support</p> <p>15. Begin to explain reasons for their decisions with support</p> <ul style="list-style-type: none"> ● Commitment 	<p>coming to agreements with support</p> <p>9. Show fairness and consideration to others</p> <p>10. Give support and feedback to others</p> <ul style="list-style-type: none"> ● Creativity <p>11. Begin to be able to imagine possibilities beyond the current situation</p> <p>12. Ask questions</p> <p>13. Begin to be able to make connections with other experiences or areas of learning</p> <p>14. Explore ideas</p> <p>15. Make choices</p> <ul style="list-style-type: none"> ● Enquiry <p>16. With support, look at learning in new ways</p> <p>17. Begin to decide which parts of what they have learnt are important</p> <p>18. Find answers to questions</p>	<p>8. Respond well to change</p> <ul style="list-style-type: none"> ● Team Work <p>9. Take part in discussion, listen to others and come to agreements</p> <p>10. Adapt their behaviour to different roles and situations</p> <p>11. Show fairness and consideration to others</p> <p>12. Give sensitive and appropriate support and feedback to others</p> <ul style="list-style-type: none"> ● Creativity <p>13. Be able to imagine possibilities beyond the current situation</p> <p>14. Ask questions</p> <p>15. Be able to make connections with other experiences or areas of learning</p> <p>16. Explore ideas making original and thoughtful contributions</p> <p>17. Make choices and explain thinking</p>
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	<p>16. Respond positively to praise</p> <p>17. Begin to learn that mistakes are powerful</p> <p>18. Begin to respond positively to simple feedback</p> <p><u>Look what I can do!</u></p> <p>19. Using a napkin to wipe face and hands</p> <p>20. Independently packing items away</p> <p>21. Developing friendships</p> <p>22. Expressing emotions</p> <p>23. Following rules</p> <p>24. Knowing where familiar items are kept</p> <p>25. Toileting independently</p> <p>26. Choosing weather appropriate clothes</p> <p>27. Dressing self independently</p> <p>28. Feeding self without difficulty</p> <p>29. Taking turns</p> <p>30. Playing with 4 or 5 children in a group</p> <p><u>Our Culture</u></p> <p>31. Know and be able to play some traditional games e.g. hopscotch, 'ring o ring a roses', ...</p>	<p>in most school experiences.</p> <ul style="list-style-type: none"> ● Reflection <p>18. Begin to be inspired by praise</p> <p>19. Begin to understand that mistakes are powerful</p> <p>20. Begin to respond well to feedback</p> <p><u>Look what I can do!</u></p> <p>21. Dressing independently</p> <p>22. Morning routine at school (putting bag away, swapping readers, putting drink bottle in correct spot)</p> <p>23. Feeding self without difficulty</p> <p>24. Expressing emotions</p> <p>25. Opening lunch boxes, zip lock bags, food packaging</p> <p>26. Sitting at a desk, following teacher instruction, and independently doing simple in-class assignments</p> <p>27. Coping in busy/noisy environments</p>	<p>16. Use their growth mindset and begin to demonstrate self belief</p> <p>17. Are motivated to try</p> <p>18. Are generally resilient and persevere with encouragement</p> <p>19. Participate positively in learning activities</p> <p>20. Actively and enthusiastically engage in all school experiences.</p> <ul style="list-style-type: none"> ● Reflection <p>21. Are inspired by praise</p> <p>22. Begin to demonstrate a belief that mistakes are powerful</p> <p>23. Begin to respond well to feedback</p> <p>24. Begin to evaluate their learning experiences with support</p> <p><u>Look what I can do!</u></p> <p>25. Eating a range of food and tolerating different textures</p> <p>26. Expressing emotions</p>	<p>19. Begin to explain reasons for their decisions</p> <ul style="list-style-type: none"> ● Commitment <p>20. Use their growth mindset and demonstrate self belief</p> <p>21. Are motivated to try</p> <p>22. Are resilient and persevere with encouragement</p> <p>23. Participate positively in learning activities</p> <p>24. Actively and enthusiastically engage in all school experiences.</p> <ul style="list-style-type: none"> ● Reflection <p>25. Are inspired by praise</p> <p>26. Know that mistakes are powerful and don't fear them.</p> <p>27. Respond well to feedback</p> <p>28. Begin to understand their own progress</p> <p>29. Begin to evaluate their learning experiences</p>	<ul style="list-style-type: none"> ● Enquiry <p>18. Look at learning in new ways</p> <p>19. Decide which parts of what they have learnt are important</p> <p>20. Find answers to more complex questions</p> <p>21. Find problems to solve</p> <p>22. Find exciting ways to learn something new</p> <p>23. Explain reasons for their decisions</p> <ul style="list-style-type: none"> ● Commitment <p>24. Use their growth mindset and demonstrate self belief</p> <p>25. Are motivated to try</p> <p>26. Have a willingness to invest (Make sacrifices)</p> <p>27. Are resilient and persevere independently</p> <p>28. Participate positively in learning activities</p> <p>29. Actively and enthusiastically engage in all school experiences.</p>
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	<p>etc.</p> <p>32. Know a range of traditional songs and nursery rhymes</p> <p>33. Know a range of traditional simple fairy tales e.g. Goldilocks, The Three Little Pigs, The Three Billy Goats Gruff etc.</p> <p>34. Be aware of a range of appropriate texts through reading experiences in school, including regularly listening to the teacher read.</p>	<p><u>Our Culture</u></p> <p>28. Know a range of traditional songs and nursery rhymes</p> <p>29. Know a range of traditional fairy tales e.g. Jack and The Beanstalk, Cinderella, Sleeping Beauty etc.</p> <p>30. Be aware of a range of appropriate texts through reading experiences in school, including regularly listening to the teacher read.</p> <p>31. Be aware of the contribution of some great scientists, writers, thinkers, artists and musicians, as part of their work across the curriculum.</p> <p>32. Take part in a range of physical activity and sports, developing associated skills.</p>	<p>27. Morning routine at school (putting bag away, swapping readers, putting drink bottle in correct spot)</p> <p>28. Independently toileting during the day</p> <p>29. Coping in busy/noisy environments</p> <p>30. Telling the time</p> <p>31. Feeding self without difficulty</p> <p>32. Knowing where their body is in time and space to coordinate body movements for ball skills</p> <p>33. Playing with 4 or 5 children in a group successfully</p> <p>34. Inhibiting the need to talk/ask questions</p> <p><u>Our Culture</u></p> <p>35. Know a range of traditional fairy tales e.g. Red Riding Hood, Hansel and Gretel, Rumpelstiltskin etc.</p> <p>36. Be aware of a range of appropriate texts through reading experiences in school, including regularly listening to the teacher read.</p>	<p>30. Set realistic goals with support</p> <p><u>Look what I can do!</u></p> <p>31. Packing a bag for school or other outings with little assistance/</p> <p>32. prompting</p> <p>33. Recalling events and describing them</p> <p>34. Expressing emotions</p> <p>35. Remembering a sentence to write that was just thought about or told</p> <p>36. Attending for longer periods of time</p> <p>37. Sitting still (e.g. in class, at mealtimes)</p> <p>38. Coping in busy/noisy environments well</p> <p>39. Taking on more responsibilities e.g. chores / jobs in school</p> <p>40. Understanding money</p> <p>41. Telling the time and beginning to display some time management skills</p> <p>42. Inhibiting the need to talk and ask questions</p> <p><u>Our Culture</u></p> <p>43. Be aware of a range of appropriate texts through work in literacy</p>	<p>● <u>Reflection</u></p> <p>30. Are inspired by praise</p> <p>31. Know that mistakes are powerful and don't fear them.</p> <p>32. Respond well to feedback and act upon it positively</p> <p>33. Understand their own progress</p> <p>34. Evaluate their learning experiences</p> <p>35. Set realistic goals</p> <p>36. Ask for feedback</p> <p><u>Look what I can do!</u></p> <p>37. Packing a bag for school or other outings with no assistance</p> <p>38. Recalling events and describing them in more detail</p> <p>39. Expressing emotions and understanding link with behaviour</p> <p>40. Coping in a range of different environments well</p> <p>41. Taking responsibilities regularly and reliably</p> <p>42. Understanding money</p> <p>43. Telling the time and displaying time</p>
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			<p>37. Be aware of the contribution of some great scientists, writers, thinkers, artists and musicians, as part of their work across the curriculum.</p> <p>38. Take part in a range of physical activity and sports, developing associated skills.</p>	<p>and reading experiences in school, including regularly listening to the teacher read.</p> <p>44. Be aware of the contribution of a range of great scientists, writers, thinkers, artists and musicians, as part of their work across the curriculum.</p> <p>45. Take part in a range of physical activity and sports, developing associated skills and beginning to develop an awareness of the contribution of sport to our culture.</p>	<p>management skills</p> <p>44. Inhibiting the need to talk and ask questions</p> <p>45. Preparing simple meals</p> <p><u>Our Culture</u></p> <p>46. Be aware of a range of appropriate texts through work in literacy and reading experiences in school, including regularly listening to the teacher read.</p> <p>47. Be aware of the contribution of a range of great scientists, writers, thinkers, artists and musicians, as part of their work across the curriculum.</p> <p>48. Take part in a range of physical activity and sports, developing associated skills and beginning to develop an awareness of the contribution of sport to our culture.</p> <p>49. Learn about some of the key aspects of the emancipation of women including:</p> <ol style="list-style-type: none"> The suffragette movement Examples of how
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					<p>women have had a great impact in recent history</p> <p>iii. Key changes in the law e.g. women able to vote in 1928</p> <p>iv. Sex discrimination act 1975</p> <p>v. Equal Pay act 1985</p> <p>50. Be aware of and be able to discuss some aspects of current affairs, through appropriate sources such as children's news programmes and magazines.</p>
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Firs Key Theme -	3. Forest Schools and the Environment (FSE) - Knowledge and Skills				
Key Knowledge and Skills -	Year R	Year 1	Year 2	Year 3	Year 4
	<p><u>Appreciating The Natural World.</u></p> <ol style="list-style-type: none"> 1. Begin to be aware of some common plants and animals in the local environment e.g. through collections of objects on a nature table or as part of a forest walk. (OC YR 6) 2. Begin to be aware of some common animals e.g. by playing with zoo, farm and minibeast models. 3. Begin to be aware of the fact that animals can be found in different habitats e.g. through exploring 'sea life' or 'antarctic' animals in water play. 4. Be aware that plants grow and change over time e.g. through planting in and observing change in the wildlife area or planting area. <p><u>Forest Schools.- Team Work and Problem</u></p>	<p><u>Appreciating The Natural World.</u></p> <ol style="list-style-type: none"> 13. Identify and name a variety of common wild and garden plants (Science Y1 a) 14. Identify and describe the basic structure of a variety of common flowering plants, including trees. (Science Y1 b) 15. Be aware of some of the animals that are around them locally e.g. common minibeasts and birds, rabbits, foxes, badgers, deer, hedgehogs etc. <p><u>Forest Schools.- Team work and Problem Solving</u></p> <ol style="list-style-type: none"> 16. Be able to cooperate in team activities. 17. Be able to participate successfully in team activities, including taking turns. 18. Explain how an activity has been completed with more independence. 	<p><u>Appreciating The Natural World.</u></p> <ol style="list-style-type: none"> 1. Identify and name some common trees in the local area. 2. Identify and name some common seeds and the tree they come from e.g. beech seeds, sycamore seeds, conkers etc. 3. Understand the function of seeds and begin to be aware that they are dispersed in different ways. 4. Observe and describe how seeds and bulbs grow into mature plants. (Science Y2 a) 5. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (Science Y2 b) 6. Notice that animals, ...have offspring which grow into 	<p><u>Appreciating The Natural World.</u></p> <ol style="list-style-type: none"> a. Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. (Science Y3 a) b. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. (Science Y3 b) c. Investigate the way in which water is transported within plants. (Science Y3 c) d. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Science Y3 d) <p><u>Decomposition</u></p> <ol style="list-style-type: none"> 5. Understand that decomposition is a 	<p><u>Waste- A Human Problem</u></p> <ol style="list-style-type: none"> 1. Know that waste is a human problem and that cycles in nature e.g. water cycle and Nitrogen Cycle) do not leave waste. 2. Be aware of the current problems caused by waste e.g. the use of landfill / incineration etc. and the need for improved waste management. 3. Understand the difference between litter and waste. 4. Understand some of the negative ways that litter impacts on the environment including relevant news stories e.g. clogging waterways, affecting the soil, polluting oceans and harming animals. <p><u>Marine Waste</u></p> <ol style="list-style-type: none"> 5. Know what marine waste is e.g. human created waste that



