


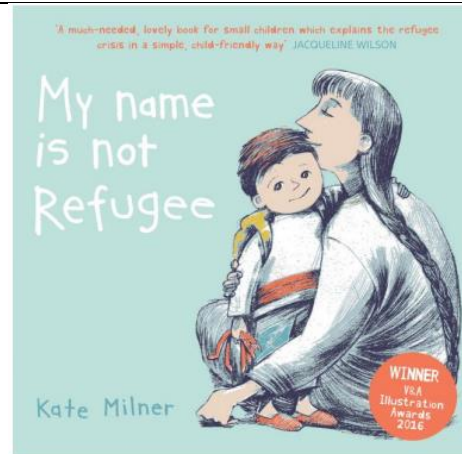
Year group	Term: Spring 2	Topic: Time Travellers SHINE VALUE: Independent (resilience, responsibility)			
Subject	National Curriculum	Key texts & web links	Knowledge We know that...	Skills We are able to...	Outcome/s Exit Point
Year 1 English	Fiction: Adventure story				
	Word Aware Words: peep, gasp, toot, thunderous, din, regal, mutter, tramp, struck, unusual, wild, statue, midnight, mammoth, museum, exhibition/exhibits, underwater, portrait, carnivore, extinct, endangered				
	<p>Spoken language:</p> <p>Ask relevant questions Articulate and justify answer</p> <p style="text-align: right;">Build vocabulary</p> <p>Use spoken language:</p> <p>Speculating, hypothesising, imagining and exploring ideas</p> <p>Reading comprehension:</p> <p>Retell stories and consider their particular characteristics</p> <p>Learn to appreciate rhymes and poems</p> <p>Recite some rhymes and poems by heart</p> <p>Draw on what they already know Check that the text makes sense Make inferences on the basis on what is being said and done</p> <p>Predict what might happen on the basis of what has been read so far</p> <p>Writing composition:</p> <p>Say out loud what is going to be written about</p> <p>Compose a sentence orally before writing it</p> <p>Sequence sentences to form short narratives</p>	<p>The Curious Case of the Missing Mammoth</p> 	<p>Gateway keys</p> <ul style="list-style-type: none"> Punctuate sentences using a capital letters and a full stop, some question marks and exclamation marks Use 'and' between words and some clauses Some accurate use of the prefix un- Add suffixes where no change is needed to the root word e.g. -ed, -ing, -er, -est Leave spaces between words <p>Mastery keys</p> <ul style="list-style-type: none"> Join words and clauses using and 	<p>Writing outcome:</p> <p>To write a story based on the structure of 'The Curious Case of the Missing Mammoth' with a change of character</p> <p>Greater depth writing outcome:</p> <p>To write a story based on the structure of 'The Curious Case of the Missing Mammoth' with a change of character and setting</p>	

	<p>Re-read what they have written to check that it makes sense</p> <p>Discuss what has been written with the teacher or other pupils</p> <p>Read writing aloud clearly enough to be heard by peers and the teacher</p> <p>Spell words containing phonemes already taught</p> <p>Spell common exception words</p>		<ul style="list-style-type: none"> Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Add suffixes where no change is needed to the root word e.g. -ed, -ing, -er, -est <p>Feature keys</p> <ul style="list-style-type: none"> Use some story language Include and describe a character Include and describe the setting (new setting for greater depth) Write simple sentences in sequence Include a beginning, middle and end 	
<p>Year 2 English</p>	<p>Recount: Diary entry</p>			
	<p>Word Aware Words: exciting, interesting, strange, weirdest, remind, town, march, adult, language, refugee</p>			
	<p>Spoken language: Listen and respond Ask relevant questions Build vocabulary Participate in discussions, presentations, performances, role-play, improvisations and debates</p> <p>Reading comprehension:</p>	<p>My Name is not Refugee</p>	<p>Gateway keys</p> <ul style="list-style-type: none"> Write sentences with different forms: statement, question, exclamation, command 	<p>Writing outcome: To write a recount of events from the text from the character's point of view.</p> <p>Greater depth writing outcome: To write a recount of events from the text from the character's point of view and include how other characters felt</p>

