



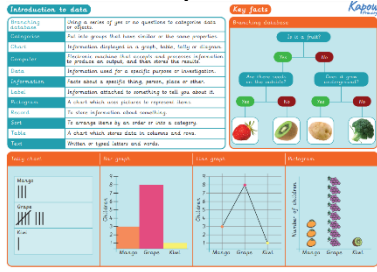
Year group	Term: Summer 2	Topic: Where the Wild Things Grow! SHINE VALUE: Nurture (kindness, caring, cooperation)			
Subject	National Curriculum	Key texts & web links	Knowledge We know that...	Skills We are able to...	Outcome /s Exit Point
Year 1 English	Narrative – Traditional tale: Goldilocks and Just The One Bear				
	Word Aware Words: lolloping, nip (into), peeked, pleasant, frothy, nodded off, pottering, familiar, penny, dropped, plonked, bear, wood, minute, twigs, leaves, cactus, duvet				
	<p>Spoken language:</p> <ul style="list-style-type: none">Listen and respondAsk relevant questionsBuild vocabularyParticipate in discussions, presentations, performances, role play, improvisations and debates <p>Reading comprehension:</p> <ul style="list-style-type: none">Become familiar with key stories, fairy tales and traditional talesRetell stories and consider their particular characteristicsMake inferences on the basis of what is being said and donePredict what might happen on the basis of what has been read so farParticipate in discussion about what has been read to them <p>Writing composition:</p> <ul style="list-style-type: none">Re-read what they have written and check that it makes senseDiscuss what has been written with the teacher or other pupils	<p>Goldilocks and just the One Bear by Leigh Hodgkinson</p> 	<p>Gateway Keys</p> <ul style="list-style-type: none">Join words and clauses using andPunctuate sentences using a capital letter and a full stop, question mark or exclamation markAdd suffixes where no change is needed to the root word e.g -ed, -er, -ing, -estChange the meaning of verbs and adjectives by adding the prefix un- <p>Mastery Keys</p> <ul style="list-style-type: none">Join words and clauses using andUse simple descriptionSequence sentences to form short narratives (link ideas or events by pronouns)Use a capital letter for places and days of the weekPunctuate sentences using a capital letters, full stop, question mark or exclamation mark <p>Feature Keys</p> <ul style="list-style-type: none">Story languageSimple description for character and settingSequence of eventsInclude a beginning, middle and endPast tense	<p>Writing outcome: To write a new version of the story with a new character or new setting</p> <p>Greater depth writing outcome: To write a new version of the story with a new character and a new setting</p> <p>Additional writing opportunity: To write a non-chronological report about bears</p>	

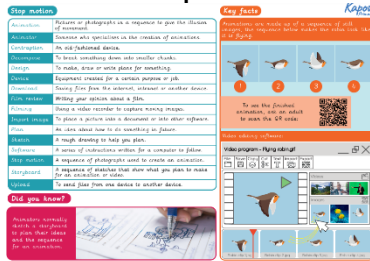
	<ul style="list-style-type: none"> • Read writing aloud clearly enough to be heard by peers and the teacher • Spell words containing phonemes already taught • Spell common exception words 			
Year 2 English	Narrative: Grandad's Secret Giant			
	Word Aware Words: pickle, chap, continue, mumbled, impossible, scoff, whine, nervous, humungous, hoisted, mural, drainpipes, storm, shore, oak, bridge, dawn, afternoon, ledge			
	<p>Spoken language:</p> <ul style="list-style-type: none"> • Give well-structured descriptions, explanations and narratives • Listen and respond • Ask relevant questions • Participate in discussions, presentations, performances, role play, improvisations and debates <p>Reading comprehension:</p> <ul style="list-style-type: none"> • Discuss the sequence of events in books and how items of information are related • Make inferences on the basis of what is being said and done • Ask and answer questions • Predict what might happen on the basis of what has been read so far • Listen to, discuss and express views about a wide range of books at a level beyond that which can be read independently <p>Writing composition:</p> <ul style="list-style-type: none"> • Write poetry • Write for different purposes • Make simple additions, revisions and corrections Evaluate writing with the teacher and other pupils 	 <p>Grandad's Secret Giant by David Litchfield</p>	<p>Gateway Keys</p> <ul style="list-style-type: none"> • Use subordination (if, that) • Add -er and -est to adjectives • Use homophones and near homophones • Use punctuation correctly – apostrophes for contracted forms <p>Mastery Keys</p> <ul style="list-style-type: none"> • Use present and past tenses correctly and consistently including the progressive form Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • Use expanded noun phrases to describe and specify • Add suffixes to spell longer words e.g -ment,- ful <p>Feature Keys</p> <ul style="list-style-type: none"> • Use phrases from story language • Create and describe characters • Create and describe settings • Sequence of events • Section story into beginning, middle and end • Use 3rd person consistently • Use tenses appropriately 	<p>Writing outcome: To write own version of the story with a focus on morals and acceptance of others</p> <p>Greater depth writing outcome: To write own version of the story including the point of view of the giant character</p>