	<p><u>Solving</u></p> <p>5. Be able to cooperate with some success in team activities.</p> <p>6. Be able to participate in team games.</p> <p>7. With support, explain how an activity has been completed.</p> <p><u>Forest Schools.- Practical Skills and Tool Work</u></p> <p>8. Use provided natural materials to make an object as demonstrated e.g. a bug hotel.</p> <p><u>Appreciation and Awareness of the Natural World</u></p> <p>9. Begin to use their 5 senses to explore the world about them.</p> <p>10. With prompting, become aware of the natural world around them e.g. bird song.</p> <p>11. With guidance, begin to show care for natural things and their environment e.g. how to handle a worm without harming it.</p> <p><u>Forest Schools - Supporting The Wider Curriculum</u></p>	<p><u>Forest Schools.- Practical Skills and Tool Work</u></p> <p>19. Find and use natural materials to make an object as demonstrated e.g. a bug hotel.</p> <p>20. Decide on an appropriate location for an object e.g. a bug hotel.</p> <p><u>Appreciation and Awareness of the Natural World</u></p> <p>21. Develop their use of the 5 senses to explore the world about them.</p> <p>22. With prompting, become aware of the natural world around them and begin to comment on it e.g. observing a squirrel.</p> <p>23. With some guidance, show care for the natural world and their environment e.g. demonstrating the desire to rectify the impact of litter on the environment.</p> <p><u>Forest Schools - Supporting The Wider Curriculum</u></p>	<p>adults. (Science Y2 c)</p> <p>7. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). (Science Y2 d)</p> <p>8. Be aware about the seasonal changes that happen in the environment.</p> <p><u>What is Waste?</u></p> <p>9. Know that waste is something we do not need and throw away.</p> <p>10. Understand that waste is generated in different ways.</p> <p>11. Understand that there is no waste in nature e.g. an apple will rot away and animals and plants will eat/benefit from it)</p> <p>12. Know that we can manage waste at its source e.g. by putting our waste in different bins.</p> <p><u>Litter</u></p> <p>13. Be able to suggest reasons why people drop litter.</p>	<p>process where natural materials decay.</p> <p>6. Be aware that decomposing material can become a source of food / nutrient in the soil e.g. for plants, insects, animals and birds.</p> <p>7. Know that decomposition begins when something dies and is caused by bacteria and fungi.</p> <p><u>Managing Waste With The 5Rs!</u></p> <p>8. Understand the 5 Rs - Refuse, Reduce, Reuse, Recycle and Repair.</p> <p>9. Know that the use of plastics is a modern problem and why?</p> <p>10. Be aware of how reducing our use or refusing to use certain materials can help the waste problem.</p> <p>11. Understand that there are recyclable and non recyclable materials.</p> <p>12. Know some of the ways that we can reduce, reuse and recycle our waste and</p>	<p>has been deliberately or accidentally released into the sea.</p> <p>6. Understand that there are different types of marine waste e.g. sewage, oil or chemical spillage, plastics etc.</p> <p>7. Understand the impact of plastics and micro plastics (less than 5mm) on marine life.</p> <p>8. Look at coverage of this issue in appropriate news stories.</p> <p><u>Global Warming</u></p> <p>9. Be aware that human pollution is increasing the amount of carbon dioxide in the atmosphere.</p> <p>10. Begin to understand that the increased carbon dioxide acts like the glass in a greenhouse, trapping the sun's heat and warming up our world.</p> <p>11. Know that our world warming up is creating many problems for the environment.</p>
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	<p>12. Appreciate the way technology can be used to record and share their work in Forest Schools e.g. sharing FS pictures from the website at home.</p>	<p>24. Use a camera, with support, to record their work.</p>	<p>14. Know the places where people litter the most.</p> <p>15. Know the ways litter can affect animals and our surroundings.</p> <p>16. Be able to suggest some ideas for reducing litter.</p> <p><u>Forest Schools.- Team Work and Problem Solving</u></p> <p>17. Be able to cooperate positively in team activities.</p> <p>18. Be able to participate successfully in team activities, including taking turns and communicating clearly.</p> <p>19. Explain how a simple activity has been completed.</p> <p><u>Forest Schools.- Practical Skills and Tool Work</u></p> <p>19. Find and use natural materials to make an object independently e.g. a bug hotel.</p> <p>20. Begin, with support to use a knife to whittle.</p> <p>21. Use tools to change and explore the structure of wood.</p> <p>22. Learn how different</p>	<p>be aware of what is in place locally.</p> <p><u>Packaging</u></p> <p>13. Be able to name some of the uses of packaging.</p> <p>14. Understand some of the problem caused by different sorts of packaging.</p> <p>15. Be aware of some changes that can be put in place to limit the negative impact of packaging on the environment.</p> <p><u>Forest Schools.- Team Work and Problem Solving</u></p> <p>16. Be able to cooperate positively in team activities, making a good contribution.</p> <p>17. Be able to participate successfully in team activities, including taking turns, communicating clearly and supporting other team members.</p> <p>18. Explain how an activity has been completed, adding additional detail including their own observations.</p>	<p>12. Be able to talk about some of the impacts of global warming (including in the news) e.g. risks of increased drought and food shortages, more extreme weather, ice melting / rising sea levels and the loss of animal habitats.</p> <p>13. Know about some of the possible ways to tackle global warming (including in the news) e.g. saving electricity, use of renewable energy sources, increasing the use of electric cars, reducing CO₂ emissions, reducing meat intake etc.</p> <p><u>Forest Schools.- Team Work and Problem Solving</u></p> <p>14. Be able to work in a team successfully to achieve a set goal.</p> <p>15. Be able to participate successfully in team activities, including leading and/or assigning tasks and responsibilities.</p>
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			<p>appearance / smell of the layers of wood attract insects.</p> <p>23. Be able to tie a simple knot (overhand knot / half hitch)</p> <p><u>Appreciation and Awareness of the Natural World</u></p> <p>24. Use their 5 senses in a more careful way, to explore the world about them successfully.</p> <p>25. With some prompting, show awareness of the natural world around them and begin to comment on their emotional reaction e.g. observing butterflies.</p> <p>26. Show care and appreciation for the natural world and their environment e.g. demonstrate fascination and appreciation of the gradual change from tadpole to frog.</p> <p><u>Forest Schools - Supporting The Wider Curriculum</u></p> <p>27. Use a camera to record their work.</p>	<p><u>Forest Schools.- Practical Skills and Tool Work</u></p> <p>19. Find and use natural materials to make an object independently, altering the design to suit the needs of the user e.g. altering a bug hotel so it can accommodate ants.</p> <p>20. Use a knife to whittle independently.</p> <p>21. To research facts connected with the natural world in order to perform a task e.g. to decide which insects to attract to a bug hotel.</p> <p>22. To use a magnifying glass to look at an object in greater detail.</p> <p><u>Appreciation and Awareness of the Natural World</u></p> <p>23. Use their 5 senses in a more discerning way, to explore the world about them successfully including comparing with previous experiences and knowing which sense is giving them the greatest awareness.</p>	<p>16. Be able to choose to work independently or with others according to the situation.</p> <p>17. Explain how an activity has been completed, adding additional detail including their own observations.</p> <p><u>Forest Schools.- Practical Skills and Tool Work</u></p> <p>18. To justify and consider how they will approach a practical task before doing it.</p> <p><u>Appreciation and Awareness of the Natural World</u></p> <p>19. Using all senses, personal experiences, the views of others and knowledge to arrive at a more complex appreciation of the natural world.</p> <p>20. Unprompted, show awareness of the natural world around them commenting on their emotional reaction e.g. observing birds nesting on site.</p> <p>21. Show care and appreciation for the natural world and the</p>
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				<p>24. Begin, unprompted, to show awareness of the natural world around them commenting on their emotional reaction e.g. noticing the sound of rain or wind in the trees.</p> <p>25. Show care and appreciation for the natural world and their environment e.g. demonstrate fascination and appreciation over the diversity of life in the minibeast world.</p> <p><u>Forest Schools - Supporting The Wider Curriculum</u></p> <p>26. Learn about how predator / prey relationships occur in the local environment</p> <p>27. Use a camera to record work & using prompts given in lesson, talk about their work using the pictures.</p>	<p>potential for people to impact positively or negatively on the natural world e.g. swans being caught in fishing lines or hedgehogs caught in plastic can holders.</p> <p><u>Forest Schools - Supporting The Wider Curriculum</u></p> <p>22. Begin to learn about and appreciate a wider range of minibeads in the local environment.</p> <p>23. Impact of environmental change on animal habitats locally.</p> <p>24. Use a camera to record their work and use them to create posters to create a display in school.</p>
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Firs Key Theme -	4. Our Community (OC) - Knowledge and Skills				
Key Knowledge and Skills -	Year R	Year 1	Year 2	Year 3	Year 4
	<p><u>Building a Community</u></p> <ol style="list-style-type: none"> 1. The importance of respecting others. 2. The conventions of courtesy and manners. 3. Why rules are important in Pine. 4. How they are looked after in Pine e.g. if they need help with a game, are feeling sad, unwell or can't do something. 5. Learn about some of the professionals who hold key roles in our local community e.g. nurses, vets, doctors and dentists. <p><u>Amphill and Beyond!</u></p> <ol style="list-style-type: none"> 6. Begin to be aware of some common plants and animals in the local environment e.g. through collections of objects on a nature table or as part of a forest walk. (FSE YR 1) 	<p><u>Building a Community</u></p> <ol style="list-style-type: none"> 1. The importance of respecting others. 2. the conventions of courtesy and manners and how these conventions can make people feel happy and respected. (PSHE 39) 3. Why rules are important at home and in school. 4. How we are looked after in school e.g. by teachers, teaching assistants, lunchtime supervisors, office staff, cleaning staff, crossing patrol staff etc. and how we should react respectfully and safely to them. (PSHE 38) 5. Learn about some of the professionals who hold key roles in our local community e.g. police, firefighters, teachers and librarians. <p><u>Amphill and Beyond!</u></p> <ol style="list-style-type: none"> 6. Learn about and identify some Amphill 	<p><u>Building a Community</u></p> <ol style="list-style-type: none"> 1. The importance of respecting others, even when they are very different from them. 2. the conventions of courtesy and manners in the context of developing friendly relations with others (PSHE 38) 3. Why rules are important in school and what it would be like without them. 4. How we are looked after in the community e.g. hospitals, paramedics, police, fire service and what life would be like without this being in place. 5. Learn about a wider range of professionals, who hold key roles in our local community and the key roles they perform. <p><u>Amphill and Beyond!</u></p> <ol style="list-style-type: none"> 6. Learn about the work of members of the 	<p><u>Building a Community</u></p> <ol style="list-style-type: none"> 1. The importance of respecting others, even when they are very different from them. 2. The conventions of courtesy and manners. (PSHE 22) 3. Why rules are important in the wider community and what it would be like without them. 4. How more vulnerable people in the community are supported e.g. ill and disabled people, homeless people etc. 5. Learn about some of the different jobs done by people locally, including parents and how they contribute to the community in different ways. <p><u>Amphill and Beyond!</u></p> <ol style="list-style-type: none"> 6. Learn some details regarding the lives of people in Amphill in World War 2 (History C) 	<p><u>Building a Community</u></p> <ol style="list-style-type: none"> 1. How law and order is maintained in society including the police and court system. 2. Learn about the contribution made by and need to value the older members of the community e.g. grandparents and other senior members of the local community. 3. The importance of self-respect and how this links to their own happiness. 4. That in school and in wider society, they can expect to be treated with respect and in turn should show due respect to others, and those in authority. 5. What a stereotype is, and how stereotypes can be unfair, negative or destructive. 6. Learn about some of the different possible career paths children might take in the future



		landmarks e.g. St Andrew's Church, Clock tower, The Firs Lower School, Waitrose, The Library etc.	Amphill community e.g. the Park Ranger, Amphill Mayor etc.	<p>V and Vi)</p> <p>7. Learn about some of the different ethnic and religious communities in nearby towns e.g. Bedford's Muslim and Sikh communities.</p>	<p>and what goals they would need to set to perform that role.</p> <p>7. Learn how democracy works in our country including:</p> <ul style="list-style-type: none"> i. Electing MPs (PSHE 31) ii. The houses of parliament iii. Political parties (PSHE 30) iv. How a government is formed v. The Prime Minister role vi. How laws are passed. (PSHE 32) vii. How laws keep people safe (PSHE 34) <p><u>Amphill and Beyond!</u></p> <p>9. Learn about life in modern Amphill e.g. festivals, town council, shopping, industry in the town and new building going on etc.</p> <p>10. Learn about some of the different ethnic and religious communities in nearby towns e.g. Bedford's Polish community.</p> <p>11. Learn about Paris,</p>
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					<p>some of the key landmarks and aspects of French culture, such as food and leisure activities. (French Y4 19)</p> <p>12. Learn about the lives of children in France and particularly in Nissan-Lez-Enserune, which is twinned with Ampthill. (French Y4 17)</p>
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Section D - National Curriculum Knowledge and Skills Maps

Subject -	Science - Knowledge			
Key Knowledge -	Year 1	Year 2	Year 3	Year 4
Plants	<ul style="list-style-type: none"> a. Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees (FSE Y1 1) b. Identify and describe the basic structure of a variety of common flowering plants, including trees. (FSE Y1 2) 	<ul style="list-style-type: none"> a. Observe and describe how seeds and bulbs grow into mature plants. (FSE Y2 4) b. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (FSE Y2 5) 	<ul style="list-style-type: none"> a. Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. b. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. c. Investigate the way in which water is transported within plants. d. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	
Animals including humans	<ul style="list-style-type: none"> c. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals d. Identify and name a variety of common animals that are carnivores, herbivores and omnivores 	<ul style="list-style-type: none"> c. Notice that animals, including humans, have offspring which grow into adults. (FSE Y2 6) d. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). (HBM Y2 1) 	<ul style="list-style-type: none"> e. Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. f. Identify that humans and some other animals have skeletons and muscles for support, protection and 	<ul style="list-style-type: none"> a. Describe the simple functions of the basic parts of the digestive system in humans. b. Identify the different types of teeth in humans and their simple functions. c. Construct and interpret a variety of food chains, identifying producers,



	<p>e. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>f. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>e. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (HBM Y2 2)</p>	<p>movement.</p>	<p>predators and prey.</p>
Everyday materials	<p>g. Distinguish between an object and the material from which it is made.</p> <p>h. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>i. Describe the simple physical properties of a variety of everyday materials.</p> <p>j. compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>f. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>g. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>		
Seasonal changes	<p>k. Observe changes across the four seasons.</p>			



	I. Observe and describe weather associated with the seasons and how day length varies.			
Living things and their habitats		<ul style="list-style-type: none"> h. Explore and compare the differences between things that are living, dead, and things that have never been alive. i. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. j. Identify and name a variety of plants and animals in their habitats, including microhabitats. k. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. 		<ul style="list-style-type: none"> d. Recognise that living things can be grouped in a variety of ways. e. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. f. Recognise that environments can change and that this can sometimes pose dangers to living things.
Uses of everyday materials		<ul style="list-style-type: none"> l. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, 		



		<p>paper and cardboard for particular uses.</p> <p>m. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>		
Rocks			<p>g. Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>h. Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>i. Recognise that soils are made from rocks and organic matter.</p>	
Light			<p>j. Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>k. Notice that light is reflected from surfaces.</p> <p>l. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>m. Recognise that shadows are formed when the light from a light source is blocked by an opaque</p>	



			<p>object.</p> <p>n. Find patterns in the way that the size of shadows change.</p>	
Forces and magnets			<p>o. Compare how things move on different surfaces.</p> <p>p. Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>q. Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>r. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p> <p>s. Describe magnets as having two poles.</p> <p>t. Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	
States of matter				<p>g. Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>h. Observe that some materials change state</p>



				<p>when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</p> <p>i. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>
Sound				<p>j. Identify how sounds are made, associating some of them with something vibrating.</p> <p>k. Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>l. Find patterns between the pitch of a sound and features of the object that produced it .</p> <p>m. Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>n. Recognise that sounds get fainter as the distance from the sound source increases.</p>
Electricity				<p>o. Identify common appliances that run on electricity.</p> <p>p. Construct a simple series electrical circuit, identifying</p>



				<p>and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>q. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</p> <p>r. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>s. Recognise some common conductors and insulators, and associate metals with being good conductors.</p>
Subject -	Science - Skills			
Key Skills -	Year 1	Year 2	Year 3	Year 4
	<ol style="list-style-type: none"> 1. Ask simple questions when prompted. 2. Suggest ways of answering a question. 3. Make relevant observations 4. Conduct simple tests, with support. 5. With prompting, 	<ol style="list-style-type: none"> 1. Ask simple questions. 2. Recognise that questions can be answered in different ways. 3. Observe closely using simple equipment. 4. Perform simple tests. 5. Record and communicate their findings in a range of 	<ol style="list-style-type: none"> 1. Ask relevant questions when prompted. 2. Set up simple and practical enquiries, comparative and fair tests. 3. Make systematic observations using simple equipment. 4. Use standard units when 	<ol style="list-style-type: none"> 1. Ask relevant questions 2. Plan different types of scientific enquiries to answer questions. 3. Set up simple and practical enquiries, comparative and fair tests. 4. Make systematic and careful observations using



	<p>suggest how findings could be recorded.</p> <ol style="list-style-type: none"> Recognise findings. Gather and record data Use observations to suggest answers to questions. 	<p>ways and begin to use simple scientific language.</p> <ol style="list-style-type: none"> Identify and Classify. Gather and record data to help answer questions. Use their observations and ideas to suggest answers to questions. 	<p>taking measurements.</p> <ol style="list-style-type: none"> Record findings in various ways. With prompting, suggest how findings may be tabulated. With prompting, use various ways of recording, grouping and displaying evidence. With prompting, suggest conclusions from enquiries. Suggest how findings could be reported. 	<p>a range of equipment, including thermometers and data loggers.</p> <ol style="list-style-type: none"> Take accurate measurements using standard units where appropriate. Record findings using simple scientific language, drawings and labelled diagrams. Record findings using keys, bar charts and tables. Gather, record, classify and present data in a variety of ways to help answer questions. Report on findings from enquiries, including oral and written explanations of results and conclusions. Report on findings from enquiries using displays or presentations. Identify differences, similarities or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions and support their findings. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
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Subject -	Art & Design - Knowledge & Skills			
Key Knowledge and Skills -	Year 1	Year 2	Year 3	Year 4
	<p>i <u>Exploring and developing ideas</u></p> <p>1. I respond to ideas and starting points eg. stories, rhymes, objects, the natural world.</p> <p>ii <u>Investigating and Making / Knowledge and Understanding</u></p> <p><u>Drawing</u></p> <p>2. I can draw lines of different shapes and thicknesses.</p> <p>3. I can describe the shapes and patterns I see.</p> <p>4. I can colour in following the lines carefully.</p> <p>5. I can draw with a variety of media including different types of pens to make different lines.</p> <p>6. I can make increasingly detailed still life observational drawings paying attention to shape and line.</p> <p>7. I can draw from imagination and copying.</p>	<p>i <u>Exploring and developing ideas</u></p> <p>1. I explore ideas from my imagination or from real starting points.</p> <p>ii <u>Investigating and Making / Knowledge and Understanding</u></p> <p><u>Drawing</u></p> <p>2. I use pencils, pastels, chalk and charcoal in my drawings.</p> <p>3. I can make faint soft lines and apply more pressure to make stronger lines.</p> <p>4. I can blend and smudge for effect.</p> <p>5. I show patterns and textures in my drawings by adding dots and lines.</p> <p>6. I show different shades by blending coloured pencils.</p> <p>7. I can colour in neatly following the lines very carefully.</p> <p>8. I make a variety of lines of different sizes, thicknesses and shapes.</p> <p>9. I can draw from observation.</p>	<p>i <u>Exploring and developing ideas</u></p> <p>1. I explore ideas and collect visual and other information for my work.</p> <p>ii <u>Investigating and Making / Knowledge and Understanding</u></p> <p><u>Drawing</u></p> <p>2. I use a number of sketches to base my work on.</p> <p>3. I use a viewfinder to help me in my sketching.</p> <p>4. I annotate my sketches in my art sketchbook to explain my ideas.</p> <p>5. I sketch lightly so that I don't need to use a rubber.</p> <p>6. I use different grades of pencils at different angles to show different tones.</p> <p>7. I use hatching and cross hatching to show tone and texture in my drawings.</p> <p>8. I make increasingly detailed drawings from observation or the imagination.</p>	<p>i <u>Exploring and developing ideas</u></p> <p>1. I explore ideas and collect visual and other information to help me to develop my work. I keep these in my art sketchbook.</p> <p>ii <u>Investigating and Making / Knowledge and Understanding</u></p> <p><u>Drawing</u></p> <p>2. I select the most suitable drawing materials for the type of drawing I want to produce.</p> <p>3. I use shading and interesting effects to my drawings using different grades of pencil.</p> <p>4. I can work with a variety of pen types and make different lines – free flowing, sweeping, broken, faint and hard.</p> <p>5. I can control the depth of colour using coloured pencils by applying different pressures on the pencil tip.</p> <p>6. I explain the ideas behind my images in my art sketchbook.</p>