Read non-fiction books that are structured in different ways
Discuss and clarify the meaning of words
Answer and ask questions
Predict what might happen on the basis of what has been read so far Explain and discuss their understanding of books, poems and other material

Writing composition:

Plan or say out loud what is going to be written about
Write down ideas, key words, new vocabulary
Make simple additions, revisions and corrections
Evaluate writing with the teacher and other pupils
Re-read to check sense
Proofread to check for errors in spelling, grammar and punctuation



- Use subordination (because, when)
- Use present and past tenses correctly and consistently
- Use punctuation correctly – exclamation marks, question marks

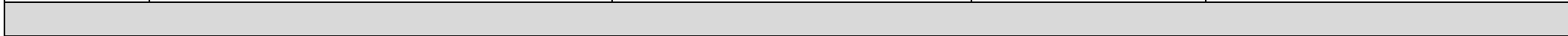
Mastery keys

- Use the progressive form of verbs in the present and past tense
- Use subordination (apply because, when; introduce (so) that)
- Use present and past tenses correctly and consistently
- Use punctuation correctly – apostrophes for the possessive (singular)

Feature keys


- Include detail and description to inform the reader
- Write in 1st person

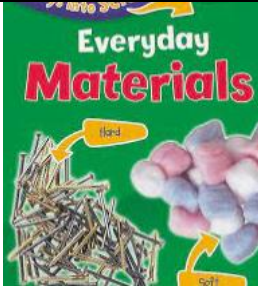
			<ul style="list-style-type: none"> • Use consistent past tense • Order events with adverbs of time • Include personal comments and own viewpoint • Set the scene with a clear opening and establish the context • Finish with a closing statement with personal comment or summary e.g. What an amazing day we all had! 	
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Year 1 Maths	Place Value: within 50 Measurement: length and height, mass and volume			
	Word Aware Words: partition, estimate, length, height, measure, heavier, lighter, mass, volume, capacity, compare			
	<p>Place Value: Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s Given a number, identify 1 more and 1 less</p> <p>Measurement: Compare, describe and solve practical problems for: lengths and height; mass/weight; capacity and volume; time</p>	<p><i>White Rose</i> Year 1 <i>Spring Block 3,4,& 5</i></p> <p>NCETM - teaching for mastery</p>	<p>Place Value: Count from 20 to 50 Count by making groups of tens Make groups of tens and ones Partition into tens and ones Estimate on a number line to 50 Find 1 more, 1 less</p> <p>Measurement:</p>	

	Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time		Compare lengths and heights Measure length using objects Measure length in centimetres Understand heavier and lighter Measure mass Compare mass Understand full and empty Compare volume Measure capacity Compare capacity	
Year 2 Maths	Measure: Length and height, mass, capacity and temperature			
	Word Aware Words: centimetres, metres, order, grams, kilograms, volume, millilitres, litres			
	Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels Compare and order lengths, mass, volume/capacity and record the results using >, < and = Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	White Rose Year 1 Spring Block 3 & 4 NCETM - teaching for mastery	Measure in centimetres Measure in metres Compare lengths and heights Order lengths and heights Use four operations with lengths and heights Compare mass Measure in grams Measure in kilograms Four operations with mass Compare volume and capacity Measure in millilitres Measure in litres Four operations with volume and capacity	
Year 1 History/ Computing	The Big Question: What was life like inside a castle?			
	Word Aware Words: castle, tower, now, past,			
	<ul style="list-style-type: none"> Changes within living memory. Events beyond living memory that are significant nationally or globally. <p>Presentation skills</p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 	Life in a castle web links: https://www.youtube.com/watch?v=yHughcfl0ZM Middle ages daily life style - City life in the middle ages story for kids - YouTube	Compare daily life now with Medieval times (routines, games, clothes, communication) Focus on castle living in the kitchen, bedroom and bathroom	Order events and objects into a sequence. Identify things from the past and present