	<ul style="list-style-type: none"> • Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently • Write for different purposes • Proof-read to check for errors in spelling, grammar and punctuation 			
Year 1 Maths	Number: Place Value (within 100) Measure: Money, Time Geometry: Position and direction			
	Word Aware Words: o'clock, coins, left, right, turn			
	Place Value: <ul style="list-style-type: none"> • Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number • Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s • 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 Money: <ul style="list-style-type: none"> • Recognise and know the value of different denominations of coins and notes • Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s Time: <ul style="list-style-type: none"> • Sequence events in chronological order using language (for example, before and after, next, 	White Rose Year 1 Summer Block 3,4,5,6 NCETM - teaching for mastery	Place Value: <ul style="list-style-type: none"> • Count from 50 to 100 • Count in tens to 100 • Partition into tens and ones • The number line to 100 • 1 more, 1 less • Compare numbers with the same number of tens • Compare any two numbers Money: <ul style="list-style-type: none"> • Unitising • Recognise coins • Recognise notes • Count in coins Time: <ul style="list-style-type: none"> • Before and after • Days of the week • Months of the year • Hours, minutes, and seconds • Tell the time to the hour. • Tell the time to the half hour. Position and Direction: <ul style="list-style-type: none"> • Describe turns • Describe position – left and right • Describe position – forwards and backward 	


	<p>first, today, yesterday, tomorrow, morning, afternoon and evening)</p> <ul style="list-style-type: none"> Recognise and use language relating to dates, including days of the week, weeks, months and years Compare, describe and solve practical problems for time Measure and begin to record time (hours, minutes, seconds) Tell the time to the hour and half past the hour and draw the hands on a clockface to show these times <p>Position and Direction:</p> <ul style="list-style-type: none"> Describe position, direction and movement, including whole, half, quarter and three-quarter turns Use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside (non-statutory guidance) Practise counting (1, 2, 3...), ordering (for example, 1st, 2nd, 3rd ...) (non-statutory guidance) 		<ul style="list-style-type: none"> Describe position – above and below Ordinal numbers
Year 2 Maths	Number: Statistics Geometry: Position and Direction Consolidation		
	Word Aware Words: above, below, between, left		
	<p>Statistics</p> <ul style="list-style-type: none"> Interpret and construct simple pictograms, tally charts, block diagrams and simple tables Ask and answer simple questions by counting the number of 	<p>White Rose: Statistics White Rose: Geometry: Position and Direction</p> <p>I see Reasoning</p> <p>NRICH</p>	<p>Statistics</p> <ul style="list-style-type: none"> Make tally charts Tables Block diagrams Draw pictograms (1–1) Interpret pictograms (1–1) Draw pictograms (2, 5 and 10)