	<p>8. I can begin to size a drawing appropriately to the piece of paper.</p> <p><u>Painting</u></p> <p>9. I can choose the right size brush for the task.</p> <p>10. I can use a paintbrush to dab, smooth, wash, sponge, stipple and stroke and make lines, blobs, dots and dashes.</p> <p>11. I can paint within the lines.</p> <p>12. I can paint pictures of what I see.</p> <p>13. I can name the primary and secondary colours.</p> <p>14. I can say how an artist has used colour.</p> <p><u>Collage</u></p> <p>15. I cut and tear paper, textiles and card for my collages.</p> <p>16. I hold scissors correctly and safely.</p> <p>17. I can use wavy scissors.</p> <p>18. I can fold paper and thin card.</p>	<p>Imagination and by copying.</p> <p>10. I can make repeat drawings of the same object using different media and papers to compare the effect.</p> <p><u>Painting</u></p> <p>11. I mix primary colours to make secondary colours (different shades by combining different amounts of paint) and describe how to make them.</p> <p>12. I add white to colours to make tints and black to make tones.</p> <p>13. I know the positions of primary and secondary colours in relation to each other on the colour wheel.</p> <p>14. I can identify hot and cold colours.</p> <p>15. I can control paint and water to mix paint of different thicknesses and load the brush with the correct amount of paint.</p> <p>16. I link colours to natural and man made objects.</p> <p>17. I can use watercolours and aquarelles.</p> <p><u>Collage</u></p>	<p>9. I can size drawings appropriately to the paper and make decisions whether to use it in a portrait or landscape orientation.</p> <p><u>Painting</u></p> <p>10. I mix colours using tints and tones.</p> <p>11. I use watercolour paint to produce washes for backgrounds and then add detail.</p> <p>12. I experiment in creating mood and feeling with colour.</p> <p>13. I can identify contrasting and complementary colours.</p> <p>14. I use a number of brush techniques using thin and thick brushes to produce shapes, textures, patterns and lines.</p> <p>15. I experiment with different tools and applicators to create different painting effects.</p> <p>16. I make notes in my sketchbook of how artists have used paint and paint techniques to produce pattern, colour, texture, tone, shape, form and line.</p>	<p>7. I use a variety of different shaped lines to indicate movement in my drawings.</p> <p>8. I can compose my own still life arrangement.</p> <p>9. I can draw objects in proportion to one another.</p> <p>10. When observational drawing I spend 50% time looking and 50% time drawing.</p> <p>11. I use shading to show shadows and reflections on 3D shapes.</p> <p>12. I can draw enlarged/ reduced/ distorted images.</p> <p>13. I have studied other artists' drawings and have experimented with some of these styles.</p> <p><u>Painting</u></p> <p>14. I can create colours by mixing to represent images I have observed in the natural and man- made world eg. skin tones, landscapes.</p> <p>15. I experiment with different colours to create a mood.</p> <p>16. I know words that describe different shades of colours eg. magenta, ochre, fuchsia.</p>
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	<p>19. I can cut a hole in thin paper.</p> <p>20. I can sort and arrange collage materials for a purpose.</p> <p>21. I create collages sometimes in a group and sometimes on my own.</p> <p><u>3D</u></p> <p>22. I add textures to my models using tools.</p> <p>23. I make shapes from rolled up paper, straws, paper and card.</p> <p>24. I can use scissors to cut along a line.</p> <p>25. I coil materials.</p> <p>26. I have made a clay thumb pot.</p> <p>27. I have made a carving using dry clay or soap.</p> <p><u>Printing</u></p> <p>28. I can print onto fabric or paper.</p>	<p>18. I mix paper and other materials with different textures and appearances.</p> <p>19. I use shapes, textures, colours and patterns in my collages.</p> <p>20. I can draw around templates neatly.</p> <p>21. I cut smoothly.</p> <p>22. I can name different types of paper and craft tools.</p> <p>23. I can say how other artists have used texture, colour, pattern and shape in their work.</p> <p><u>3D</u></p> <p>24. I have added lines and shapes to my clay work.</p> <p>25. I have added texture to my clay work eg. tile by adding clay and/ or using tools.</p> <p>26. I have made a sculpture out of junk modelling materials (covered with kitchen roll and PVA), natural materials, paper and card or a tin foil sculpture.</p> <p><u>Printing</u></p> <p>27. I have printed by pressing, rolling, rubbing and stamping.</p>	<p><u>Collage</u></p> <p>17. My cutting skills are precise.</p> <p>18. I use a range of craft tools safely.</p> <p>19. I can use straight and wavy edged scissors effectively to cut fabric, paper and card along different lines or around shapes smoothly and neatly.</p> <p>20. I can fold paper and thin card neatly and accurately making proper creases and score card.</p> <p>21. I can use spreaders and glue cleanly to attach and join materials.</p> <p>22. My skills now include coiling and overlapping.</p> <p>23. Through experimentation, I know the striking effect work in a limited colour palette can have.</p> <p>24. I can make paper coils and lay them out to create patterns or shapes.</p> <p>25. I use montage.</p>	<p>17. My paintings use colour and shapes to reflect feelings and moods.</p> <p>18. I sketch lightly before I paint so as to convey lines with colour to produce images that convey a purpose.</p> <p>19. I can mix different thicknesses of paint for different purposes eg. thin for a wash and thicker for a foreground.</p> <p><u>Collage</u></p> <p>20. I experiment with techniques that use contrasting textures, colours or patterns (rough/ smooth, light/ dark, plain/ patterned).</p> <p>21. I use mosaic.</p> <p>22. My work reflects a purpose which I write about in my art sketchbook.</p> <p>23. My collage is based on observational drawings.</p> <p>24. My collage combines both visual and tactile qualities.</p> <p>25. My collage takes inspiration from artists or designers.</p>
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	<p>29. I make my own printing blocks eg. string patterns or Plasticine shapes.</p> <p>30. I explore techniques such as repeating, overlapping, rotating and arranging shapes.</p> <p style="text-align: center;"><u>Textiles</u></p> <p>31. I make simple weavings with fabrics or threads.</p> <p>32. I have explored plaiting and understand the basic method.</p> <p>33. I look at examples of thread and textiles used to create pictures, objects or patterns eg. patchwork.</p> <p style="text-align: center;"><u>Communication (Including ICT)</u></p> <p>34. I can draw my ideas and tell others what they are.</p> <p>35. I change the pen colour and rub out to change my work.</p> <p style="text-align: center;">iii <u>Evaluating</u></p> <p>36. I describe what I think about my own work and that of others.</p>	<p>28. I can produce a marbled print.</p> <p>29. I have looked at printmaking in the environment eg. wallpapers, fabrics, etc.</p> <p>30. I have created a print in response to the work of an artist or designer.</p> <p>31. I have looked at how artists have used colour, shapes and lines to create patterns.</p> <p style="text-align: center;"><u>Textiles</u></p> <p>32. I use glue to join fabrics.</p> <p>33. I use running stitch on Binca and to join fabrics.</p> <p>34. I can thread on beads and sequins.</p> <p>35. I know how to dip dye to produce fabric of contrasting colours.</p> <p>36. I have looked at examples of patchwork and then designed and made my own using glue or stitching.</p> <p style="text-align: center;"><u>Communication (Including ICT)</u></p> <p>37. I use a paint program to draw pictures.</p>	<p>26. I use tessellation and other patterns in my collage.</p> <p>27. I use my cutting skills to produce repeated patterns.</p> <p>28. I look at collage from other cultures.</p> <p style="text-align: center;"><u>3D</u></p> <p>29. I can make nets of shapes to create recognisable forms and join them together to create abstract forms.</p> <p>30. I experiment with making life size models.</p> <p>31. I use my clay techniques to apply to pottery studied in other cultures.</p> <p>32. I can make a clay coil pot.</p> <p>33. I can use simple ways to join clay eg. adding features to a rolled clay mask.</p> <p>34. My 3D work has a well thought out purpose.</p> <p>35. I use the technique of adding materials to create texture, feeling, expression or movement eg. wrinkles on a portrait sculpture.</p>	<p style="text-align: center;"><u>3D</u></p> <p>26. I use a variety of tools and techniques for sculpting in clay, papier-mache and other mouldable materials eg. Modroc.</p> <p>27. I use carvings to a surface to create shapes, texture and pattern and to reflect images I have observed and drawn in the natural world.</p> <p>28. I explore paper techniques such as pop-up books and origami.</p> <p>29. I add paper curlings or other objects to a surface to embellish.</p> <p style="text-align: center;"><u>Printing</u></p> <p>30. My printing uses a number of colours built up in a sequence eg. using press printing tiles.</p> <p>31. I make precise repeating patterns by creating accurate printing blocks.</p> <p>32. My printing replicates patterns I have observed in either the natural or man-made world and are based on my observational drawings.</p> <p>33. I have studied print making from other cultures or time periods.</p>
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		<p>38. I edit my work using cut, copy, paste and erase.</p> <p>39. I can describe my work using the key words: line, tone, colour, texture, shape.</p> <p>40. I can describe differences and similarities between drawings, paintings and sculpture by well known artists and designers and say how their work is similar to mine</p> <p>iii <u>Evaluating</u></p> <p>41. I comment on differences in the work of others and I suggest ways of improving my own work.</p>	<p><u>Printing</u></p> <p>36. I make my own printing blocks and experiment with different materials.</p> <p>37. I can make a one coloured print.</p> <p>38. I can build up layers of colours to make prints of 2 or more colours.</p> <p>39. I know how printing is used in the everyday life of designers or artists.</p> <p>40. I compare the methods and approaches of different designers in their print techniques.</p> <p>41. I have explored printing from other cultures and time periods.</p> <p><u>Textiles</u></p> <p>42. I have the basics of cross stitch and back stitch.</p> <p>43. I can thread my own needle and tie knots.</p> <p>44. I know how to colour fabric.</p> <p>45. I can make weavings such as 'God's eyes'.</p>	<p><u>Textiles</u></p> <p>34. I have a sound understanding of how to use the techniques of sewing (cross stitch and back stitch), applique, embroidery, plaiting and finger knitting.</p> <p>35. I combine some of the techniques I know to create hangings.</p> <p>36. My work is based on tapestries, artefacts and hangings throughout history and in other cultures.</p> <p>37. I can create a mixed media weaving eg. a group rag rug.</p> <p><u>Communication (Including ICT)</u></p> <p>38. I take digital photographs and enhance them using computer software.</p> <p>39. I use the Internet to research.</p> <p>40. I keep notes in my sketchbook about how I might develop my work further.</p> <p>41. My work communicates a meaning, idea, thought, feeling or emotion and this is explained in a short piece of writing to accompany each piece of artwork or technique.</p>
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			<p>46. I have the basics of quilting, padding and gathering fabric.</p> <p>47. I create texture in my textiles work by tying and sewing threads or by pulling threads.</p> <p>48. I use my textiles skills to create artwork that is matched to an idea or purpose.</p> <p>49. I am aware of textiles work from other cultures and times.</p> <p>Communication (Including ICT)</p> <p>50. I write about my ideas and add sketches to my art sketchbook.</p> <p>51. I use the Internet to research ideas or starting points for art.</p> <p>52. I use a digital camera to capture textures, colours, lines, tones, shades and inspiration from the natural and man-made world.</p> <p>iii Evaluating</p> <p>53. I comment on similarities and differences between my own work and that of others.</p> <p>54. I adapt and improve my own work.</p>	<p>iii Evaluating</p> <p>42. I make comments on the ideas, methods and approaches used in my own and others' work, relating these to the context in which their work was made.</p> <p>43. I adapt and refine my work to reflect the purpose and meaning of the work.</p> <p><i>For Year 4+ (G&T) statements - see 'Progression in Art Skills' document.</i></p>
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Key:

autumn term work



spring term work

summer term work

Notes:

For further guidance see - Art and Design 'Art Projects' and 'Art Long Term Plan'. Also see the 'Art Medium Term Plan' for each year group including YR.

Also see 'Progression in Art Skills' documents (from where the information in the table above has come), for YR skills statements.

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Subject -	Computing - Knowledge and Skills			
Key Skills -	Year 1	Year 2	Year 3	Year 4
	<p><u>Programming</u></p> <ol style="list-style-type: none"> Understand that algorithms are instructions, followed by computers. Control simple everyday devices, including generating very simple algorithms (on or off screen) with support, to make them produce different outcomes. <p><u>Creating, organising, manipulating and retrieving data</u></p> <ol style="list-style-type: none"> Use a range of simple tools in a paint package / image manipulation software to create / modify a picture. Work with support, to use a word processor, to communicate an idea or story, incorporating pictures. Work with support to produce a short / simple presentation to convey an idea. As a class or individually with support, children use a simple pictogram or 	<p><u>Programming</u></p> <ol style="list-style-type: none"> Plan ahead, creating simple algorithms to control outcomes (on or off screen.) Control a device, making predictions about the effect their programming will have. Create simple algorithms and begin to be able to debug simple instructions, to correct errors with support. <p><u>Creating, organising, manipulating and retrieving data</u></p> <ol style="list-style-type: none"> Use a range of tools in a paint image manipulation or animation package, to create / modify digital content to communicate an idea or tell a story. (They save their work). Use a word processor to generate their own work, (with help where appropriate with multimedia) combining text, graphics and/or sound. Make basic changes such as font, text size, text effects (such as underlining) and Save and retrieve and edit their work. Create, edit and save a simple presentation adding images 	<p><u>Programming</u></p> <ol style="list-style-type: none"> Create algorithms to control outcomes (on screen e.g. with 'Scratch' or off screen.) Control a device to perform a sequence of actions or create an animation (e.g. using 'Scratch') by correctly sequencing instructions. Create algorithms and be able to debug simple instructions, to correct errors. <p><u>Using and combining software and internet services to collect, analyse, evaluate and present information.</u></p> <ol style="list-style-type: none"> Use a word processor, combining text, graphics and/or sound. Manipulate images and format text with support. Create, edit, save and deliver a presentation, adding images and/or sounds. With support, create 'ebooks', 'blogs' and/or 'vlogs' with appropriate software / internet services / hardware, for different audiences. Use a data package to collect, 	<p><u>Programming</u></p> <ol style="list-style-type: none"> Create more complex algorithms to control outcomes (on screen with 'Scratch' or off screen) e.g. adding loops or procedures to create a repeating pattern. Create a simple game or designs on screen for particular purposes (e.g. using 'Scratch' to design a prototype for a toy with sensors.) Create more complex algorithms and be able to use logical reasoning to debug instructions, to correct errors. <p><u>Using and combining software and internet services to collect, analyse, evaluate and present information.</u></p> <ol style="list-style-type: none"> Use a word processor, combining text, graphics and/or sound. Manipulate images, format text and learn to use the spell check and cut and paste functions. Create, edit, save and deliver a presentation, incorporating a range of media and techniques e.g. images, sounds, videos,