		Life in the Middle Ages - YouTube https://www.youtube.com/watch?v=JSCQ3Qn1Q-M https://www.youtube.com/watch?v=1k-LhWB4QaA		Ask and answer questions about the past. Use different sources e.g. books, computers and artefacts.	
Year 2 History/ Computing	The Big Question: Who lived in a castle and why?				
	Word Aware Words: castle, knight, peasant, attack, defend				
	<ul style="list-style-type: none"> Changes within living memory. Reflect on the impact that they had. Events beyond living memory that are significant nationally or globally. Significant historical events, people and places in their own locality. <p style="text-align: center;">Presentation skills</p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 	Life in a castle web links: https://www.youtube.com/watch?v=yHughcfl0ZM https://www.youtube.com/watch?v=3zqOXN-cuqI https://www.youtube.com/watch?v=bGo6vIWbKl0 (6:30 for telecommunications) Horrible Histories- Nasty Knights- Castle Defences - YouTube http://www.timeref.com/vr/castles/stone_castle.html https://www.bbc.co.uk/bitesize/articles/z6bpm39 George and the Dragon 	<ul style="list-style-type: none"> Understand that the past is represented in a variety of ways Identify the features of a castle and know the purpose of each feature Know what life was like as a knight, Queen and peasant in Medieval times. 	Investigate clues that are left behind from the past Order events and objects into a sequence Ask and answer questions about the past. Talk about historical people in their own locality Research using a range of sources	Forest School: Make Bow and Arrows followed by Target Practice Double Page spread
Year 1 Science/Art	The Big Question: Which is the best material for a home?				
	Word Aware Words: natural, soft, hard, smooth, rough, bendy, waterproof				
	<p style="text-align: center;">Everyday materials</p> <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials 	Web links: Materials https://www.youtube.com/watch?v=JSCQ3Qn1Q-M - materials	Identify a variety of materials used now and in the past Sort materials by their physical properties Know the best material for a home (roof)	Describe the physical properties of everyday materials Carry out experiments and make observations	Investigation: Which is the best material for a home (roof)? Castle printing

	<ul style="list-style-type: none"> Compare and group together a variety of everyday materials on the basis of their simple physical properties. <p style="text-align: center;">Artist: Picasso Styrofoam printing</p> <ul style="list-style-type: none"> Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 		<p>Know that Mackintosh was a chemist that invented waterproof material</p> <p>Know which materials are waterproof</p> <p>Know that Picasso was an artist, sculpture and printer. Understand the design techniques that Picasso used.</p>	<p>Compare artwork with the artwork of Picasso</p> <p>Use lines, shapes, texture and space</p>	
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<p>Year 2 Science/Art</p>	<p>The Big Question: Which is the best material for a cannonball?</p>				
	<p>Word Aware Words: stretchy, bendy, absorbent, elastic</p>				
<p style="text-align: center;">Uses of everyday materials</p> <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <p style="text-align: center;">Artist: Andy Warhol Press printing/patterns</p>  <ul style="list-style-type: none"> Use a range of materials creatively to design and make products. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between 	<p>Weblinks: Materials https://www.bbc.co.uk/bitesize/topics/zrssg/k7</p>	<p>Identify the properties of different materials</p> <p>Know the suitability of properties for different objects</p> <p>A material that is waterproof keeps water out.</p> <p>A material that is absorbent is able to soak up liquid or water.</p> <p>Know that Dr Robert Hooke discovered the law of elasticity</p> <p>Know the best material for a cannonball</p> <p>Know that Andy Warhol was an artist, sculpture and printer.</p>	<p>To use a range of materials creatively</p> <p>Say which material is absorbent, bendy etc.</p> <p>Carry out experiments and make observations</p> <p>Develop printing techniques using colour and repetitive patterns.</p>	<p>Investigation: Which is the best material for a cannonball?</p> <p>Printing</p>	