	<p>objects in each category and sorting the categories by quantity.</p> <p>Position and Direction</p> <ul style="list-style-type: none"> Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise). 		<ul style="list-style-type: none"> Interpret pictograms (2, 5 and 10) <p>Position and Direction</p> <ul style="list-style-type: none"> Language of position Describe movement Describe turns Describe movement and turns Shape patterns with turns
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<p>Year 1</p> <p>Science</p> <p>e</p> <p>Art</p> <p>Computing</p>	<p>The Big Question: How does a plant grow?</p>				
	<p>Word Aware Words: plant, flower, leaf, stem, root, tree, seed</p>				
	<p>In Science: PLANTS</p> <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees. <p>In Computing: DATA HANDLING: Introduction to Data</p> <ul style="list-style-type: none"> Recognise common uses of information technology beyond school. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. <p>In Art: OBSERVATIONAL DRAWINGS</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. 	<p>Explorify Stem.org BBC Bitesize Outstanding Science</p> <p>Kapow</p> 	<ul style="list-style-type: none"> Name common wild and garden plants: daisy, buttercup, lavender, grass, dandelion, oak tree, silver birch tree, horse chestnut tree Identify parts of a plant Know the difference between an evergreen and a deciduous tree Observe how a seed grows Know what a plant needs to grow Know that charts and pictograms can be created using a computer. Understand that a branching database is a way of classifying a group of objects. Know that computers understand different types of 'input'. 	<ul style="list-style-type: none"> Ask simple questions and recognising that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use their observations and ideas to suggest answers to questions. Gather and record data to help in answering questions. Insert an image Show data in different ways. Use technology to represent data. Collect and record data. Sort data into a branching database. Design an invention to gather data. 	<p>Plant artwork for display</p> <p>Double page spread</p>

	<ul style="list-style-type: none"> 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. 			<ul style="list-style-type: none"> Use lines, shapes and patterns to draw real objects Use mark making techniques such as stippling and crosshatching to create images Use a variety of tools and techniques including the use of different brush sizes. Begin to discuss and mix secondary colours and shades (using black and white paint). 	
Year 2 Science Art Computing	The Big Question: How do you know if a plant is dead, alive or has never been alive?				
	Word Aware Words: plant, seed, germination, pollination, fertilisation, dispersal				
	<p>In Science:</p> <p>LIVING THINGS AND THEIR HABITATS: PLANTS</p> <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p>LIVING THINGS AND THEIR HABITATS: ANIMALS</p> <ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. 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. <p>In Computing: STOP MOTION ANIMATION</p>	<p>Explorify Stem.org BBC Bitesize Outstanding Science</p> <p>Kapow</p> 	<ul style="list-style-type: none"> Identify and name common wild and garden plants: daisy, buttercup, lavender, grass, dandelion, oak tree, silver birch tree, horse chestnut tree Identify parts of flowering and non-flowering plants Know the life cycle of a plant Identify habitat and micro habitats Know what humans can do to protect the environment Know the difference between a consumer and a producer To understand that an animation is made up of a sequence of photographs. To know that small changes in my frames will create a smoother looking animation. To understand what software creates simple animations and some of its features e.g. onion skinning. 	<ul style="list-style-type: none"> Ask and answer questions Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use their observations and ideas to suggest answers to questions. Gather and record data to help in answering questions. Create a food chain according to what an animal eats Use greater control when taking photos with cameras, tablets or computers. Use logical thinking to explore software, predicting, testing and explaining what it does. Explain how to make secondary colours. 	<p>Minibeast artwork for display</p> <p>Create a flip book animation.</p> <p>Double page spread</p>