	<p>painting program to develop simple graphical awareness / one to one correspondence.</p> <p><u>Recognising common uses of technology beyond school</u></p> <p>7. Show an awareness of the range of devices and tools they encounter in everyday life.</p> <p>8. Show an awareness that what they create on a computer or tablet device can be shown to others via another device (e.g. printer, projector, Apple TV etc.)</p> <p>9. Contribute ideas to a class or group email to another class / school etc.</p> <p><u>Using technology safely</u></p> <p>10. With support and guidance, children learn about the internet and use simple appropriate websites. (HBM Y1 15)</p> <p>11. They learn the need to ask for help if they encounter something that worries them online. (HBM Y1 16)</p>	<p>and/or sounds they have captured, or created with support.</p> <p>7. Enter information into a simple branching database or use a simple graphing package to collect data, selecting appropriate tools to create a graph. Use the database or graph produced to answer simple questions.</p> <p><u>Recognising common uses of technology beyond school</u></p> <p>8. Discuss what the Internet is and use websites, demonstrating an emerging awareness of how to manage them (e.g. using the back / forward button).</p> <p>9. Use a search engine with support, to find specific relevant information to use in a presentation for a topic.</p> <p>10. Work collaboratively by email, to share and request information of another class or story character.</p> <p><u>Using technology safely</u></p> <p>11. Learn ways of getting support if they have concerns about content / contact online or with other online technologies. (HBM Y2 19)</p>	<p>organise and classify data. Use the database or graphs produced to answer questions.</p> <p><u>Understanding networks and the Internet, using / searching digital content in a discerning way.</u></p> <p>8. Learn about some of the uses of the internet and how computers can be linked to share resources.</p> <p>9. Use websites and demonstrate a growing understanding of how to manage them (e.g. using back / forward button, and beginning to use hyperlinks).</p> <p>10. Use search engines e.g. to find specific relevant data to use in a presentation.</p> <p>11. Learn about email and some basic aspects such as using addresses, sending emails, opening emails and replying, with support.</p> <p><u>Using technology safely</u></p> <p>12. Learn about the benefits of social media sites, and the need for caution (incl. not giving personal information). (HBM Y3 14)</p> <p>13. Learn the importance of having secure passwords for accounts (HBM Y3 15)</p> <p>14. Learn that the internet is a</p>	<p>hyperlinks etc. Learn to rearrange the slide order and to create transition effects between slides.</p> <p>6. Create 'ebooks', 'blogs' and/or 'vlogs' with appropriate software / internet services / hardware, for different audiences.</p> <p>7. Use a data package e.g. Google Sheets or Excel, to collect, organise and classify data for a particular purpose e.g. collecting temperature data or weather data and use it to answer questions.</p> <p><u>Understanding networks and the Internet, using / searching digital content in a discerning way.</u></p> <p>8. Use websites and demonstrate a secure understanding of how to manage them (e.g. using all the key features, including hyperlinks independently).</p> <p>9. Use search engines learning to choose effective keywords and to be discerning in evaluating the most helpful / reliable information.</p> <p>10. Communicate via email independently, exploring the need to follow 'email etiquette' and respect the feelings of the recipient.</p> <p>11. Begin to investigate the use of</p>
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		<p>12. Learn that the internet can help to meet people, whilst understanding need for caution and to check with a trusted adult, before sharing private information. (HBM Y2 20)</p>	<p>public space where they need to protect their privacy and the privacy of others. (HBM Y3 16)</p>	<p>HTML e.g. to create a simple web page.</p> <p><u>Using technology safely</u></p> <p>12. Learn about the age restrictions on social media sites and the need for caution (incl. not giving personal information). (HBM Y4 17) (PSHE 11)</p> <p>13. Learn about the way information given / collected on individuals can be used without their knowledge. (HBM Y4 18)</p> <p>14. Explore how they need to interact with others safely and respectfully and be introduced to concept of 'cyberbullying' and how to seek help if needed. (HBM Y4 19)</p> <p>15. Learn about their role as digital citizens, being discerning in how they interpret information found online (including the concept of 'fake news') and including showing respect for others in what they 'post'. (HBM Y4 23)</p>
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Subject -	Design and Technology - Knowledge and Skills			
Key Knowledge and Skills -	Year 1	Year 2	Year 3	Year 4
	<u>Developing, planning and communicating ideas.</u> 1. Draw on their own experience to help generate ideas. 2. Suggest ideas and explain what they are going to do. 3. Identify a target group for what they intend to design and make. 4. Model their ideas in card and paper. 5. Develop their design ideas applying findings from their earlier research. <u>Working with tools, equipment, materials to make products (inc. food).</u> 6. Make their design using appropriate techniques. 7. With help measure, mark out, cut and shape a range of materials. 8. Use tools eg. scissors and a hole punch safely. 9. Assemble, join and combine materials and components together using a variety of temporary methods e.g.	<u>Developing, planning and communicating ideas.</u> 1. Generate ideas by drawing on their own and other people's experiences and by exploring existing products. 2. Develop their design ideas through discussion, observation, drawing and modelling, using ICT where appropriate. 3. Identify a purpose for what they intend to design and make. 4. Identify simple design criteria. 5. Make simple drawings and label parts. <u>Working with tools, equipment, materials to make products (inc. food).</u> 6. Begin to select tools and materials; use vocab to name and describe them. 7. Measure, cut and score with some accuracy. 8. Use hand tools safely and appropriately. 9. Assemble, join and combine materials in order to make a	<u>Developing, planning and communicating ideas.</u> 1. Generate ideas for an item, considering its purpose and the user/s. 2. Identify a purpose and establish criteria for a successful product. 3. Plan the order of their work before starting. 4. Explore, develop and communicate design proposals by modelling ideas 5. Make drawings with labels when designing. <u>Working with tools, equipment, materials to make products (inc. food).</u> 6. Select tools and techniques for making their product. 7. Measure, mark out, cut, score and assemble components with more accuracy. 8. Work safely and accurately with a range of simple tools. 9. Think about their ideas as they make progress and be willing to change things if this helps them improve their work.	<u>Developing, planning and communicating ideas.</u> 1. Generate ideas, considering the need to make it 'fit for purpose'. 2. Make labelled drawings from different views showing specific features. 3. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail. 4. Evaluate products and identify criteria that can be used for their own designs. <u>Working with tools, equipment, materials to make products (inc. food).</u> 5. Select appropriate tools and techniques for making their product. 6. Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. 7. Join and combine materials



	<p>glues or masking tape.</p> <p>10. Select and use appropriate fruit and vegetables, processes and tools.</p> <p>11. Use basic food handling, hygienic practices and personal hygiene.</p> <p>12. Use simple finishing techniques to improve the appearance of their product.</p> <p><u>Evaluating processes and products</u></p> <p>13. Evaluate their product by discussing how well it works in relation to the purpose.</p> <p>14. Evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>15. Evaluate their product by asking questions about what they have made and how they have gone about it.</p>	<p>product.</p> <p>10. Explore and use simple mechanisms (e.g. levers, sliders, wheels and axles).</p> <p>11. Cut, shape and join fabric to make a simple garment. Use basic sewing techniques.</p> <p>12. Follow safe procedures for food safety and hygiene.</p> <p>13. Understand where some key foods come from.</p> <p>14. Choose and use appropriate finishing techniques.</p> <p><u>Evaluating processes and products</u></p> <p>15. Evaluate against their design criteria.</p> <p>16. Evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>17. Talk about their ideas, saying what they like and dislike about them.</p>	<p>10. Measure, tape or pin, cut and join fabric with some accuracy.</p> <p>11. Begin to use different stitches with support.</p> <p>12. Demonstrate hygienic food preparation and storage.</p> <p>13. Design, prepare and bake bread with support.</p> <p>14. Use finishing techniques to strengthen and improve the appearance of their product.</p> <p><u>Evaluating processes and products</u></p> <p>15. Evaluate their product against original design criteria e.g. how well it meets its intended purpose.</p> <p>16. Explore and evaluate familiar products.</p>	<p>and components accurately in temporary and permanent ways.</p> <p>8. Sew using a range of different stitches.</p> <p>9. Measure, tape or pin, cut and join fabric with some accuracy.</p> <p>10. Begin to understand the principles behind a healthy and varied diet.</p> <p>11. Prepare and cook biscuits, with support.</p> <p>12. Use simple graphical communication techniques. (Posters and packaging)</p> <p><u>Evaluating processes and products</u></p> <p>13. Evaluate their work both during and at the end of the assignment.</p> <p>14. Evaluate their products carrying out appropriate tests</p>
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Subject -	Geography - Knowledge			
Key Knowledge -	Year 1	Year 2	Year 3	Year 4
Locational Knowledge	<p>a. Name and locate the world's seven continents and five oceans.</p> <p>b. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>a. Name and locate the world's seven continents and five oceans</p>	<p>a. Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p>a. Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>b. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Greenwich Meridian and time zones (including day and night)</p>
Place Knowledge	<p>c. understand geographical similarities and differences through studying the human and physical geography of a small area of the UK.</p>	<p>b. understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a contrasting non-European country</p>		<p>d. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a</p>



				European country, and a region within North or South America
Human and Physical Geography	<p>c. Use basic geographical vocabulary to refer to Key human features, inc. city, town, village, factory, farm, house, office, port, harbour, shop</p>	<p>c. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>d. Use basic geographical vocabulary to refer to:</p> <p>e. Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>f. Key human features, inc. city, town, village, factory, farm, house, office, port, harbour, shop</p>	<p>b. Describe and understand key aspects of physical geography, including:</p> <ul style="list-style-type: none"> i. mountains ii. volcanoes and earthquakes 	<p>e. Describe and understand key aspects of human geography, including:</p> <ul style="list-style-type: none"> i. types of settlement and land use ii. economic activity including trade links iii. the distribution of natural resources including energy, food, minerals and water

Subject -	Geography - Skills			
Key Skills -	Year 1	Year 2	Year 3	Year 4
Using Maps	<ol style="list-style-type: none"> 1. Use a simple picture map to move around the school 2. Use relative vocabulary such as bigger, smaller, like, dislike 3. Use directional language such as near and far, up and down, left and right, forwards and backwards 	<ol style="list-style-type: none"> 1. Follow a route on a map 2. Use simple compass directions (North, South, East, West) 3. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features 	<ol style="list-style-type: none"> 1. Follow a route on a map with some accuracy 2. Locate places using a range of maps including OS & digital 3. Begin to match boundaries (e.g. find same boundary of a country on different scale maps) 4. Use 4 figure compasses, and letter/number coordinates to identify features on a map 5. Locate Europe on a large scale map or globe 6. Name and locate countries in Europe (including Russia) and their capitals cities 	<ol style="list-style-type: none"> 1. Locate places on a range of maps (variety of scales) 2. Begin to use 8 figure compass and four figure grid references to identify features on a map
Using Map Knowledge	<ol style="list-style-type: none"> 4. Use world maps to identify the UK in its position in the world. 5. Use maps to locate the four countries and capital cities of UK and its surrounding seas 	<ol style="list-style-type: none"> 4. Locate and name on a world map and globe the seven continents and five oceans. 5. Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles 	<ol style="list-style-type: none"> 5. Locate the UK on a variety of different scale maps 6. Name & locate the counties and cities of the UK 	
Making maps	<ol style="list-style-type: none"> 7. Draw basic maps, including appropriate symbols and 	<ol style="list-style-type: none"> 6. Draw or make a map of real or imaginary places (e.g. add 	<ol style="list-style-type: none"> 7. Try to make a map of a short route experiences, with features in current order 	<ol style="list-style-type: none"> 7. Recognise and use OS map symbols, including completion



	<p>pictures to represent places or features</p> <p>8. Use photographs and maps to identify features</p>	<p>detail to a sketch map from aerial photograph)</p> <p>7. Use and construct basic symbols in a key</p>	<p>8. Create a simple scale drawing</p> <p>9. Use standard symbols, and understand the importance of a key</p>	<p>of a key and understanding why it is important</p>
Geographical skills and Fieldwork	<p>10. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>11. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>	<p>8. Use simple compass directions (North, South, East and West) to describe the location of features and routes on a map</p> <p>9. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p>10. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	

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Subject -	History - Knowledge			
Key Knowledge -	Year 1	Year 2	Year 3	Year 4
	<u>Knowledge and Understanding of British History</u> a. Changes within living memory - used where appropriate, to reveal changes to national life e.g. in topic on toys: i. Understanding the difference between 'old' and 'new'. ii. Knowing words connected with the passing of time. iii. Understanding the differences and similarities between how people played in the past compared with now. iv. Understand that design and materials used can indicate whether a toy is old or new. v. Develop an understanding of some of the toys used in Victorian times. <u>Knowledge and Understanding of</u>	<u>Knowledge and Understanding of British History</u> a. Changes within living memory - used where appropriate, to reveal changes to national life e.g. in Seaside Holidays topic: i. Understand the main features of a modern 'seaside' environment. ii. Understand how we travel to the seaside has changed over time. iii. Understand how objects we take to the seaside have changed over time. iv. Know how beach activities have changed over time. v. Understand how the way people dress on the beach has changed over time. vi. Know how seaside entertainments have changed over time. <u>Knowledge and Understanding</u>	<u>Knowledge and Understanding of British History</u> a. Britain's settlement by Anglo Saxons and Scots: i. Understand where the Angles and Saxons came from and the context (the fall of the Roman Empire) ii. Know the way the country was divided into different kingdoms. iii. Understand some of the key aspects of Anglo/Saxon village life, including homes, food, clothes and religion. iv. Understand some key details about some Saxon kings, including Alfred The Great, King of Wessex. <u>Knowledge and Understanding of Wider World History</u> b. The achievements of the ancient Egyptian civilization: i. Understand the terms BC and AD ii. Understand how the geography of an area can affect the way people live iii. Use relevant dates and	<u>Knowledge and Understanding of British History</u> a. Changes in Britain from the Stone Age to the Iron Age: i. Know some key facets of the life of people in stone age Britain. ii. Understand how to place the Celts chronologically in relation to other events in early British history. iii. Identify some of the key aspects of Celtic homes. iv. Identify some key aspects of Celtic life including food, clothes, hunting, farming, warfare and pass times etc. v. Know about Celtic crafts and jewellery. vi. Understand how significant religion was to Celtic people and the important role played by the Druid priests. b. The Roman Empire and its impact on Britain: i. Know the key facts



	<p><u>Wider World History</u></p> <p>b. Events beyond living memory that are significant nationally or globally e.g. The Gun Powder Plot.</p> <p>i. Understand the key developments in the incident.</p> <p>ii. Understand the impact of what happened on 5th November 1605.</p> <p>c. Events beyond living memory that are significant nationally or globally e.g. 'Castles'</p> <p>i. Learn the key features of a castle.</p> <p>ii. Understand the roles of key people who lived in castles.</p> <p>iii. Understand what a 'knight' was and how they lived.</p> <p>iv. Understand what a 'Motte and Bailey' castle was.</p> <p>v. Understand how castles were used for defence.</p> <p>vi. Understand how castles were attacked and defended.</p> <p>d. Lives of significant individuals in the past who have contributed to</p>	<p><u>of Wider World History</u></p> <p>b. Lives of significant individuals in the past who have contributed to national and international achievements e.g. 'Famous People in History' topic:</p> <p>i. Understand relevant aspects of the historical context the individual lived in.</p> <p>ii. Understand some significant details about their life.</p> <p>iii. Know the significant impact they had and why they are remembered.</p> <p>c. Lives of significant individuals in the past who have contributed to national and international achievements e.g. 'Kings and Queens' topic:</p> <p>i. Understand relevant aspects of the historical context the king or queen lived in.</p> <p>ii. Understand some significant details about their life and about key events looked at.</p> <p>iii. Know about the most significant impacts of their reign.</p>	<p>vocabulary relating to time e.g. ancient, modern, century etc.</p> <p>iv. Understand the importance of scribes, the writing of Cartouches and about Egyptian Hieroglyphics.</p> <p>v. Know some key aspects of Egyptian religion.</p> <p>vi. Know some key facts relating to the pyramids</p> <p>vii. Understand the key steps in the mummification process and its significance to the Egyptians.</p> <p><u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</u></p> <p>c. The Second World War - On The Home Front:</p> <p>i. Understand some of the events and reasons for the outbreak of war in 1939.</p> <p>ii. Understand which countries were involved, who the key world leaders were at the time the war began.</p> <p>iii. Know about the 'Blitz' and the impact that bombing had on civilians.</p> <p>iv. Understand some of the key aspects of the impact of the war at home including, rationing, women working,</p>	<p>concerning Julius Caesar's attempted invasions in 55 and 54 BC.</p> <p>ii. Be able to explain some of the reasons why Julius Caesar chose to come to Britain.</p> <p>iii. Know the key facts concerning the Roman invasion of Britain in AD 42.</p> <p>iv. Be able to explain some of the reasons why the Romans chose to invade Britain.</p> <p>v. Know about the Roman army and be able to suggest some reasons why it was so successful.</p> <p>vi. Know the key events in the uprising led by Boudicca and be able to explain why the Romans won.</p> <p>vii. Know about the building of Hadrian's wall and why it was built.</p> <p>viii. Know some key buildings in a Roman Town and understand some key aspects of Roman town life.</p> <p>ix. Understand some aspects of everyday Roman life including Roman clothes, food, Roman Villas (farms) slavery and Roman language and numbers.</p> <p>x. Understand aspects of Roman Pastimes e.g.</p>
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	<p>national and international achievements e.g. Samuel Pepys.</p> <ul style="list-style-type: none"> i. Understand the key points in the development of The Great Fire of London ii. Know some key points regarding Samuel Pepy's life iii. Understand what a diary is and its significance to us and our understanding of what happened. iv. Understand the way people dressed at the time was different to modern times 	<ul style="list-style-type: none"> iv. Know about significant events or achievements that happened at the time the monarch was on the throne. 	<p>'make do and mend' and building shelters. (OC 6)</p> <ul style="list-style-type: none"> v. Know about the reasons for evacuation, the way it was conducted and the impact on children and families. (OC 6) 	<p>Roman Baths, shopping and gladiatorial combat.</p> <ul style="list-style-type: none"> xi. Know some of the Roman gods and the significance of religion in everyday life. xii. Know some key aspects of the impact of Christianity and the way Christians were persecuted. xiii. Understand that the Roman Empire in the west declined, that the Romans left after AD410 and some of the reasons for the end of the Empire. <p>C. A non-European society that provides contrasts with British history – Mayan civilization c. AD 900</p>
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Subject -	History - Skills			
Key Skills -	Year 1	Year 2	Year 3	Year 4
	<u>Chronological Understanding</u> 1. Sequence events in their life. 2. Sequence 3 or 4 artefacts from distinctly different periods of time. <u>Interpretations of History</u> 1. Recognise the difference between past and present in their own and others lives. 2. They know and recount episodes from stories about the past. <u>Historical enquiry</u> 4. Begin to find answers to simple questions about the past from sources of information with support e.g. artefacts or pictures <u>Organisation & Communication</u> 5. Begin to communicate their knowledge through: discussion, drawing pictures, drama/role play, making models, writing and using	<u>Chronological Understanding</u> 1. Place the birth date of an individual on a timeline. 2. Sequence photographs etc. from different periods. 3. Describe memories of key events in their life or the life of an individual from the past. <u>Interpretations of History</u> 4. Recognise why people did things, why events happened and what happened as a result. 5. Identify differences between ways of life at different times 6. Compare 2 versions of a past event. 7. Compare pictures or photographs of people or events in the past. 8. Discuss reliability of photos/ accounts/stories. <u>Historical enquiry</u> 9. Use a source – observe or handle sources to answer questions about the past on	<u>Chronological Understanding</u> 1. Place the time studied on a time line. 2. Use dates and terms related to the study unit and passing of time. 3. Begin to use more complex terms e.g. BC/AD 4. Sequence several events or artefacts. <u>Interpretations of History</u> 1. Find out about every day lives of people in the time studied. 2. Compare with our life today. 3. Identify reasons for and results of people's actions. 4. Understand why people may have wanted to do something. 5. Identify and give reasons for different ways in which the past is represented. 6. Distinguish between different sources – compare different versions of the same story. <u>Historical enquiry</u> 8. Use a range of sources to find out about a period.	<u>Chronological Understanding</u> 1. Place events from period studied on a time line. 2. Use terms related to the period and begin to date events. 3. Use and understand more complex terms e.g. BC/AD. <u>Interpretations of History</u> 4. Use evidence to reconstruct life in time studied. 5. Identify key features and events of time studied. 6. Look for links and effects in time studied. 7. Offer a reasonable explanation for some events. 8. Look at the evidence available. 9. Begin to evaluate the usefulness of different sources. 10. Use text books, the internet and historical knowledge. <u>Historical enquiry</u> 11. Use evidence to build up a picture of a past event.