	different practices and disciplines, and making links to their own work.		<p>Know that Warhol was a leading figure in the POP ART movement</p> <p>Understand the design techniques that Andy Warhol used.</p> <p>Know how to make a successful print.</p>		
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<p>Year 1 Music</p>	<p>Sound Patterns: Fairy Tales</p> <p>Word Aware Words: character, voice, sound pattern</p>				
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<ul style="list-style-type: none"> Use voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high quality (live) and recorded music Experiment with, create, select and combine sounds using the interrelated dimensions of music 		<p>Know that sections of music can be described as loud, quiet or silent and the meaning of these terms.</p>	<p>Listening and evaluating</p> <p>Listening with concentration to short pieces of music or excerpts from longer pieces of music.</p> <p>Engaging with and responding to longer pieces of music.</p> <p>Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy).</p> <p>Identifying some common instruments when listening to music.</p> <p>Relating sounds in music to real-world experiences (e.g., "It sounds like squelching mud").</p> <p>Recognising simple patterns and repetition in rhythm (e.g. where a pattern of beats is repeated).</p>	<p>Chant in time with others.</p> <p>Make changes to the dynamics (volume) of their voice to represent a character.</p> <p>Respond to hand signals when playing an instrument.</p> <p>Choose a suitable sound to represent a point in the story.</p> <p>Read simple rhythmic patterns comprising one beat sounds and one beat rests.</p> <p>Clap or play a rhythmic pattern along with spoken words.</p> <p>Play given sound patterns in time with the pulse.</p> <p>Follow instructions during a performance.</p>
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				<p>Stating what they enjoyed about their peers' performances.</p> <p>Creating sound Developing an awareness of how dynamics are affected by the force with which an instrument is played.</p> <p>Using instruments imaginatively to create soundscapes which convey a sense of place.</p> <p>Using bilateral and hand-eye coordination to play/hold instruments using both hands.</p> <p>Starting to understand how to produce different sounds on pitched instruments.</p> <p>Maintaining a comfortable position when sitting or standing to sing and play instruments.</p> <p>Composing and improvising Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories. Selecting objects and/or instruments to create sounds to represent a given idea or character.</p> <p>Playing and combining sounds under the direction</p>	<p>Join in with repeated phrases using a character voice.</p>
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				<p>of a leader (the teacher).</p> <p>Performing Offering positive feedback on others' performances.</p> <p>Keeping instruments still until their part in the performance.</p>
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<p>Year 2 Music</p>	<p>Pitch: Musical Me</p>			
	<p>Word Aware Words: dot, high, low, musical sentence, notation, phrase, pitch, pitch, pattern, stave</p>			

- Use voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high quality (live) and recorded music
- Experiment with, create, select and combine sounds using the interrelated dimensions of music

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Music - Pitch (Musical me)

pitch: How high or low a sound is.

pitch pattern: Any regularly repeated arrangement of high and low sounds.

dot: A symbol that can represent pitch.

high: Near or at the top of the range of sounds.

low: Near or at the bottom of the range of sounds.

notation: How the music is written down.

stave: Horizontal lines that notes are written on.

phrase: A musical sentence.

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- To know that:
- Notation is read from left to right.
 - In all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.
 - Sounds within music can be described as high or low sounds and the meaning of these terms.

Listening and evaluating
Recognising simple patterns and repetition in pitch (e.g. do-re-mi).

Talking about the pitch of music, using the vocabulary high and low.

Stating what they enjoyed about their peers' performances.

Creating sound
Singing simple songs, chants and rhymes from memory.

Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together).

Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower.

- Move their eyes from left to right to read pitch patterns.
- Sing high and low notes including the notes in between.
- Play a pattern of high and low notes on an instrument.
- Read notation from left to right.
- Draw high and low sounds using dots at the top and bottom of a page, respectively.
- Recognise when notes stay the same.
- Recognise missing notes on a stave.