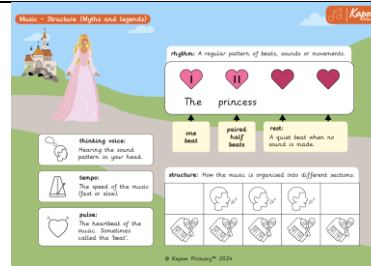
	<ul style="list-style-type: none"> Recognise common uses of information technology beyond school. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. <p>In Art: BIG ART</p> <ul style="list-style-type: none"> Create movement Use drawing, painting and sculpture 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. 			<ul style="list-style-type: none"> Work on a range of scales e.g. large brush on large paper, cardboard strips, different sized paintbrushes etc. 	
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Year 1 Music Weekly	Musical symbols Theme: Under the Sea				
	Word Aware Words: dynamics, pitch, rest, sound pattern, tempo				
	<ul style="list-style-type: none"> Use voices expressively and creatively by singing songs and speaking chants and rhyme 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>Kapow Primary</p> 	<p>To be able to recognise and name the following instruments: Up to three instruments from Group A and B.</p> <p>To know that notation is read from left to right.</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>Coordinating the speed of their movements to match the speed of the music (not the beat).</p> <p>Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes</p>	<p>Move to reflect a character.</p> <p>Create sounds to reflect a character.</p> <p>Move at a speed that reflects the tempo of the audio.</p> <p>Respond to dynamic changes without prompting.</p> <p>Demonstrate a sound pattern correctly to a pulse.</p>

				<p>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>Talking about the tempo of music using the vocabulary fast and slow.</p> <p>Talking about the dynamics of the music, using the vocabulary loud, quiet and silent.</p> <p>Talking about the pitch of music, using the vocabulary high and low.</p> <p>Stating what they enjoyed about their peers' performances.</p> <p>Creating sound Developing an awareness of how sound is affected by the way an instrument is held.</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>Maintaining a comfortable position when sitting or</p>	<p>Sing and play high and low sounds.</p> <p>Read symbols representing high and low sounds correctly.</p> <p>Demonstrate an awareness of pitch, rhythm and dynamics within a performance and recognise the symbols representing these.</p>
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				<p>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>Composing and improvising Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories.</p> <p>Experimenting with creating different sounds using a single instrument.</p> <p>Experimenting with creating loud, soft, high and low sounds.</p> <p>Selecting objects and/or instruments to create sounds to represent a given idea or character.</p> <p>Performing Offering positive feedback on others' performances.</p> <p>Showing awareness of the leader, particularly when starting or ending a piece.</p>	
Year 2 Music Weekly	Structure Theme: Myths & legends				
	Word Aware Words: one-beat notes, composition, paired half-beat notes, legend, myth, notation, pulse, rest, rhythm, structure, tempo, thinking voice				
	<ul style="list-style-type: none"> Use voices expressively and creatively by singing songs and speaking chants and rhyme Play tuned and untuned instruments musically 	Kapow Primary	To know that pictorial representations of rhythm show sounds and rests.	Listening Listening with concentration to short pieces of music or	Recognise, play and write rhythms with one beats

- 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



excerpts from longer pieces of music.

Engaging with and responding to longer pieces of music.

Confidently moving in time with the beat of the music when modelled.

Beginning to keep movements to the beat of different speeds of music.

Beginning to explain why the music is having a certain effect on them: this could be related to the music or related to a personal experience.

Identifying some common instruments when listening to music.

Stating what they enjoyed about their peers' performances.

Creating sound

Using instruments imaginatively to create soundscapes which convey a sense of place.

Using bilateral and hand-eye coordination to play/hold instruments using both hands.

and paired half beats.

Show a rest beat using a silent movement.

Read and follow a structure from left to right.

Add rhythms to a structure to create a beginning, middle and end.


Work well as part of a group, listening to others and respecting their ideas.

Maintain a steady beat.

Use a thinking voice to play rhythms on an instrument.