	ICT.	<p>the basis of simple observations.</p> <p><u>Organisation & Communication</u></p> <p>10. Communicate their knowledge through: discussion, drawing pictures, drama/role play, making models, writing and using ICT.</p>	<p>9. Observe small details – artefacts, pictures.</p> <p>10. Select and record information relevant to the study.</p> <p>11. Begin to use books and/or the internet for research.</p> <p><u>Organisation & Communication</u></p> <p>12. Communicate their knowledge and begin to communicate their understanding, through: discussion, drawing pictures, drama/role play, making models, writing and using ICT.</p>	<p>12. Choose relevant material to present a picture of one aspect of life in the period studied.</p> <p>13. Ask a variety of questions</p> <p>14. Use books and the internet for research.</p> <p><u>Organisation & Communication</u></p> <p>15. Recall, select and organise historical information.</p> <p>16. Communicate their knowledge and understanding.</p>
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Subject -	French (Languages) - Knowledge and Skills			
Key Knowledge -	Year 1	Year 2	Year 3	Year 4
			<p><u>Speaking and Listening</u></p> <ol style="list-style-type: none"> 1. Respond to simple questions with support from a spoken model or visual clue. 2. Respond to spoken instructions. 3. Recognise numbers 1–10 4. Discriminate sounds and identify meaning when items are repeated several times. 5. Greet others with confidence and reply to questions. 6. Know a well-known children's song in French. 7. Begin to know some key vocabulary including: classroom equipment, food, body parts, colours, days of the week, months of the year and zoo animals. <p><u>Reading</u></p> <ol style="list-style-type: none"> 8. Sequence written instructions. 9. Recognise some familiar words in written form. 10. Begin to read some key vocabulary. <p><u>Knowledge about Language</u></p> <ol style="list-style-type: none"> 11. Begin to understand the main core structures. 	<p><u>Speaking and Listening</u></p> <ol style="list-style-type: none"> 1. Respond to more complex spoken instructions. 2. Build on key vocabulary learned in Y3, including: clothes, family members, pets, leisure activities, weather and some French towns. 3. Recognise numbers 11–31 4. Participate in conversations in role play situations and/or short performances. 5. Listen with care 6. Listen to a story and select keywords and phrases from it. 7. Ask and answer simple questions with correct intonation. 8. Remember a sequence of spoken words. 9. Speak clearly and confidently. 10. Initiate a conversation when working with a partner e.g. about the weather. 11. Express opinions. <p><u>Reading</u></p> <ol style="list-style-type: none"> 12. Understand words displayed in the classroom.



				<p>13. Research additional vocabulary using a French dictionary.</p> <p>14. Read familiar words and join in with a non-fiction text / story.</p> <p><u>Knowledge about Language</u></p> <p>15. Understand and start to use some basic core structures.</p> <p>16. Identify vowels</p> <p>17. Begin to use adjectives e.g. to describe zoo animals.</p> <p><u>Knowledge about France and French Culture</u> (OC Y4 11)</p> <p>18. Location of France and the 22 French regions.</p> <p>19. Social facts about daily life.</p> <p>20. Paris landmarks and daily life.</p> <p>21. Names of key towns and key facts.</p> <p>22. Famous occasions - The Tour de France</p> <p>23. French schools</p> <p>24. Nissan-Lez-Enserune, which is twinned with Ampthill. (OC Y4 12)</p>
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See Firs Y3 and Y4 French Vocabulary long term plans.

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Subject -	Music - Knowledge			
Key Knowledge -	Year 1	Year 2	Year 3	Year 4
	<p><u>Listen and appraise</u></p> <ol style="list-style-type: none"> To know 5 songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use. <p><u>Games</u></p> <ol style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. <p><u>Singing</u></p> <ol style="list-style-type: none"> To confidently sing or rap five songs from memory and sing them in unison. <p><u>Playing</u></p> <ol style="list-style-type: none"> Learn the names of the notes in their instrumental 	<p><u>Listen and appraise</u></p> <ol style="list-style-type: none"> To know five songs off by heart. To know some songs have a chorus or a response/answer part. To know that songs have a musical style <p><u>Games</u></p> <ol style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments. <p><u>Singing</u></p> <ol style="list-style-type: none"> To confidently know and sing five songs from memory. To know that unison is 	<p><u>Listen and appraise</u></p> <ol style="list-style-type: none"> To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: <ul style="list-style-type: none"> Its lyrics: what the song is about Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the song (introduction, verse, chorus etc.) Name some of the instruments they heard in the song <p><u>Musical Activities: Games</u></p> <ol style="list-style-type: none"> Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work together to create a song. 	<p><u>Listen and appraise</u></p> <ol style="list-style-type: none"> To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: <ul style="list-style-type: none"> Some of the style indicators of that song (musical characteristics that give the song its style). The lyrics: what the song is about. Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). Identify the main sections of the song (introduction, verse, chorus etc). Name some of the instruments they heard in the song.



	<p>part from memory or when written down.</p> <p>8. Learn the names of the instruments they are playing.</p> <p><u>Improvisation</u></p> <p>9. To know that Improvisation is about making up your own tunes on the spot.</p> <p>10. To understand that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>11. To understand that everyone can improvise!</p> <p><u>Composition</u></p> <p>12. To understand that composing is like writing a story with music.</p> <p>13. To understand that everyone can compose</p> <p><u>Performance</u></p> <p>14. To understand that performance is sharing music with other people, called an audience</p>	<p>everyone singing at the same time.</p> <p>10. Songs include other ways of using the voice e.g. rapping (spoken word).</p> <p>11. To know why we need to warm up our voices.</p> <p><u>Playing</u></p> <p>12. Learn the names of the notes in their instrumental part from memory or when written down.</p> <p>13. Know the names of untuned percussion instruments played in class.</p> <p><u>Improvisation</u></p> <p>14. To understand that improvisation is making up your own tunes on the spot.</p> <p>15. To understand when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>16. To understand that everyone can improvise, and you can use one or two notes.</p> <p><u>Composing</u></p>	<p>4. Know that every piece of music has a pulse/steady beat.</p> <p>5. Know the difference between a musical question and an answer</p> <p><u>Musical Activities: Singing</u></p> <p>1. To know that singing in a group can be called a choir</p> <p>2. Leader or conductor: A person who the choir or group follow</p> <p>3. Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other</p> <p>4. To know why you must warm up your voice</p> <p><u>Musical Activities: Playing Instruments</u></p> <p>1. To know and be able to talk about: The instruments used in class (a glockenspiel, a recorder)</p> <p><u>Musical Activities: Improvisation</u></p> <p>To know and be able to talk about improvisation:</p>	<p><u>Games</u></p> <p>1. Know and be able to talk about:</p> <ul style="list-style-type: none"> • How pulse, rhythm and pitch work together • Pulse: Finding the pulse – the heartbeat of the music • Rhythm: the long and short patterns over the pulse • Know the difference between pulse and rhythm • Pitch: High and low sounds that create melodies • How to keep the internal pulse • Musical Leadership: creating musical ideas for the group to copy or respond to <p><u>Singing</u></p> <p>1. To know and be able to talk about:</p> <ul style="list-style-type: none"> • Singing in a group can be called a choir • Leader or conductor: A person who the choir or group follow • Songs can make you feel different things e.g. happy, energetic or sad • Singing as part of an ensemble or large group is fun, but that you must listen to each other • Texture: How a solo
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		<p>17. To understand that composing is like writing a story with music.</p> <p>18. To understand that everyone can compose.</p> <p><u>Performance</u></p> <p>19. To understand that a performance is sharing music with an audience.</p> <p>20. To understand that a performance can be a special occasion and involve a class, a year group or a whole school.</p> <p>21. To understand that an audience can include your parents and friends.</p>	<p>1. Improvisation is making up your own tunes on the spot</p> <p>2. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</p> <p>3. To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake</p> <p><u>Musical: Composition</u></p> <p>To know and be able to talk about:</p> <p>1. A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</p> <p>2. Different ways of recording compositions (letter names, symbols, audio etc.)</p> <p><u>Performance</u></p> <p>1. To know and be able to talk about:</p> <p>2. Performing is sharing music with other people,</p>	<p>singer makes a thinner texture than a large group</p> <ul style="list-style-type: none"> ● To know why you must warm up your voice <p><u>Playing</u></p> <p>1. To know and be able to talk about:</p> <ul style="list-style-type: none"> ● The instruments used in class (a glockenspiel, recorder or xylophone). ● Other instruments they might play or be played in a band or orchestra or by their friends. <p><u>Improvisation</u></p> <p>1. To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● To know that using one or two notes
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			<p>an audience</p> <ol style="list-style-type: none"> 3. A performance doesn't have to be a drama! It can be to one person or to each other 4. You need to know and have planned everything that will be performed. You must sing or rap the words clearly and play with confidence 5. A performance can be a special occasion and involve an audience including of people you don't know 6. It is planned and different for each occasion 7. It involves communicating feelings, thoughts and ideas about the song/music 	<p>confidently is better than using five</p> <ul style="list-style-type: none"> • To know that if you improvise using the notes you are given, you cannot make a mistake • To know that you can use some of the riffs you have heard in the Challenges in your improvisations <p><u>Composition</u></p> <ol style="list-style-type: none"> 1. To know and be able to talk about: <ul style="list-style-type: none"> • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • Different ways of recording compositions (letter names, symbols, audio etc.) <p><u>Performance</u></p> <ol style="list-style-type: none"> 1. To know and be able to talk about: <ul style="list-style-type: none"> • Performing is sharing music with other people, an audience • A performance
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				<p>doesn't have to be a drama! It can be to one person or to each other</p> <ul style="list-style-type: none"> • You need to know and have planned everything that will be performed • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • It involves communicating feelings, thoughts and ideas about the song/music
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Subject -	Music - Skills			
Key Knowledge -	Year 1	Year 2	Year 3	Year 4
	<u>Listen and Appraise</u> 1. To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.	<u>Listen and Appraise</u> 1. Develop on how they can enjoy moving to music by dancing, marching, being animals or pop stars.	<u>Listen and Appraise</u> 1. To confidently identify and move to the pulse. 2. To think about what the words of a song mean.	<u>Listen and Appraise</u> 1. To confidently identify and move to the pulse. 2. To talk about the musical dimensions



	<p style="text-align: center;"><u>Games</u></p> <p>2. There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:</p> <ul style="list-style-type: none"> • Game 1 – Have Fun Finding The Pulse! Find the pulse. Choose an animal and find the pulse • Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat. • Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy • Game 4 – Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using 'la', whilst marching to the steady beat • Game 4a – Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'. <p style="text-align: center;"><u>Singing</u></p>	<p>2. To learn how songs can tell a story or describe an idea. <u>Games</u></p> <p>3. There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:</p> <ul style="list-style-type: none"> • Game 1 – Have Fun Finding the Pulse! Find the pulse. Choose an animal and find the pulse. • Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat. • Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy. • Game 4 – Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using 'la', whilst marching the steady beat. • Game 4a – Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'. <p style="text-align: center;"><u>Singing</u></p>	<p>3. To take it in turn to discuss how the song makes them feel.</p> <p>4. Listen carefully and respectfully to other people's thoughts about the music.</p> <p style="text-align: center;"><u>Musical Activities: Games</u></p> <ol style="list-style-type: none"> Find the Pulse Rhythm Copy Back: <ol style="list-style-type: none"> Bronze: Clap and say back rhythms Silver: Create your own simple rhythm patterns Gold: Perhaps lead the class using their simple rhythms Pitch Copy Back Using 2 Notes <ol style="list-style-type: none"> Bronze: Copy back – 'Listen and sing back' (no notation) Silver: Copy back with instruments, without then with notation Gold: Copy back with instruments, without and then with notation Pitch Copy Back and Vocal Warm-ups <p style="text-align: center;"><u>Musical Activities: Singing</u></p> <ol style="list-style-type: none"> To sing in unison and in simple two-parts. To demonstrate a good 	<p>working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</p> <ol style="list-style-type: none"> Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words. <p style="text-align: center;"><u>Games</u></p> <ol style="list-style-type: none"> Find the Pulse Rhythm Copy Back: <ol style="list-style-type: none"> Bronze: Clap and say back rhythms Silver: Create your own simple rhythm patterns Gold: Perhaps lead the class using their simple rhythms Pitch Copy Back Using 2 Notes <ol style="list-style-type: none"> Bronze: Copy back – 'Listen and sing back' (no notation) Silver: Copy back with instruments, without then with notation Gold: Copy back with instruments, without
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	<ol style="list-style-type: none"> Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn to start and stop singing when following a leader. <p style="text-align: center;"><u>Playing</u></p> <ol style="list-style-type: none"> Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). Listen to and follow musical instructions from a leader. <p style="text-align: center;"><u>Improvisation</u></p> <ol style="list-style-type: none"> Use the improvisation tracks provided. Improvise using the three challenges: 	<ol style="list-style-type: none"> Develop their knowledge of voices singing notes of different pitches (high and low). Develop the different types of sounds with their voices – you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Develop their ability to start and stop singing when following a leader. <p style="text-align: center;"><u>Playing</u></p> <ol style="list-style-type: none"> Treat instruments carefully and with respect. Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader. <p style="text-align: center;"><u>Improvisation</u></p> <ol style="list-style-type: none"> Use the improvisation tracks provided. Improvise using the three challenges: <ol style="list-style-type: none"> Clap and Improvise – Listen and clap back, then listen and clap 	<p>singing posture.</p> <ol style="list-style-type: none"> To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing. <p style="text-align: center;"><u>Musical Activities: Playing instruments</u></p> <ol style="list-style-type: none"> To treat instruments carefully and with respect. Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. <p style="text-align: center;"><u>Musical Activities: Improvisation</u></p> <p>Bronze Challenge:</p> <ol style="list-style-type: none"> Copy Back – Listen and sing back Play and Improvise – Using instruments, listen and play your own answer 	<p>and then with notation</p> <ol style="list-style-type: none"> Pitch Copy Back and Vocal Warm-ups <p style="text-align: center;"><u>Singing</u></p> <ol style="list-style-type: none"> To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To rejoin the song if lost. To listen to the group when singing. <p style="text-align: center;"><u>Playing</u></p> <ol style="list-style-type: none"> To treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit
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	<p>1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes</p> <p style="text-align: center;"><u>Composition</u></p> <p>11. Help to create a simple melody using one, two or three notes. 12. Learn how the notes of the composition can be written down and changed if necessary.</p> <p style="text-align: center;"><u>Performance</u></p> <p>13. Choose a song they have learnt from the Scheme and perform it. 14. They can add their ideas to the performance. 15. Record the performance and say how they were feeling about it.</p>	<p>your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes.</p> <p style="text-align: center;"><u>Composition</u></p> <p>12. Help create three simple melodies with the Units using one, three or five different notes. 13. Learn how the notes of the composition can be written down and changed if necessary</p> <p style="text-align: center;"><u>Performance</u></p> <p>14. Choose a song they have learnt from the Scheme and perform it. 15. They can add their ideas to the performance. 16. Record the performance and say how they were feeling about it.</p>	<p>using one note. 3. Improvise! – Take it in turns to improvise using one note.</p> <p>Silver Challenge:</p> <p>1. Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. 2. Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes.</p> <p>Gold Challenge:</p> <p>1. Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. 2. Play and Improvise – Using your instruments, listen and play your own answer using two different notes. 3. Improvise! – Take it in turns to improvise using three different notes</p> <p style="text-align: center;"><u>Musical: Composition</u></p> <p>1. Help create at least one simple melody using one, three or five different notes.</p>	<p>song. 4. To listen to and follow musical instructions from a leader. 5. To experience leading the playing by making sure everyone plays in the playing section of the song</p> <p style="text-align: center;"><u>Improvisation</u></p> <p>Bronze Challenge:</p> <p>1. Copy Back – Listen and sing back melodic patterns 2. Play and Improvise – Using instruments, listen and play your own answer using one note. 3. Improvise! – Take it in turns to improvise using one note.</p> <p>Silver Challenge:</p> <p>1. Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. 2. Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes.</p>
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			<ol style="list-style-type: none"> Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). <p style="text-align: center;"><u>Performance</u></p> <ol style="list-style-type: none"> To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why. 	<p>Gold Challenge:</p> <ol style="list-style-type: none"> Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. Play and Improvise – Using your instruments, listen and play your own answer using two different notes. Improvise! – Take it in turns to improvise using three different notes <p style="text-align: center;"><u>Composition</u></p> <ol style="list-style-type: none"> Help create at least one simple melody using one, three or all five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between
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				<p>sound and symbol (e.g. graphic/pictorial notation).</p> <p><u>Performance</u></p> <ol style="list-style-type: none"> 1. To choose what to perform. 2. Present a musical performance designed to capture the audience. 3. To communicate the meaning of the words and clearly articulate them. 4. To talk about the best place to be when performing and how to stand or sit. 5. To record the performance and say how they were feeling, what they were pleased with what they would change and why
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Subject -	Physical Education - Knowledge and Skills			
Key Knowledge and Skills -	Year 1	Year 2	Year 3	Year 4
	<p style="text-align: center;"><u>Key Skills</u></p> <ol style="list-style-type: none"> 1. Practise basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities. 2. movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities. 3. Participate in team games. 4. Perform dances, using simple movement patterns. <p style="text-align: center;"><u>Games</u></p> <ol style="list-style-type: none"> 5. Practise different skills associated with simple games (e.g. co-ordinating throwing and catching). 6. Begin to work cooperatively in a team. <p style="text-align: center;"><u>Athletics</u></p>	<p style="text-align: center;"><u>Key Skills</u></p> <ol style="list-style-type: none"> 1. Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities. 2. Participate in team games, developing simple tactics for attacking and defending 3. Perform dances, using more complex movement patterns. <p style="text-align: center;"><u>Games</u></p> <ol style="list-style-type: none"> 4. Practise different skills associated with simple games (e.g. co-ordinating throwing and catching). Focus on how to aim accurately, having a basic understanding of how to throw a ball at the correct strength and speed. 5. Work cooperatively in a team. <p style="text-align: center;"><u>Athletics</u></p> <ol style="list-style-type: none"> 6. Run for 1 minute. 	<p style="text-align: center;"><u>Key Skills</u></p> <ol style="list-style-type: none"> 1. Use running, jumping, throwing and catching in isolation and in combination. 2. Play competitive games, modified where appropriate, applying basic principles suitable for attacking and defending. 3. Develop flexibility, strength, technique, control and balance. 4. Perform dances using a range of movement patterns beginning to make variations that reflect changes in the music / accompaniment. 5. Compare their performance with previous ones. <p style="text-align: center;"><u>Games</u></p> <ol style="list-style-type: none"> 6. Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy). 7. Work well as a team in competitive games. 8. Apply basic principles of attacking and defending. 	<p style="text-align: center;"><u>Key Skills</u></p> <ol style="list-style-type: none"> 1. Use running, jumping, throwing and catching in isolation and in combination. 2. Play competitive games, modified where appropriate, applying basic principles suitable for attacking and defending. 3. Develop flexibility, strength, technique, control and balance. 4. Perform dances using a more challenging range of movement patterns, that vary successfully to reflect changes in the music / accompaniment. 5. Take part in outdoor and adventurous activity challenges both individually and within a team. 6. Compare their performance with previous ones and demonstrate improvement to achieve their personal best. <p style="text-align: center;"><u>Games</u></p>