				<p>Breathing at appropriate times when singing. Singing part of a given song in their head (using their 'thinking voice').</p> <p>Developing an awareness of how sound is affected by the way an instrument is held (Group A, B and C).</p> <p>Learning to use instruments to follow the beat, by first observing and then mimicking the teacher's modelling.</p> <p>Starting to understand how to produce different sounds on pitched instruments (Group C).</p> <p>Maintaining a comfortable position when sitting or standing to sing and play instruments.</p> <p>Notation Reading different types of notation by moving eyes from left to right as sound occurs.</p> <p>Using a simplified version of a stave (three lines) to notate known musical phrases (of two pitches).</p> <p>Performing Offering positive feedback on others' performances.</p>	
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				Beginning to acknowledge their own feelings around performance.	
				Standing or sitting appropriately when performing or waiting to perform.	

Year 1 RE Weekly	The Ultimate Question: Why should we care for the world?				
	Word Aware Words: belief, Brahman, Christian, Christian Bible, creation, creator, God, Hindu, Humanist, important, Jewish, quote, religion, responsibility, scripture, Torah, worldview				
	<p>Peterborough Agreed Syllabus:</p> <p>PT1 - Knowledge & Understanding of Religion and World Views: Be familiar with key words and vocabulary related to Christianity, Islam and Hinduism.</p> <p>Encounter a variety of religious and moral stories from Christianity, one other religion and world views.</p> <p>Show how individuals and communities celebrate life events.</p> <p>Begin to name the different beliefs and practices of Christianity, Islam and Hinduism.</p> <p>PT2 – Responding to Religion and Worldviews: Begin to talk about different beliefs and practices using the correct vocabulary.</p> <p>Begin to suggest meanings behind religious and moral stories.</p> <p>Ask or respond to questions about individuals and faith communities live.</p> <p>Express own ideas about belief and practices creatively.</p>	<p>Kapow Primary</p> <p>Why should we care for the world?</p> <p>ahimsa, care, stewardship, important*, responsibility*, religion*, worldwise*</p> <p>The prophet and the axle, Muhammad and the thirsty camel</p> <p>"We all live on Earth, it is our job to look after it."</p> <p>"God made all animals and birds and let Adam name them."</p> <p>"God asked Adam to take care of the garden."</p> <p>"Do not destroy fruit trees."</p> <p>"A person must feed his animals before himself!"</p> <p>scripture*, Torah*, Christian Bible*, quote*</p> <p>*Key vocabulary</p> <p>© Kapow Primary™ 2024</p>	<p>Substantive</p> <p>To know:</p> <p>Some people believe that humans have a special relationship with God.</p> <p>Creation stories provide people with possible answers as to why we are here.</p> <p>Followers often read religious stories.</p> <p>Some religious and non religious stories may guide people to care for animals and the planet.</p> <p>Religious teachings often encourage gratitude for what God created (eg. others and the planet) and a responsibility to look after it.</p> <p>The way people treat animals and nature reflects their worldview.</p> <p>People with similar worldviews often work together to care for the world and for others.</p>	<p>Disciplinary</p> <p>Ask questions about things that interest them and begin to ask 'big' questions (e.g. Why are we here? What is real?).</p> <p>Listen to stories and discuss what happens in them. Retell stories in their own words</p> <p>Find religious symbols in stories and other sources.</p> <p>Begin to notice similarities and differences within and between religions and worldviews. Use respectful language to discuss them</p> <p>Listening to others' ideas and comparing them to their own.</p> <p>Talk about what they believe.</p>	<p>Explain different beliefs about who owns the world.</p> <p>Recognise the belief that humans were created last for a reason.</p> <p>Recognise why only humans can care for the world.</p> <p>Identify the belief that God created humans as stewards over nature through scripture.</p> <p>Recognise what some stories about Muhammad tell us about looking after the world. Express why stewardship is important to some Muslim people.</p> <p>Identify why people who believe in ahimsa may think it is important to look after all living creatures.</p>