				<p>Starting to understand how to produce different sounds on tuned instruments.</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 pictorial representations to stay in time with the pulse when singing or playing.</p> <p>Beginning to read simple rhythmic patterns which include paired half beats (quavers).</p> <p>Composing and improvising Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories.</p> <p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>Working collaboratively to combine different sounds by either turn-taking or by</p>	
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				<p>playing sounds at the same time.</p> <p>Performing Offering positive feedback on others' performances.</p> <p>Starting to maintain a steady beat throughout short performances.</p> <p>Standing or sitting appropriately when performing or waiting to perform.</p> <p>Following a leader to start and end a piece appropriately.</p>	
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Year 1 RE Weekly	The Ultimate Question: Why should we care for others?				
	Word Aware Words: Allah, Christian, creation, God, Humanist, Jesus, Jewish, miracle, Muslim, religion, responsibility, scripture, Sikh, Waheguru				
	<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:</p>	<p>Kapow</p>  <p>© Kapow Primary® 2020</p>	<p>Substantive To know: Some people believe that humans have a special relationship with God.</p> <p>Many people give money, time or donations to charity as a way of showing that caring for others is important.</p> <p>Followers often read religious stories.</p> <p>Some stories may guide people to care for others.</p> <p>Religious (and non-religious) groups often provide support and care to</p>	<p>Disciplinary Asking questions about things that interest them.</p> <p>Beginning to ask 'big' questions (e.g. Why are we here? What is real?).</p> <p>Listening to stories and discussing what happens in them.</p> <p>Exploring simple scripture quotes and considering how they might help people.</p> <p>Beginning to notice important information (e.g. first-hand accounts and photos).</p>	<p>Describe some reasons why people choose to care for people other than it being their job.</p> <p>Identify why Muslim people might believe Zakat is important guidance for caring for others.</p> <p>Identify that Tzedakah is a way of caring for others.</p>

	<p>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>their local and worldwide communities.</p> <p>People with similar worldviews often work together to care for the world and for others.</p> <p>Disciplinary To know: 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 To know: 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>Retelling stories in their own words.</p> <p>Recognising lessons or teachings within stories and relating to their own experiences.</p> <p>Finding religious symbols in stories and other sources.</p> <p>Recognising some religious terminology in sources.</p> <p>Thinking about the meaning of what people do.</p> <p>Beginning to notice similarities and differences within and between religions and worldviews.</p> <p>Making links between religious and non-religious beliefs and practices.</p> <p>Listening to others' ideas and comparing them to their own.</p> <p>Talking about what their answer to a question is based on.</p> <p>Identifying things that are important to people.</p> <p>Noticing differences and using respectful language to discuss them.</p> <p>Talking about how beliefs can inspire people to do things.</p> <p>Talking about their own experiences in relation to their learning.</p>	<p>Recognise ways of caring that take more effort and receive less thanks.</p> <p>Identify ways of caring for others in Bible stories.</p> <p>Recognise some reasons why Humanist people might believe it is important to care for others.</p> <p>Look for similarities between people's beliefs about caring for others.</p> <p>Explain how people use their skills to care for others while being inspired by their beliefs.</p>
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				<p>Sharing things that make them wonder and what they think about these things.</p> <p>Talking about what they believe.</p> <p>Respectfully sharing opinions about what is important to them and what is important to others.</p> <p>Sharing what they have learnt.</p> <p>Expressing their ideas using symbols, drawings and choosing appropriate words.</p> <p>Personal Sharing opinions respectfully about what is important to them and what is important to others.</p> <p>Expressing their own ideas and opinions based on personal experience and the beliefs of family members.</p> <p>Sharing opinions respectfully about what is important to them and what is important to others.</p> <p>Expressing their own ideas and opinions based on personal experience and the beliefs of family members.</p>	
Year 2 RE Weekly	The Ultimate Question: Where do some people talk to God?				
	Word Aware Words: Alevi, church, gurdwara, Guru Granth Sahib, mosque, place of worship, ritual, sacred, synagogue, worship				
	Peterborough Agreed Syllabus: PT1 - Knowledge & Understanding of Religion and World Views:	Kapow	Substantive To know: Prayer means communicating with God.	Disciplinary Asking questions about what other people think and do.	To identify some features of mosques and

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

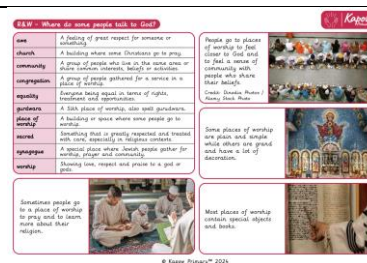
Pupils begin to use key words and vocabulary related to Christianity and at least one other religion

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.



There are some objects that are special to followers of religious traditions.

People pray in different ways in different places.

Objects, words and actions can represent an idea of belief.