	<ol style="list-style-type: none"> 7. Run for 1 minute. 8. Show differences in running at speed and jogging. 9. Perform the 5 basic jumps (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot). 10. Perform combinations of the above. 11. Begin to show control at take-off and landing. 12. Describe different ways of jumping. 13. Throw into targets. 14. Perform a range of throwing actions e.g. rolling, underarm, overarm. 15. Describe different ways of throwing. 16. Run in different directions with control <p style="text-align: center;"><u>Dance</u></p> <ol style="list-style-type: none"> 17. Copy some moves. 18. Begin to develop control of movement using: Actions (WHAT) – travel, stretch, twist, turn, jump. 19. Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others. 20. Relationships (WHO) – on 	<ol style="list-style-type: none"> 7. Show differences in running at speed and running for distance. 8. Use different techniques to meet challenges. 9. Describe different ways of running. 10. Perform the 5 basic jumps (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot). 11. Confidently perform combinations of the above. 12. Show control at take-off and landing. 13. Describe different ways of jumping and explain what is successful or how to improve. 14. Perform a range of throwing actions e.g. rolling, underarm, overarm. 15. Explain why a throw is successful or how to improve. <p style="text-align: center;"><u>Dance</u></p> <ol style="list-style-type: none"> 16. Develop control of movement using: Actions (WHAT) – travel, stretch, twist, turn, jump. 17. Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others. 18. Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance 	<ol style="list-style-type: none"> 9. Begin to develop an understanding of fair play (respect team -mates and opponents and giving fair feedback to others). <p style="text-align: center;"><u>Athletics</u></p> <ol style="list-style-type: none"> 10. Run smoothly at different speeds. 11. Begin to choose different styles of running for different distances. 12. Begin to watch and describe specific aspects of running (e.g. what arms and legs are doing). 13. With guidance, carry out stretching and warm-up safely understanding why these are important aspects of any physical exercise. 14. Perform combinations of jumps e.g. hop, step, jump showing some control. 15. Choose different styles of jumping. 16. Watch and describe specific aspects of jumping e.g. what arms and legs are doing. 17. Explore different styles of throwing, e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus) 18. Watch and describe specific aspects of throwing (e.g. 	<ol style="list-style-type: none"> 7. Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy). 8. Work well as a team in competitive games. 9. Apply principles of attacking and defending with growing confidence. 10. Demonstrate an understanding of fair play (respect team -mates and opponents and of the rules). <p style="text-align: center;"><u>Athletics</u></p> <ol style="list-style-type: none"> 11. Run smoothly at different speeds. 12. Choose different styles of running for different distances. 13. Pace and sustain their effort over longer distances. 14. Watch and describe specific aspects of running (e.g. what arms and legs are doing). 15. Recognise and record how the body works in different types of challenges over different distances. 16. Carry out stretching and warm-up safely. 17. Set realistic targets of times to achieve over a short and longer distance (with guidance).
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	<p>own and with a partner by teaching each other a movement to create a dance with 2-3 actions.</p> <p>21. Dynamics (HOW) – slowly, quickly.</p> <p>22. Use own ideas to sequence a dance.</p> <p>23. Move with growing confidence when walking, hopping, jumping, landing.</p> <p>24. Move with rhythm in the above actions.</p> <p>25. Demonstrate developing balance.</p> <p>26. Coordinate arm and leg actions (e.g. march and clap).</p> <p>27. Begin to Interact with a partner (e.g. holding hands, swapping places, meeting and parting).</p> <p>28. Respond to own work and that of others when exploring ideas, feelings and preferences.</p> <p>29. Link travelling moves that change direction and level</p> <p><u>Gymnastics</u></p> <p>30. Perform gymnastic sequence with a balance, a travelling action, a jump and a roll.</p> <p>31. With support, begin to stand and sit “like a</p>	<p>with 4 actions.</p> <p>19. Dynamics (HOW) – slowly, quickly, with appropriate expression.</p> <p>20. Use own ideas to sequence dance.</p> <p>21. Sequence and remember a short dance.</p> <p>22. Move spontaneously showing some control and coordination.</p> <p>23. Move confidently, when walking, hopping, jumping, landing, dancing.</p> <p>24. Demonstrate good balance.</p> <p>25. Move in time with music.</p> <p>26. Coordinate arm and leg actions (e.g. march and clap).</p> <p>27. Interact with a partner (e.g. holding hands, swapping places, meeting and parting).</p> <p>28. Respond to own work and that of others when exploring ideas, feelings and preferences.</p> <p>29. Recognise the changes in the body when dancing and how this can contribute to keeping healthy.</p> <p><u>Gymnastics</u></p> <p>30. Perform gymnastic sequence with a balance, a travelling action, a jump and a roll.</p> <p>31. Teach sequence to a partner and perform together.</p>	<p>what arms and legs are doing).</p> <p>19. Throw at a target displaying a growing accuracy.</p> <p><u>Dance</u></p> <p>20. Develop movement using; Actions (WHAT); travel, turn, gesture, jump, stillness.</p> <p>21. Space (WHERE); formation, direction and levels.</p> <p>22. Relationships (WHO); whole group/duo/solo, unison/canon.</p> <p>23. Dynamics (HOW); explore speed and energy.</p> <p>24. Begin to use choreographic devices; motif, motif development and repetition.</p> <p>25. Begin to structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end.</p> <p>26. Link phrases to music.</p> <p>27. Perform dance to an audience.</p> <p>28. Show coordination, control and strength (Technical Skills).</p> <p>29. Show focus, projection and musicality (Expressive Skills).</p> <p>30. Demonstrate different dance actions – travel, turn, gesture, jump and stillness.</p> <p>31. Demonstrate dynamic</p>	<p>18. Perform combinations of jumps e.g. hop, step, jump showing control and consistency.</p> <p>19. Watch and describe specific aspects of jumping e.g. what arms and legs are doing.</p> <p>20. Set realistic targets when jumping for distance for length or height (with guidance).</p> <p>21. Throw with greater control.</p> <p>22. Consistently hit a target with a range of implements.</p> <p>23. Watch and describe specific aspects of throwing (e.g. what arms and legs are doing).</p> <p>24. Set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others (guidance).</p> <p><u>Dance</u></p> <p>25. Create dance phrases/dances.</p> <p>26. Develop movement using; Actions (WHAT); travel, turn, gesture, jump, stillness.</p> <p>27. Space (WHERE); formation, direction and levels.</p> <p>28. Relationships (WHO); whole</p>
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	<p>gymnast”.</p> <p>32. Explore the 5 basic shapes: straight/tucked/star/straddle/pike.</p> <p>33. Balance in these shapes on large body parts: back, front, side, bottom.</p> <p>34. Begin to show tension in the core and tension and extension in the arms and legs, hands and feet.</p> <p>35. Begin to balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively).</p> <p>36. Begin to travel on hands and feet (hands flat on floor and fully extend arms)</p> <p>37. Monkey walk (bent legs and extended arms)</p> <p>38. Bunny hop (transfer weight to hands).</p> <p>39. Continue to develop control in different rolls.</p> <p>40. Pencil roll – from back to front keeping body and limbs in straight shape.</p> <p>41. Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. Repeat to build up core strength.</p>	<p>32. Stand and sit “like a gymnast”.</p> <p>33. Explore the 5 basic shapes: straight/tucked/star/straddle/pike.</p> <p>34. Balance in these shapes on large body parts: back, front, side, bottom.</p> <p>35. Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively).</p> <p>36. Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet.</p> <p>37. Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively).</p> <p>38. Caterpillar walk (hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position.</p> <p>39. Bunny hop (transfer weight to hands).</p> <p>40. Explore shape in the air when jumping and landing with control (e.g. star shape).</p> <p>41. Egg roll – lie on side in</p>	<p>qualities – speed, energy and continuity.</p> <p>32. Begin to demonstrate use of space – levels, directions, pathways and body shape.</p> <p style="text-align: center;"><u>Gymnastics</u></p> <p>33. Perform a gymnastic sequence with clear changes of speed, a different balance and with 2 different ways of travelling.</p> <p>34. Work with a partner to create a simple sequence.</p> <p>35. Explore and develop use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite)</p> <p>36. Begin to balance on combinations of 1/2/3/4 “points” e.g. 2 hands and 1 foot.</p> <p>37. Balance on floor and apparatus exploring which body parts are the safest to use.</p> <p>38. Explore balancing with a partner: facing, beside, behind and on different levels.</p> <p>39. Use a variety of rolling actions to travel on the floor</p> <p>40. Travel with a partner; move away from and together on</p>	<p>group/duo/solo, unison/canon.</p> <p>29. Dynamics (HOW); explore speed and energy.</p> <p>30. Choreographic devices; motif, motif development and repetition.</p> <p>31. Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end.</p> <p>32. Link phrases to music.</p> <p>33. Perform dance to an audience showing confidence.</p> <p>34. Show coordination, control and strength (Technical Skills).</p> <p>35. Show focus, projection and musicality (Expressive Skills).</p> <p>36. Demonstrate different dance actions – travel, turn, gesture, jump and stillness.</p> <p>37. Demonstrate dynamic qualities – speed, energy and continuity.</p> <p>38. Demonstrate use of space – levels, directions, pathways and body shape.</p> <p>39. Demonstrate different relationships – mirroring, unison, canon, complementary & contrasting.</p> <p style="text-align: center;"><u>Gymnastics</u></p>
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		<p>tucked shape, holding knees tucked into chest roll onto back and onto other side. Repeat to build up core strength.</p> <p>42. Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control.</p>	<p>the floor.</p> <p>41. Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping.</p> <p>42. Travel in different pathways on the floor and using apparatus.</p> <p>43. Explore leaping forward, taking off from one foot and landing on the other</p> <p>44. Continue to develop control in rolling actions on the floor, and in time with a partner.</p>	<p>40. Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling.</p> <p>41. Work with a partner to create a sequence. From starting shape move together by e.g. travelling on hands and feet, rolling, jumping. Then move apart to finish.</p> <p>42. Explore and develop use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes.</p> <p>43. Explore balancing on combinations of 1/2/3/4 “points” e.g. 2 hands and 1 foot.</p> <p>44. Balance on floor and apparatus exploring which body parts are the safest to use.</p> <p>45. Explore balancing with a partner: facing, beside, behind and on different levels.</p> <p>46. Move in and out of balance fluently.</p> <p>47. Travel with a partner; move</p>
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				<p>away from and together on the floor and on apparatus</p> <p>48. Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping.</p> <p>49. Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus.</p> <p>50. Add a quarter or half turn into a jump before landing.</p> <p><u>Swimming</u></p> <p>51. swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>52. Use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke).</p> <p><u>Outdoor and Adventurous</u></p> <p>53. Co-operate and share roles within a group.</p> <p>54. Take responsibility for a role within the group.</p> <p>55. Recognise that some outdoor adventurous activities can be dangerous.</p> <p>56. Follow rules to keep self and others safe.</p> <p>57. Choose effective strategies</p>
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				and change ideas if not working.
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Subject -	PSHE (including Relationships and Health Education) - Knowledge and Skills			
Key Knowledge and skills -	Year 1	Year 2	Year 3	Year 4
	<u>What do we put into and on to bodies?</u> (Y,M, PSHE) 1. recognise that different things people put into bodies can make them feel good or not so good 2. identify whether a substance might be harmful to take in 3. know how to ask for help if they are unsure about whether something should go into the body 4. know that substances can be absorbed through the skin 5. recognise that different things that people put on to bodies can make them feel good or not so good 6. state some basic safety rules for things that go onto the body <u>Feeling safe</u> (Y,M, PSHE) 7. recognise the difference between 'real' and 'imaginary' dangers	<u>Boys and Girls</u> (Y,M, PSHE) 1. identify key stages in the human life cycle 2. understand some ways they have changed since they were babies 3. understand that all living things including humans start life as babies <u>Families -</u> (Y,M, PSHE) 4. understand that we all have different needs and require different types of care 5. identify ways we show care towards each other 6. <i>that stable, caring relationships, are at the heart of happy families.</i> 7. <i>that families are important for children growing up because they can give love, security and stability</i> 8. describe different types of family and <i>appreciate the need to</i>	<u>Tobacco is a drug</u> (Y,M, PSHE) 1. define what is meant by the word 'drug' 2. identify when a drug might be harmful 3. recognise that tobacco is a drug 4. know the effects and risks of smoking and of secondhand smoke on the body 5. express what they think are the most important benefits of remaining smoke 6. recognise that laws related to smoking aim to help people to stay healthy, with a particular concern about young people and secondhand smoke 7. know about some of the support and medicines that people might use to help them stop smoking 8. explain what they might say or do to help someone who	<u>Making choices</u> (Y,M, PSHE) 1. awareness of drugs that are common in everyday life, such as caffeine, alcohol, tobacco or nicotine products, and when they might be used 2. identify why a person may choose to use or not use a drug 3. state some alternatives to using drugs 4. know how alcohol can affect the body 5. explain why drinking alcohol may pose a greater or lesser risk, depending on the individual and the amount of alcohol consumed 6. know that there are laws and guidelines related to the consumption of alcohol 7. explain what is meant by the terms 'habit' and 'addiction' 8. identify different behaviours