			<p>Disciplinary</p> <p>To know:</p> <p>Stories, images and objects can help us learn about beliefs.</p> <p>Diversity is often evident in sources (e.g. different ways of welcoming babies).</p> <p>Similarities and differences help us understand worldviews better.</p> <p>We all notice different things in stories and sources.</p> <p>It is helpful to ask questions about sources.</p> <p>It is important to only use positive language when discussing others' beliefs.</p> <p>Personal</p> <p>To know:</p> <p>What they and their families think and believe in relation to content be learnt.</p> <p>Where some of their beliefs have come from.</p> <p>It is natural for people to think and behave differently from one another.</p> <p>Their ideas might change over time.</p>	<p>Personal</p> <p>Sharing opinions respectfully about what is important to them and what is important to others. Express their own ideas and opinions based on personal experience and the beliefs of family members.</p> <p>Using various art forms to express their ideas.</p> <p>Ask their own questions about the world around them.</p>	<p>Identify reasons why it is important to care for the world.</p>
<p>Year 2 RE</p>	<p>The Ultimate Question: What is a prophet?</p>				
<p>Word Aware Words: chosen, Guru Granth Sahib, Guru Nanak, messenger, Messiah, Qur'an, value</p>					

Weekly

Peterborough Agreed Syllabus:

PT1 - Knowledge & Understanding of Religion and World Views:

Name some of the different beliefs and practices of Christianity, Hinduism and Judaism and begin to look for similarities between religions.

Retell some religious stories.

Begin to use key words and vocabulary related to Christianity, Hinduism and Judaism.

Begin to understand what it means to be a person of faith

PT2 – Responding to Religion and Worldviews:

Talk about and find meanings behind different beliefs and practices.

Suggest meanings of some religious stories.

Ask and respond to questions about what individuals and faith communities do.

Express own ideas, opinions and talk about their work creatively.

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Q&A - What is a prophet?

Abraham	A man who is believed by Christian, Jewish and Muslim people to have communicated with God.	Isaiah and the whale	The story of Muhammad
Abrahamic	Religions that believe in one God and are related to Abraham. These are the Jewish, Christian and Muslim religions.	Isaiah's story	Feeling of the 1,000
Allah	Also known as God; an angel believed by some to have delivered Allah's revelations to the Prophet Muhammad.	Isaiah's story	Feeling of the 1,000
Allah's will	A religious founder, teacher and leader from the Sikh tradition.	Isaiah's story	Feeling of the 1,000
Allah's promise	A leader believed to be promised by God to help the world be a peaceful, perfect place to live.	Isaiah's story	Feeling of the 1,000
Allah's sign	When you do not want to do something but you do it anyway, if you do not just very excited about it.	Isaiah's story	Feeling of the 1,000
Allah's power	For many Christians, this refers to Jesus who is believed to have saved humankind from its sins.	Isaiah's story	Feeling of the 1,000
Allah's love	Knowledge that comes from experience and good judgement.	Isaiah's story	Feeling of the 1,000
Allah's mercy		Isaiah's story	Feeling of the 1,000
Allah's grace		Isaiah's story	Feeling of the 1,000
Allah's favour		Isaiah's story	Feeling of the 1,000
Allah's blessing		Isaiah's story	Feeling of the 1,000
Allah's gift		Isaiah's story	Feeling of the 1,000
Allah's reward		Isaiah's story	Feeling of the 1,000
Allah's punishment		Isaiah's story	Feeling of the 1,000
Allah's forgiveness		Isaiah's story	Feeling of the 1,000

Substantive

To know:

Some people believe there are people who are chosen for a special purpose by God.

A prophet is someone who talks about God's plan or will.

Some people believe that God has made a promise between himself and his people.

Some people talk to God in different ways and for different reasons.

Books and stories can have different meaning to different people.

Religious stories can help us to understand religious beliefs.

Stories from long ago can be applied to modern life.