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

Values are what people see as important in life.

Some people find praying or worshipping as part of a community helpful.

Members of the same community may have similar or different ways of life.

Many religious groups have special buildings which may have features linked to beliefs and practices.

Within a community people have different values, ideas and beliefs.

Disciplinary

To know: Some questions do not have a simple answer.
Stories, texts, images, artefacts and accounts can help us understand different beliefs.

We all have different ideas about what stories or sources might teach us.

Questioning sources can help us to learn.

It is important to use language such as 'some', 'many' and 'most' when

Asking questions in response to a question.

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).

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

Thinking about what people's actions can represent.

Identifying similarities and differences within and between religions and worldviews.

Commenting respectfully on things that they notice that may be surprising or different.

Beginning to talk about why things are sometimes similar and sometimes different.

Making links to sources when explaining their ideas.

Explaining why some objects, places, practices and stories are important to people.

Explaining how beliefs may influence behaviour and decisions.

their importance to some Muslims.

To explain how the features of an Orthodox Christian church might help some people pray.

To make connections between beliefs about the Trinity and Christian places of worship.


To identify some features of a synagogue and discuss their importance.

To recognise that community and equality are important values to many Sikh people.

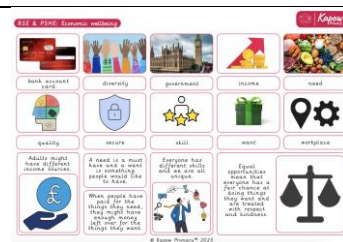
To explain what the similarities and differences between places of worship can tell us about some people's beliefs.

			<p>discussing the beliefs of followers of a particular worldview.</p> <p>Personal To know: It is important to respond respectfully to different beliefs.</p> <p>Learning new things might change what they think and believe.</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>Personal Expressing creatively their own ideas about the questions: Who am I? Where do I belong?</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>Explaining how they have expressed their ideas through art.</p> <p>Asking thoughtful questions relating to their learning.</p> <p>Expressing creatively their own ideas about the questions: Who am I? Where do I belong?</p> <p>Understanding that others may have different ideas</p>	
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				<p>from their own and responding respectfully.</p> <p>Expressing their own ideas and opinions, including considering worldviews studied.</p> <p>Explaining how they have expressed their ideas through art.</p> <p>Asking thoughtful questions relating to their learning.</p>	
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<p>Year 1</p> <p>PSHE</p> <p>Weekly</p>	<p>Economic Wellbeing Transition</p>				
	<p>Word Aware Words: bank, cash, earn, job, money, notes, pocket money, safe, save, skill, spend, value</p>				
	<p>Economic wellbeing – exploring what money is, ways to earn it and how to take care of it.</p>	<p>Kapow</p>  <p>The image shows a resource grid for 'Kapow Primary PSHE - Economic wellbeing'. It contains 15 small images with labels: coins, bank, customer, earn, job, notes, pay, value, save, spend, and three text boxes at the bottom explaining money usage, bank safety, and job diversity. A copyright notice for Kapow Primary 2023 is at the bottom.</p>	<p>To know: Why people use money and its role in our lives.</p> <p>That coins and notes have different values.</p> <p>Some of the ways children may receive money.</p> <p>It is wrong to steal money.</p> <p>Money is valuable and needs to be taken care of to avoid losing or damaging it.</p> <p>Money should be stored in a safe place, such as a piggy bank or a wallet, to keep it secure.</p> <p>They should not show or give money to strangers and</p>	<p>Exploring what money is used for.</p> <p>Discussing how to keep money safe. Discussing what to do if we find money.</p> <p>Exploring choices people make about money.</p> <p>Developing an understanding of how banks work.</p> <p>Listening to descriptions of professions.</p> <p>Thinking about questions they would like to ask others about their job.</p>	<p>Explain how children might get money. Explain some different ways to keep money safe.</p> <p>Discuss the role of banks and building societies.</p> <p>Recognise that people may make different choices about spending or saving.</p> <p>Explain that a range of jobs exist in and out of school and that different skills are needed for jobs.</p> <p>Transition To understand their own strengths and to prepare for their move to a new class</p>