	<p>8. understand that there are situations when secrets should not be kept</p> <p>9. know to tell a trusted adult if they feel unsafe</p> <p>10. recognise the difference between good and bad touches</p> <p>11. understand there are parts of the body which are private</p> <p>12. know who they can go to, what to say or do if they feel unsafe or worried</p> <p>13. identify situations where they might need help</p> <p>14. identify people in the community who can help to keep them safe</p> <p>15. know how to ask for help if they need it</p> <p><u>Feelings</u> (Y,M, PSHE)</p> <p>16. to begin to recognise good and 'not-so-good' feelings (HBM 7)</p> <p>17. <i>Begin to be able to use some vocabulary to describe their feelings.</i> (HBM 8)</p>	<p><i>respect these differences.</i></p> <p>9. identify what is special and different about their home life.</p> <p>10. understand families care for children and others in a variety of ways.</p> <p><u>Medicines and me</u> (Y,M, PSHE)</p> <p>11. understand that the purpose of medicines is to help people stay healthy, get well or feel better if they are ill</p> <p>12. know that medicines come in different forms</p> <p>13. recognise that each medicine has a specific use</p> <p>14. know that medicines can be prescribed by a doctor or bought from a shop or pharmacy</p> <p>15. know when medicines might be used and who decides which medicine is used</p> <p>16. understand there are alternatives to taking medicines, and when these might be helpful</p> <p>17. understand that medicines come with instructions to ensure they are used safely</p>	<p>wants to stop smoking</p> <p>9. understand that there are benefits for people who choose to stop smoking but that it can be hard for someone to stop smoking once they have started</p> <p><u>Bullying – see it, say it, stop it</u> (Y,M, PSHE)</p> <p>10. define what is meant by 'bullying'</p> <p>11. identify the difference between falling out with someone and bullying</p> <p>12. understand how bullying can make people feel and that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and that this is unacceptable (HBM 12)</p> <p>13. name different types of bullying (including racism)</p> <p>14. identify the different ways bullying can happen (including online)</p> <p>15. describe how they would respond in a range of situations relating to falling out and bullying, <i>about how</i></p>	<p>that are related to drug use</p> <p>9. know where they can go for help if they are concerned about someone's use of drugs</p> <p><u>Playing safe</u> (Y,M, PSHE)</p> <p>10. <i>that for most people the internet is an integral part of life and has many benefits.</i></p> <p>11. know about the age classification system and understand why some games are not appropriate <i>and are age restricted</i> (Com 12 & HBM 17)</p> <p>12. evaluate whether a computer game is suitable for them to play and explain why</p> <p>13. share opinions about computer games</p> <p>14. identify and assess the level of risk of different activities in the local environment</p> <p>15. recognise that in some situations there may pressure to behave in a way that doesn't feel safe</p> <p>16. identify some ways to respond to unhelpful pressure</p>
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	<p>18. recognise that people may feel differently about the same situation</p> <p>19. identify how different emotions look and feel in the body</p> <p>20. recognise that some feelings can be stronger than others</p> <p>21. describe some ways of managing different feelings</p> <p>22. Be able to talk about people who look after them and know when to ask for help (HBM 7)</p> <p>23. Be able to talk simply about change and loss. (for example, a lost toy, when a pet dies, moving home or school) (HBM 8)</p> <p>24. Describe how people might feel when there is a change or loss if anyone is unkind to them. (HBM 10)</p> <p>25. recognise what they can do to help themselves or someone else who may be feeling unhappy (HBM 13)</p> <p><u>Fun times</u> (Y,M, PSHE)</p> <p>26. know about some of the food</p>	<p>18. know some safety rules for using and storing medicines</p> <p>19. recognise that medicines can be harmful if not taken correctly</p> <p><u>Indoors and outdoors</u> (Y,M, PSHE)</p> <p>20. know some simple rules for keeping safe indoors, including online</p> <p>21. describe what to do if there is an emergency</p> <p>22. understand that they can take some responsibility for their own safety</p> <p>23. know some rules for keeping safe outside</p> <p>24. assess whether a situation is safe or unsafe</p> <p>25. understand the importance of always telling someone where they are going or playing</p> <p>26. identify hazards in relation to road safety</p> <p>27. explain how to cross the road safely</p> <p>28. recognise that there are rules in relation to road safety for all road users</p>	<p><i>resorting to violence is wrong</i> and including how to get help</p> <p>16. explain how to react if they witness bullying</p> <p>17. understand the role of bystanders and the important part they play in reducing bullying</p> <p>18. know how and to whom to report incidents of bullying, where to get help and support</p> <p><u>Strengths and Challenges</u> (Y,M, PSHE)</p> <p>19. explain how it feels to be challenged, try something new or difficult</p> <p>20. plan the steps required to help achieve a goal or challenge</p> <p>21. celebrate <i>and respect</i> their own and others' skills, strengths and attributes</p> <p>22. <i>the conventions of courtesy and manners in terms of this being considered a 'character strength' and a way of valuing and respecting others.</i> (OC 2)</p> <p>23. explain what is meant by a put-up or put down and how this can affect people</p>	<p>17. assess what to do in an emergency</p> <p>18. carry out some simple first aid procedures for different needs</p> <p>19. demonstrate how to ask for help clearly from a range of emergency services</p> <p><u>What is important to me?</u> (Y,M, PSHE)</p> <p>20. explain why a person may avoid certain foods</p> <p>21. communicate their own personal food needs</p> <p>22. understand that people may follow a particular diet based on their religious, moral, cultural background or for health reasons</p> <p>23. identify factors that might influence people's choices about the food they buy (e.g. ethical farming, fair trade, seasonality)</p> <p>24. talk about their views and express their opinions on factors that affect food choice</p> <p>25. understand that consumers may have different views on</p>
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	<p>and drinks associated with different celebrations and customs</p> <p>27. identify what makes their home lives similar or different to others including the food they eat</p> <p>28. understand why food eaten on special days may be different from everyday foods</p> <p>29. describe how to play different active playground games</p> <p>30. recognise how active playground games make them feel and the health benefits of getting exercise</p> <p>31. make choices about which game to play, based on their feelings, likes and dislikes and what they are good at</p> <p>32. know about some of the effects of too much sun on the body</p> <p>33. describe what people can do to protect their bodies from being damaged by the sun</p> <p>34. know what they will need and who to ask for help if they going out in strong sun</p>	<p><u>Friendship</u> (Y,M, PSHE)</p> <p>29. identify people who are special to them and explain why</p> <p>30. understand what makes a good friend and <i>that friendships are positive and welcoming to others</i></p> <p>31. demonstrate how they show someone they care</p> <p>32. understand how people might feel if they are left out or excluded from friendships</p> <p>33. recognise when someone needs a friend and know some ways to approach making friends</p> <p>34. know who they can talk to if they are worried about friendships</p> <p>35. identify some ways that friendships can go wrong</p> <p>36. describe some ways to sort out friendships problems</p> <p>37. recognise that difficulties within friendships can usually be resolved</p> <p>38. <i>the conventions of courtesy and manners in the context of developing friendly relations with others</i> (OC 2)</p>	<p>24. demonstrate a range of strategies for dealing with put downs</p> <p>25. recognise what is special about themselves</p> <p>26. describe how it feels when there are set-backs</p> <p>27. know some positive ways to manage set-backs and how to ask for help or support</p> <p>28. recognise that everyone has setbacks at times, and that these cannot always be controlled</p> <p><u>What helps me choose?</u> (Y,M, PSHE)</p> <p>29. Begin to make food choices based on an understanding that a healthy diet is made up from a variety and balance of different foods and drinks, as depicted in <i>the eatwell guide</i>. (HBM 1)</p> <p>30. can describe situations when they have to make choices about their food and drink</p> <p>31. understand who and what influences their choices about food and drinks</p>	<p>the food they eat and how it is produced and farmed</p> <p>26. explain the importance of sleep for health and wellbeing</p> <p>27. know what can help people relax and sleep well and the impact of a lack of sleep.</p> <p>28. recognise the impact that too much screen time can have on a person's health and wellbeing</p> <p><u>Democracy</u> (Y,M, PSHE)</p> <p>29. understand that Britain is a democratic society and what this means (OC 7)</p> <p>30. know that there are different political parties who differ in their views (OC 7iii)</p> <p>31. understand that people have opportunities to influence decisions by voting in elections (OC 7i)</p> <p>32. know how laws are made and the importance of following them (OC 7Vi)</p> <p>33. understand the contribution & influence that individuals and organisations can have on</p>
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	<p><u>Me and others</u> (Y,M, PSHE)</p> <p>35. recognise some of the things that make them special</p> <p>36. describe ways they are similar and different to others</p> <p>37. understand that everyone has something about them that makes them special <i>and we should appreciate and respect everyone</i></p> <p>38. How we are looked after in school e.g. by teachers, teaching assistants, lunchtime supervisors, office staff, cleaning staff, crossing patrol staff etc. and how we should react respectfully and safely to them. (OC 4)</p> <p>39. <i>the conventions of courtesy and manners and how these conventions can make people feel happy and respected.</i> (OC 2)</p> <p>40. solve simple dilemmas about taking responsibility</p> <p>41. explain why it is important to take responsibility at school and at home (including looking after the local environment)</p>	<p><u>What keeps me healthy?</u> (Y,M, PSHE)</p> <p>39. <i>know what a healthy diet looks like and some of the benefits e.g. as depicted in the eatwell guide.</i> (HBM 1)</p> <p>40. Know that it is important to eat breakfast every day. (Y2 HBM 3)</p> <p>41. Know it is good to drink plenty and not get thirsty e.g. drink 6-8 glasses of water a day. (HBM 4)</p> <p>42. identify who helps them make choices about the food they eat</p> <p>43. describe some ways of being physically active throughout the day (HBM 5)</p> <p>44. explain why it is important to rest and get enough sleep</p> <p>45. know about the roles of people who help them to stay healthy (including giving vaccinations)</p> <p>46. Be aware that being active (an hour a day) and looking after yourself are important for health, including brushing teeth twice a day, flossing and visiting the dentist regularly. (HBM 2)</p> <p>47. understand how basic hygiene routines can stop the spread of</p>	<p>32. explain why people are attracted to different brands</p> <p>33. compare similar products according to packaging, taste, cost and explain which they think is the best 'value for money'</p> <p>34. understand how this can affect what food people buy</p> <p>35. identify a range physical activities that help the body and evaluate the levels of physical activity in different pastimes (HBM 2)</p> <p>36. <i>that mental wellbeing is a normal part of daily life, in the same way as physical health.</i></p> <p>37. <i>how to judge whether what they are feeling and how it affects the way they may choose to behave.</i></p> <p>38. <i>the benefits of physical exercise, time outdoors, and other self care techniques on mental wellbeing and happiness.</i> (HBM 9)</p> <p>39. explain what choices they have about how to spend their free time and the <i>health impact it may have.</i></p>	<p>social /environmental change</p> <p>34. recognise that laws help to keep people safe (OC 7ii)</p> <p>35. <i>Know and be able to discuss the key aspects of 'British Values'</i></p> <p>36. the conventions of courtesy and manners as related to the spirit behind 'British Values'</p> <p>37. understand the local council organises services under the guidance of central government</p> <p>38. recognise there are limited resources for the needs of the community</p> <p>39. know that people may have different views about how council money is spent</p> <p><u>Safe Relationships</u></p> <p>40. <i>how important friendships are in making us feel happy and secure, and how people choose and make friends.</i></p> <p>41. <i>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty,</i></p>
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	<p>42. recognise different types of helpful and unhelpful behaviour in the playground and in the classroom</p> <p>43. challenge unhelpful behaviour in a positive way</p> <p>44. understand how their behaviour can affect others</p>	<p>disease</p> <p>48. that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>49. that it is common for people to have mental ill health and need some help.</p> <p>50. <i>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that all humans have in different experiences and situations. (HBM 8)</i></p> <p>51. <i>how to judge how what they are feeling is linked to things that happen and affects their behaviour. (HBM 9)</i></p> <p>52. <i>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. (HBM 10)</i></p>	<p><u>Celebrating Difference</u> (Y,M, PSHE)</p> <p>40. know that differences and similarities between people arise from a number of factors including family, culture, age, gender, personal interests, belief</p> <p>41. recognise they have shared interests and experiences with others in their class as well as with people in the wider world</p> <p>42. understand that peers might be similar or different to each other but can play or work together <i>and respect each other</i></p> <p>43. explain what being part of a community means</p> <p>44. recognise some of the different groups or communities they belong to and their role within them</p> <p>45. value and <i>respect</i> the diverse communities which exist and how they connect</p> <p>46. positive and negative aspects of being a member of a group</p> <p>47. acknowledge that there may be times when they don't</p>	<p><i>kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</i></p> <p>42. <i>how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations</i></p> <p>43. <i>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</i></p> <p>44. <i>about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</i></p> <p>45. <i>how to recognise and report feelings of being unsafe or feeling bad about any adult.</i></p> <p>46. <i>Understand the relationships people make on line and how they are different and similar to face to face relationships</i></p> <p>47. <i>that the same principles apply to online relationships as to face -to- face</i></p>
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			<p>agree with others in the group <i>and that the views of others should be respected</i></p> <p>48. stand up for their own point of view <i>respectfully</i> against opposition</p>	<p><i>relationships, including the importance of respect for others online including when we are anonymous</i></p> <p>48. <i>that people sometimes behave differently online, including by pretending to be someone they are not.</i></p> <p>49. <i>how they might critically consider online friendships and sources of information including awareness of the risks associated with people they have never met.</i></p> <p>50. <i>the rules and principles for keeping safe online, how to recognise risks e.g. trolling, cyberbullying and other harmful content and contact, and how to report them and get help.</i></p> <p>51. <i>how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</i></p>
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Key

('Y, M, PSHE') - Taken from 'You, Me, PSHE' document - produced by Islington Council - see 'Y,M,PSHE' document for teaching plans and resources.

italics - taken from RSE and Health Education Guidance document **not** from 'Y, M, PSHE',



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Subject -	Religious Education - Key Learning and themes				
Key Learning and themes -	Year R	Year 1	Year 2	Year 3	Year 4
	<p>F1 Why is the word 'God' so important to Christians?/The Natural World</p> <p>Make sense of belief</p> <ul style="list-style-type: none"> re-tell stories, talking about what they say about the world, God, human beings <p>Understand the impact</p> <ul style="list-style-type: none"> say how and when Christians may like to thank their Creator <p>Make connections</p> <ul style="list-style-type: none"> talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world think about the wonders of the natural world, expressing ideas and feelings 	<p>L1.1 Christians and God</p> <p>Make sense of belief</p> <ul style="list-style-type: none"> identify what a parable is tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father give clear, simple accounts of what the story means to Christians <p>Understand the impact</p> <ul style="list-style-type: none"> give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying 'sorry', by seeing God as welcoming them back, by forgiving others) give an example of how Christians put their beliefs into practice in worship (e.g. by saying 'sorry' to God) <p>Make connections</p>	<p>L1.4 Muslims</p> <p>Make sense of belief</p> <ul style="list-style-type: none"> recognise the words of the Shahadah and that it is very important for Muslims identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean give examples of how stories about the Prophet Muhammad show what Muslims believe about him <p>Understand the impact</p> <ul style="list-style-type: none"> give examples of how Muslims use the Shahadah to show what matters to them give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) give examples of how Muslims put their 	<p>L2.1 Worship and places of worship</p> <p>Make sense of belief</p> <ul style="list-style-type: none"> identify and describe how key actions, features and artefacts help people worship in different religions explain the meanings of examples of texts that believers use in worship consider questions about the belief that worship can bring peace, comfort or challenge <p>Understand the impact</p> <ul style="list-style-type: none"> make simple connections between sacred texts and the ways believers worship today describe how people show devotion in different religions <p>Make connections</p> <ul style="list-style-type: none"> raise questions about why believers value worship express their own ideas about the meaning and value of worship give good reasons for their views about worship and prayer 	<p>L2.3 Christianity and the Trinity</p> <p>Make sense of belief</p> <ul style="list-style-type: none"> recognise what a 'Gospel' is and give an example of the kinds of stories it contains offer suggestions about what texts about baptism and the Trinity mean give examples of what these texts mean to some Christians today <p>Understand the impact</p> <ul style="list-style-type: none"> describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live <p>Make connections</p> <ul style="list-style-type: none"> make links between some Bible texts studied