Wisdom means knowledge that comes from experience.

Guidance means advice, information or rules given by someone in authority.

Prophets and gurus are considered to share God's wisdom and guidance

Disciplinary

Asking questions about what other people think and do.

Asking questions in response to a question.

Listening to stories and discussing what they mean.

Examining simple scripture quotes and interpreting what they mean.

Identifying important information from different sources (e.g. first-hand accounts, photos, survey data, video and audio footage).

Identifying main characters and events in a story.

Suggesting what lessons or teachings they understand from stories.

Understanding that some symbols (for example, light) have meaning beyond the literal.

Recognising and understanding some religious phrasing (e.g. 'peace be upon him' and 'Amen').

Identify how some prophets' feelings changed and explain the people's reactions to new prophets.

Understand the promises God made to some individuals, including promises shared across the Christian and Jewish worldviews.

Describe the story of the Night Journey and identify common prophets in the Muslim, Christian and Jewish worldviews.

Explain Jesus' varied role in the Jewish, Christian and Muslim worldviews, identifying similarities and differences in these perspectives.

Describe how a guru might be similar to a prophet.

Explain what makes some prophets important to the people in the worldviews they explore.

			<p>having had it revealed to them by God.</p> <p>Commenting respectfully on things that they notice that may be surprising or different.</p> <p>Beginning to talk about why things are sometimes similar and sometimes different.</p> <p>Explaining how beliefs may influence behaviour and decisions.</p> <p>Recognising links with prior learning when encountering new content.</p> <p>Discussing how their learning can help them to answer some bigger questions.</p> <p>Responding sensitively to people whose experiences are different to theirs.</p> <p>Discussing what they have learnt, giving examples.</p> <p>Using spoken and written words, symbols and drawings to express their ideas.</p> <p>Disciplinary</p> <p>To know:</p> <p>Some questions do not have a simple answer.</p>	<p>Thinking about what people's actions can represent.</p> <p>Identifying similarities and differences within and between religions and worldviews.</p> <p>Personal</p> <p>Asking questions about what puzzles them about religious and non religious stories and texts they have read.</p> <p>Understanding that others may have different ideas from their own and responding respectfully.</p> <p>Expressing their own ideas and opinions, including considering worldviews studied.</p> <p>Asking thoughtful questions relating to their learning.</p> <p>Asking questions about what puzzles them about religious and non religious stories and texts they have read.</p> <p>Understanding that others may have different ideas from their own and responding respectfully.</p> <p>Expressing their own ideas and opinions,</p>	
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			<p>Stories, texts, images, artefacts and accounts can help us understand different beliefs.</p> <p>We all have different ideas about what stories or sources might teach us.</p> <p>Questioning sources can help us to learn.</p> <p>It is important to use language such as 'some', 'many' and 'most' when discussing the beliefs of followers of a particular worldview.</p> <p>Personal</p> <p>To know:</p> <p>The links and comparisons between their own beliefs and those they are learning about.</p> <p>Why some things might surprise or make them feel uncomfortable.</p> <p>It is important to respond respectfully to different beliefs.</p> <p>Learning new things might change what they think and believe.</p>	<p>including considering worldviews studied.</p> <p>Asking thoughtful questions relating to their learning.</p>	
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<p>Year 1 PSHE</p>	<p>Whole school focus: Behaviour Curriculum</p> <p>Word Aware Words: listen, talk, stop and wait, line leader</p>
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Weekly	<p>Lesson 1 – Lining up.</p> <ul style="list-style-type: none"> • Special helpers/line leaders. • Walk in pairs around school • Walk in single file. • Walk shoulder to shoulder, voices off. <p>Lesson 2 – Table transition</p> <ul style="list-style-type: none"> • Carpet spaces for whole class teaching • Small groups move to a table at a time • Use of actions to instruct chn what to do. <p>Lesson 3 – Think, pair, share</p> <ul style="list-style-type: none"> • The rules of being a good talk partner <p>Lesson 4 - Attention grabbers.</p> <ul style="list-style-type: none"> • Strategy to stop the class. • Emphasise 'stop and wait' 	Team planning	<p>I know why following instructions helps my learning.</p> <p>I know why it is important to line up quickly and walk around school calmly</p> <p>I know what calm walking looks like</p> <p>I know the rules of talk partner discussions</p> <p>I know why it is important to stop and listen</p> <p>I know why a calm learning environment is important for my class community</p>	<p>I can line up quickly and walk calmly around the school</p> <p>I can turn take during a talk partner discussion</p> <p>I can stop and listen when I hear my class attention grabber</p> <p>I can walk to my table calmly and start my learning task quickly</p>	A positive and safe learning environment
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Year 2 PSHE Weekly	Whole school focus: Behaviour Curriculum				
	Word Aware Words: listen, conversation, stop and wait, line leader, example, consequence				
<p>Lesson 1 – Lining up.</p> <ul style="list-style-type: none"> • Special helpers/line leaders. • Walk in single file. • Walk shoulder to shoulder, voices off. <p>Lesson 2 – Table transition</p> <ul style="list-style-type: none"> • Carpet spaces for whole class teaching • Small groups move to a table at a time • Use of actions to instruct chn what to do. <p>Lesson 3 – Think, pair, share</p> <ul style="list-style-type: none"> • The rules of being a good talk partner <p>Lesson 4 - Attention grabbers.</p> <ul style="list-style-type: none"> • Strategy to stop the class. • Emphasise 'stop and wait' 	Team planning	<p>I know what it means to be a good example</p> <p>I know why following instructions helps my learning.</p> <p>I know why it is important to line up quickly and walk around school calmly</p> <p>I know what calm walking looks like</p> <p>I know the rules of talk partner discussions</p> <p>I know why it is important to stop and listen</p> <p>I know why a calm learning environment is important for my class community</p>	<p>I can be a good example to others</p> <p>I can line up quickly and walk calmly around the school</p> <p>I can turn take during a talk partner discussion</p> <p>I can stop and listen when I hear my class attention grabber</p> <p>I can walk to my table calmly and start my learning task quickly</p>	A positive and safe learning environment	