			<p>should only trust trusted adults with their money.</p> <p>They should be mindful when handling money in public, keeping it hidden and not displaying it openly.</p> <p>They can seek adult assistance, particularly from parents or guardians, when they need help in handling or storing money safely.</p> <p>Banks are places where we can store our money.</p> <p>Some jobs in school.</p> <p>Everyone has different strengths in and out of school.</p> <p>Different jobs need different skills.</p>	Describing what different people do in their jobs.	
Year 2 PSHE Weekly	Economic Wellbeing Transition				
	Word Aware Words: bank account, debit card, diversity, electronic, equality, prioritise, skill, survive, transaction, wages, want, withdraw				
	Economic wellbeing – exploring what money is, ways to earn it and how to take care of it.	Kapow	<p>To know: That some adults earn money by having a job.</p> <p>Some basic needs for survival.</p> <p>What a bank account is.</p>	<p>Explaining adult money sources.</p> <p>Identifying whether something is a want or need.</p>	<p>Explain some ways adults get money.</p> <p>Discuss the role of bank account cards.</p> <p>Recognise wants and needs.</p>



			<p>What a bank account card is used for.</p> <p>What a skill or talent is.</p> <p>That different jobs require different skills.</p> <p>The concept of saving money and understanding its benefits for future goals or things they want to buy.</p> <p>The difference between a 'want' and 'need'.</p> <p>Why diversity and inclusion are important in workplaces.</p>	<p>Comparing and contrasting 'wants' and 'needs'.</p> <p>Identifying the main features of bank account cards.</p> <p>Exploring personal skills and talents.</p> <p>Exploring the reasons why people choose certain jobs.</p> <p>Identifying some ways that can make an environment inclusive and fair.</p> <p>Reflecting on the importance of individuality and diversity.</p>	<p>Recognise the difference between a want and a need.</p> <p>Identify their skills and talents.</p> <p>Identify ways to develop their skills and talents.</p> <p>Explain why treating people equally and inclusively is important.</p> <p>Transition: Understanding that change can cause mixed feelings.</p>
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<p>Year 1</p> <p>PE</p> <p>Weekly</p>	Athletics			
	Word Aware: distance, accurate, obstacle			
	<ul style="list-style-type: none"> 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"> Run at different speeds and over obstacles Throw for distance (accuracy) Jump for distance 	Mini Olympics focusing on skills learnt
	Interpretive Dance: Plants			
	Word Aware: grow, glide, spiral, explode, dynamics			
	<ul style="list-style-type: none"> Perform dances using simple movement patterns 		<ul style="list-style-type: none"> Move in a controlled manner, at different speeds and directions Respond appropriately to a range of weather stimuli. Explore movements of a plant as they grow. Use different movements to represent a seed being dispersed. Create own movement phrase in small groups to represent a plant growing and seed being dispersed. Develop movement phrase by adding in actions to represent the weather. Perform and give peer feedback. 	To create, practise, remember and perform simple movement sequences.

Year 2 PE Weekly	Athletics			
	Word Aware: Sprint, hurdle, push and pull			
	<ul style="list-style-type: none"> 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"> Run for speed (sprinting) and over hurdles Relay races and running over obstacles Throw for distance with a push and pull. Use of javelin. Jumping for height and distance 	Mini Olympics focusing on skills learnt
	Interpretive Dance: Minibeasts			
	Word Aware: glide, flutter, slow, fast, sharp, soft, rigid			
	<ul style="list-style-type: none"> Perform dances using simple movement patterns 	https://www.bbc.co.uk/teach/class-clips-video/ks2-science-minibeasts/zy2hhcw	<ul style="list-style-type: none"> Perform a range of actions with imagination and control. Understand and perform simple basic travelling skills on feet Combine actions together into a short movement phrase, creating a simple motif Copy and develop a range of actions Move and freeze with control and coordination Observe and talk about each other's dances 	Combine actions together into a short movement phrase, creating a simple motif and perform it