	<ul style="list-style-type: none"> talk about what people do to mess up the world and what they do to look after it <p>F2 Why is Christmas special for Christians?/Special Times</p> <p>Make sense of belief</p> <ul style="list-style-type: none"> begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus re-tell religious stories, making connections with personal experiences <p>Understand the impact</p> <ul style="list-style-type: none"> recall simply what happens at a traditional Christian festival (Christmas) <p>Make connections</p> <ul style="list-style-type: none"> talk about people who are special to them say what makes their family and friends special to them 	<ul style="list-style-type: none"> think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas give a reason for the ideas they have and the connections they make <p>L2.2 Christmas to Christians</p> <p>Make sense of belief</p> <ul style="list-style-type: none"> recognise that stories of Jesus' life come from the Gospels give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians <p>Understand the impact</p> <ul style="list-style-type: none"> give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas <p>Make connections</p>	<p>beliefs about prayer and about Allah into action (e.g. by daily prayer, by using subhah beads)</p> <p>Make connections</p> <ul style="list-style-type: none"> think, talk about and ask questions about Muslim beliefs and ways of living talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too <p>L1.7 Significant times</p> <p>Make sense of belief</p> <ul style="list-style-type: none"> recognise a special time pupils celebrate and explain simply what celebration means identify and name at least three different religious festivals, giving two facts about 	<p>L2.2 Life's journey</p> <p>Make sense of belief</p> <ul style="list-style-type: none"> identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today <p>Understand the impact</p> <ul style="list-style-type: none"> describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) identify some differences in how people celebrate commitment (e.g. different 	<p>and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like</p> <p>L2.4 Christianity and Jesus as an adult</p> <p>Make sense of belief</p> <ul style="list-style-type: none"> identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian <p>Understand the impact</p> <ul style="list-style-type: none"> give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways
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	<p>F3 Why is Easter special for Christians? /New Life</p> <p>Make sense of belief</p> <ul style="list-style-type: none"> recognise and retell stories connected with celebration of Easter say why Easter is a special time for Christians <p>Understand the impact</p> <ul style="list-style-type: none"> recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature talk about some ways Christians remember these stories at Easter <p>Make connections</p> <ul style="list-style-type: none"> talk about ideas of new life in nature <p>F4: Being special: where do we belong? /Belonging</p> <p>Make sense of belief</p> <ul style="list-style-type: none"> re-tell religious 	<ul style="list-style-type: none"> think, talk and ask questions about Christmas for people who are Christians and for people who are not decide what they personally have to be thankful for, giving a reason for their ideas <p>L1.3 Judaism</p> <p>Making sense of belief</p> <ul style="list-style-type: none"> recognise the words of the Shema as a Jewish prayer retell simply some stories used in Jewish celebrations (e.g. Hanukkah or Pesach) give examples of how the stories used in celebrations (e.g. Shabbat, Pesach) remind Jews about what God is like, talking about beliefs and the Torah <p>Understanding the impact</p> <ul style="list-style-type: none"> give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Hanukkah, Pesach) make links between 	<p>each one identify a belief that connects to a festival, e.g. 'they do it because they believe ...'</p> <p>Understand the impact</p> <ul style="list-style-type: none"> give simple examples of the ways a festival makes a difference, e.g. to emotions, to families talk about features in festival stories that made people feel happy or sad and compare them with pupils' own experiences notice and suggest a meaning for some symbols used in the celebrations they learn about, e.g. light, water, signs of togetherness <p>Make connections</p> <ul style="list-style-type: none"> think, talk and ask good questions about big days in different religions talk about links between how people celebrate today and old stories notice and find out about simple similarities: special or sacred food, music, stories, gatherings prayers or gifts throughout <p>L1.8 Sacred books and stories</p>	<p>practices of marriage, Christian baptism)</p> <p>Make connections</p> <ul style="list-style-type: none"> raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones make links between ideas of love, commitment and promises in religious and non-religious ceremonies give good reasons why they think ceremonies of commitment are or are not valuable today <p>L2.8 Sikh faith and traditions</p> <p>Make sense of belief</p> <p>identify and describe key Sikh beliefs and values including Waheguru and Sewa</p> <p>explain examples of texts such as the Mool Mantar</p> <p>consider questions about the belief that all humans</p>	<p>Make connections</p> <ul style="list-style-type: none"> make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas <p>L2.5 Christianity and Good Friday.</p> <p>Make sense of belief</p> <ul style="list-style-type: none"> recognise the word 'salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live offer informed suggestions about what the events of Holy Week mean to Christians give examples of what Christians say about the importance of the events of Holy Week <p>Understand the impact</p> <ul style="list-style-type: none"> make simple links between the Gospel accounts and how Christians mark the Easter events in their communities
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	<p>stories, making connections with personal experiences</p> <p>Understand the impact</p> <ul style="list-style-type: none"> recall simply what happens at a traditional Christian infant baptism and dedication recall simply what happens when a baby is welcomed into a religion other than Christianity <ul style="list-style-type: none"> ○ <p>Make connections</p> <ul style="list-style-type: none"> share and record occasions when things have happened in their lives that made them feel special <p>F5 Which places are specially valued and why?/ Special Places</p> <p>Make sense of belief</p> <ul style="list-style-type: none"> begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God 	<p>Jewish ideas of God found in the stories of the Torah and how people live</p> <ul style="list-style-type: none"> give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) <p>Making connections</p> <ul style="list-style-type: none"> ask some questions about what Jewish people celebrate and why talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people give a good reason for their ideas about whether any of these things are good for them too <p>L1.5 Easter to Christians</p> <p>Make sense of belief</p> <ul style="list-style-type: none"> recognise that incarnation and salvation are part of a 'big story' of the Bible tell stories of Holy Week and Easter 	<p>Make sense of belief</p> <ul style="list-style-type: none"> identify a belief about God linked to what a holy book says recognise that sacred texts contain stories which are special to many people and should be treated with respect identify at least three symbols of respect used by members of a religion when they use their holy book <p>Understand the impact</p> <ul style="list-style-type: none"> recognise how different religions express their respect for their scriptures, using symbols and by doing what the scriptures say give simple examples of 'hidden messages' in faith stories, or wise sayings <p>Make connections</p> <ul style="list-style-type: none"> talk about what they like in the stories from sacred texts that they hear think, talk and ask good questions about messages within sacred texts and the values, behaviour and attitudes of people suggest 	<p>are equal to God</p> <p>Understand the impact</p> <p>make simple connections between sacred texts and practice, e.g. in provision of food and care for those 'left out'</p> <p>describe how people show their Sikh identity in dress, behaviour and values</p> <p>Make connections</p> <p>raise questions about what it means to live a good life and examine Sikh answers</p> <p>make links between their own ideas and values and those held dear in Sikh communities</p> <p>give good reasons for their views about the importance of values such as equality, community, tradition and respect.</p> <p>L2.9 Muslims festivals and worship</p> <p>Make sense of belief</p>	<ul style="list-style-type: none"> describe how Christians show their beliefs about Jesus in worship in different ways <p>Make connections</p> <ul style="list-style-type: none"> raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions <p>L2.6 Judaism - festivals and family life</p> <p>Make sense of belief</p> <ul style="list-style-type: none"> identify some Jewish beliefs about God, sin and forgiveness and describe what they mean make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people offer informed suggestions about the meaning of the Exodus story for Jews today
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	<p>Understand the impact</p> <ul style="list-style-type: none"> recognise that some religious people have places which have special meaning for them talk about the things that are special and valued in a place of worship <p>Make connections</p> <ul style="list-style-type: none"> talk about somewhere that is special to themselves, saying why get to know and use appropriate words to talk about their thoughts and feelings when visiting a church express a personal response to the natural world 	<p>from the Bible and recognise a link with the idea of salvation (Jesus rescuing people)</p> <ul style="list-style-type: none"> recognise that Jesus gives instructions about how to behave <p>Understand the impact</p> <ul style="list-style-type: none"> give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter <p>Make connections</p> <ul style="list-style-type: none"> think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas <p>L1.6 Places</p> <p>Make sense of belief</p>	<p>feelings and reactions of characters at key points in faith stories, and suggest meanings in the stories</p> <ul style="list-style-type: none"> ask and suggest answers to questions arising from their learning about holy books throughout <p>L1.9 Caring for each other</p> <p>Make sense of belief</p> <ul style="list-style-type: none"> identify a story or text that says something about each person being unique and valuable give an example of a key belief some people find in one of these stories (e.g. that God loves all people) <p>Understand the impact</p> <ul style="list-style-type: none"> give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories give examples of how religious teaching encourages care for other people <p>Make connections</p>	<p>identify some beliefs about God in Islam, expressed in Sura 1 of the Qur'an</p> <p>make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God)</p> <p>Understand the impact</p> <p>give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve</p> <p>make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)</p> <p>Make connections</p> <p>raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits</p>	<p>Understand the impact</p> <ul style="list-style-type: none"> make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) describe how Jews show their beliefs through worship in festivals, both at home and in wider communities <p>Make connections</p> <ul style="list-style-type: none"> raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future make links with the value of personal reflection, saying 'sorry', being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.
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	<p>F6 Which stories are specially valued and why? /Stories</p> <p>Make sense of belief</p> <ul style="list-style-type: none"> talk about some religious stories recognise some religious words, e.g. about God <p>Understand the impact</p> <ul style="list-style-type: none"> talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the Ten Lepers teaches about saying 'thank you' and why it is good to thank and be 	<ul style="list-style-type: none"> recognise that there are special places where people go to worship, and talk about what people do there identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship <p>Understand the impact</p> <ul style="list-style-type: none"> give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe give simple examples of how people worship at a church, mosque or synagogue talk about why some people like to belong to a sacred building or a community <p>Make connections</p>	<ul style="list-style-type: none"> think, talk and ask questions about what difference believing in God makes to how people treat each other give good reasons why everyone (religious and non-religious) should care for others throughout <p>L1.10 Caring for the Earth</p> <p>Make sense of belief</p> <ul style="list-style-type: none"> identify a story or text that says something about the beautiful Earth give an example of a key belief some people find in one of these stories (e.g. that God loves the world because it is God's creation) give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world <p>Understand the impact</p> <ul style="list-style-type: none"> give an example of how people can show that they care for the Earth, making a link to a creation story give examples of how Christians and Jews can show care for the 	<p>for people who are not Muslim</p> <p>make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.</p> <p>L2.11 Deeper meaning of religious festivals (Muslim and Sikh)</p> <p>Make sense of belief</p> <p>identify and describe how festivals from at least three religions are celebrated, using the right words</p> <p>explain examples of texts and stories which lie behind the festivals in terms of the values and beliefs they show</p> <p>consider questions about the belief that God is at work in human life, and stories which show this should be celebrated</p>	<p>L2.7 Hinduism faith and traditions</p> <p>Make sense of belief</p> <ul style="list-style-type: none"> identify the terms 'dharma', 'Sanatan Dharma' and 'Hinduism' and say what they mean make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (<i>dharma</i>) <p>Understand the impact</p> <ul style="list-style-type: none"> describe how Hindus show their faith within their families in Britain today (e.g. home <i>puja</i>) describe how Hindus show their faith within their faith communities in Britain today (e.g. <i>arti</i> and <i>bhajans</i> at the mandir; in festivals such as Diwali) identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)
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	<p>thanked; what the Hanukkah story teaches Jews about standing up for what is right, etc.)</p> <p>Make connections</p> <ul style="list-style-type: none"> identify some of their own feelings in the stories they hear 	<ul style="list-style-type: none"> think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas talk about what makes some places special to people, and what the difference is between religious and nonreligious special places throughout 	<p>Earth</p> <ul style="list-style-type: none"> say why Christians and Jews might look after the natural world <p>Make connections</p> <ul style="list-style-type: none"> think, talk and ask questions about what difference believing in God makes to how people treat the natural world give good reasons why everyone (religious and non-religious) should look after the natural world <p>L1.11 Inspiring People</p> <p>Make sense of belief</p> <ul style="list-style-type: none"> identify at least three people from religions who are admired as good followers of God describe stories that are told by and about special people in two religions identify a belief about a religious leader <p>Understand the impact</p> <ul style="list-style-type: none"> understand why some people inspire others identify the characteristics in inspiring people in religions, local leaders 	<p>Understand the impact</p> <p>make simple connections between sacred texts and the practice of religious festivals today</p> <p>describe how people show devotion to God and commitment to key values in their festivals</p> <p>identify similarities, differences and generalities in relation to the festivals they study</p> <p>Make connections</p> <p>raise questions about what is worth celebrating and why, suggesting answers of their own with reasons</p> <p>make links between different religions, which all celebrate the triumph of goodness over evil</p> <p>L2.12 Making the world a better place</p> <p>Make sense of belief</p>	<p>Make connections</p> <ul style="list-style-type: none"> raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas <p>L2.10 Christianity and Pentecost</p> <p>Make sense of belief</p> <p>make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth</p> <p>offer informed suggestions about what the events of Pentecost in Acts 2 might mean</p> <p>give examples of what Pentecost means to some Christians now</p> <p>Understand the impact</p> <p>make simple links</p>
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			<p>and people who influence the pupils themselves</p> <ul style="list-style-type: none"> give simple examples of inspiration, for example, 'Moses/Jesus/Muhammad inspired people to ... by ...' <p>Make connections</p> <ul style="list-style-type: none"> think, talk and ask good questions about leadership and inspiration notice and find out about the different ways leaders are admired in different religions talk about links between the work and the question: who inspires me? 	<p>identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin)</p> <p>make links between religious beliefs and teachings and why people try to live and make the world a better place</p> <p>Understand the impact</p> <p>make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. Tikkun Olam and the charity Tzedek)</p> <p>describe some examples of how people try to live (e.g. individuals and organisations)</p> <p>identify some differences in how people put their beliefs into action</p> <p>Make connections</p> <p>raise questions and suggest answers about why the world is not always a good place, and the best</p>	<p>between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God and how Christians live now</p> <p>describe how Christians show their beliefs about the Holy Spirit in worship</p> <p>Make connections</p> <p>make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for ideas.</p> <p>L2.11 Deeper meaning of religious festivals (Jewish and Hindu)</p> <p>Make sense of belief</p> <p>identify and describe how festivals from at least three religions are celebrated, using the right words</p> <p>explain examples of texts and stories which lie</p>
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				<p>ways of making it better</p> <p>make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas</p> <p>express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views</p>	<p>behind the festivals in terms of the values and beliefs they show</p> <p>consider questions about the belief that God is at work in human life, and stories which show this should be celebrated</p> <p>Understand the impact</p> <p>make simple connections between sacred texts and the practice of religious festivals today</p> <p>describe how people show devotion to God and commitment to key values in their festivals</p> <p>identify similarities, differences and generalities in relation to the festivals they study</p> <p>Make connections</p> <p>raise questions about what is worth celebrating and why, suggesting answers of their own with reasons</p> <p>make links between</p>
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different religions, which
all celebrate the triumph
of goodness over evil

Subject - Religious Education - Knowledge and Skills				
Key Knowledge and Skills -	Year 1	Year 2	Year 3	Year 4
	<p><u>Making sense of beliefs</u> Identify the core beliefs and concepts studied and give a simple description of what they mean.</p> <p>Give examples of how stories show what people believe (e.g. the meaning behind a festival)</p> <p>Give clear, simple accounts of what stories and other texts mean to believers</p> <p><u>Understanding the impact</u> Give examples of how people use stories, texts and teachings to guide their beliefs and actions.</p> <p>Give examples of ways in which believers put their beliefs into action.</p> <p><u>Making connections</u> Think, talk and ask questions about whether the ideas they have</p>	<p><u>Making sense of beliefs</u> Identify the core beliefs and concepts studied and give a simple description of what they mean.</p> <p>Give examples of how stories show what people believe (e.g. the meaning behind a festival)</p> <p>Give clear, simple accounts of what stories and other texts mean to believers</p> <p><u>Understanding the impact</u> Give examples of how people use stories, texts and teachings to guide their beliefs and actions.</p> <p>Give examples of ways in which believers put their beliefs into action.</p> <p><u>Making connections</u> Think, talk and ask questions about whether the ideas they</p>	<p><u>Making sense of beliefs</u> Describe beliefs and concepts, connecting them to texts, suggesting examples and meanings</p> <p><u>Understanding the impact</u> Connect stories, teachings, concepts and texts with how religious people live, celebrate and worship.</p> <p><u>Making connections</u> Suggest and link questions and answers, including their own ideas about the differences religion makes to life.</p>	<p><u>Making sense of beliefs</u> Describe beliefs and concepts, connecting them to texts, suggesting examples and meanings</p> <p><u>Understanding the impact</u> Connect stories, teachings, concepts and texts with how religious people live, celebrate and worship.</p> <p><u>Making connections</u> Suggest and link questions and answers, including their own ideas about the differences religion makes to life.</p>



	<p>been studying have something to say to them.</p> <p>Give a good reason for the views they have and the connections they make</p>	<p>have been studying have something to say to them.</p> <p>Give a good reason for the views they have and the connections they make</p>		
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