Year 1	Games: Net and Wall				
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PE	Word Aware: pass, racket			
	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	Premier Sports Coach	<ul style="list-style-type: none"> Recap how to hold and balance a ball using a tennis racket Practise basic racket skills Pass an object between one another and over a net Hit the ball on the move - the ball is moving Hit the ball into a targeted area using rackets Hit the ball between each other using rackets. 	Hit a ball between each other using rackets
	Gymnastics: Rolling			
PE	Word Aware: strong body, roll, rock, change			
	Develop balance, agility and co-ordination.	Cambridgeshire Scheme of Work for Primary Schools Year 1	<ul style="list-style-type: none"> Create an egg roll Create a pencil roll Sequence rolls Create a sequence of a roll and a balance Create and perform a Sequence of a roll, a balance and a jump 	Create and perform a sequence to include a roll, balance and jump
Year 2 PE	Games: Net and Wall			
	Word Aware: court, serve, forehand, backhand			
	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	Premier Sports Coach	<ul style="list-style-type: none"> Use co-ordination to balance a ball on the racket Introduce a serve and the principles needed to perform a serve 	Complete a rally with partner

			<ul style="list-style-type: none"> • Perform a forehand strike • Perform a backhand strike • Strike a ball over a net 	
Gymnastics: Rolling				
Word Aware: core, transition, tension				
	Develop balance, agility and co-ordination.	Cambridgeshire Scheme of Work for Primary Schools Year 2	<ul style="list-style-type: none"> • Consider body tension when performing rolls • Sequence rolls • Create a sequence of a roll and a balance • Create and perform a Sequence of a roll, a balance and a jump • Use apparatus to sequence a roll, balance and jump 	Create and perform a sequence to include a roll, balance and jump using a peice of apparatus