
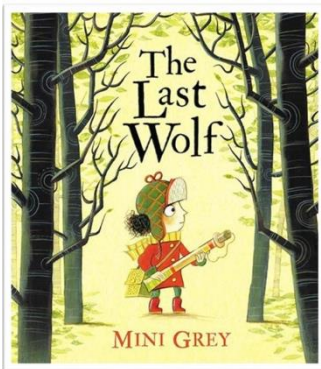


Year group	Term: Summer 1	Topic: Ahoy There!			
Subject	National Curriculum	Key texts & web links	Knowledge We know that...	Skills We are able to...	Outcome/s Exit Point
Year 1 English	Non-chronological Report				
	Word Aware Words: swept, jellyfish, tentacles, floated, ordinary, tongue, barnacles, vast, cave, creature, skimmed, hummed, brave, steam, spout, bobbed, gently, calm, carefree, beady, paddle-shaped flippers				
	<p><b>Spoken language:</b></p> <ul style="list-style-type: none"><li>Build vocabulary</li><li>Articulate and justify answers</li><li>Give well-structured descriptions, explanations and narratives</li><li>Participate in discussions, presentations, performances, role play, improvisations and debates</li></ul> <p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"><li>Learn to appreciate rhymes and poems Recite some rhymes and poems by heart Discuss word meanings, linking new meanings to those already known</li><li>Make inferences on the basis of what is being said and done</li><li>Predict what might happen on the basis of what has been read so far</li><li>Participate in discussion about what has been read to them</li><li>Explain clearly understanding of what is read to them</li></ul> <p><b>Writing composition:</b></p> <ul style="list-style-type: none"><li>Say out loud what is going to be written about</li><li>Sequence sentences to form short narratives</li><li>Re-read what they have written and check that it makes sense</li></ul>	<p><b>Somebody Swallowed Stanley</b> By Sarah Roberts</p> 	<p><b>Gateway Keys</b></p> <ul style="list-style-type: none"><li>Join words and clauses using and</li><li>Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li><li>Add suffixes where no change is needed to the root word e.g –ed, -er, -ing, -est</li></ul> <p><b>Mastery Keys</b></p> <ul style="list-style-type: none"><li>Join words and clauses using and</li><li>Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li><li>Add suffixes where no change is needed to the root word e.g. ed, -ing, -er, -est</li><li>Change the meaning of verbs and adjectives by adding the prefix un</li></ul> <p><b>Feature Keys</b></p> <ul style="list-style-type: none"><li>Write simple sentences linked to the topic</li><li>Write in the present tense</li><li>Link ideas through subject or pronoun e.g. Bats are black. They fly at night</li></ul>	<p><b>Writing outcome:</b> To write information about the sea animals looked at in the texts.</p> <p><b>Greater depth writing outcome:</b> To write information about the sea animals looked at in the texts including sections on how to protect them.</p>	

	<ul style="list-style-type: none"> <li>• Discuss what has been written with the teacher or other pupils</li> <li>• Read writing aloud clearly enough to be heard by peers and the teacher</li> <li>• Spell words containing phonemes already taught</li> <li>• Spell common exception words</li> </ul>			
Year 2 English	<b>Persuasion: The Last Wolf</b>			
	<b>Word Aware Words:</b> flung, supplies, lurk, pounce, wander, endless, grazing, awash, nowadays, pickings, popgun, stalking, bracken, tree stump, doorknob, land, lynx, human, miles, earth			
	<p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Articulate and justify answers</li> <li>• Maintain attention and participate in collaborative conversations</li> <li>• Speak audibly and fluently</li> <li>• Participate in discussions, presentations, performances, role-play, improvisations and debates</li> </ul> <p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Listen to, discuss and express views about a wide range of books at a level beyond that which can be read independently</li> <li>• Discuss the sequence of events in books and how items of information are related</li> <li>• Draw on what is already known and on background information and vocabulary provided by the teacher</li> <li>• Predict what might happen on the basis of what has been read so far</li> </ul> <p><b>Writing composition:</b></p> <ul style="list-style-type: none"> <li>• Write narratives about personal experiences and those of others (real and fictional)</li> <li>• Write about real events</li> </ul>	<p><b>The Last Wolf by Mini Grey</b></p> 	<p><b>Gateway Keys</b></p> <ul style="list-style-type: none"> <li>• Use the progressive form of verbs in the present and past tense</li> <li>• Some use of subordination (because, when) and coordination (and, but)</li> <li>• Use punctuation correctly (as taught so far)</li> <li>• Write sentences with different forms: statement, question, exclamation, command</li> </ul> <p><b>Mastery Keys</b></p> <ul style="list-style-type: none"> <li>• Use subordination (if, that)</li> <li>• Add -er and -est to adjectives</li> <li>• Use homophones and near homophones</li> <li>• Use punctuation correctly – apostrophes for contracted forms</li> </ul> <p><b>Feature keys</b></p> <ul style="list-style-type: none"> <li>• Include detail and description to inform the reader</li> <li>• Use a range of sentence forms to address the reader</li> <li>• Write in 1st person</li> <li>• Include personal comments and own viewpoint</li> <li>• Use openings and closings e.g. dear, opening statement to state why we are writing, from</li> </ul>	<p><b>Writing outcome:</b> To write a letter in role persuading characters to save the trees</p> <p><b>Greater depth writing outcome:</b> To write a letter as themselves persuading local people to save the trees</p>

	<ul style="list-style-type: none"> <li>• Write for different purposes</li> <li>• Plan or say out loud what is going to be written about</li> <li>• Make simple additions, revisions and corrections</li> <li>• Evaluate writing with the teacher and other pupils</li> <li>• Proofread to check for errors in spelling, grammar and punctuation</li> <li>• Re-read to check that their writing makes sense</li> </ul>			
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Year 1 Maths	<b>Number:</b> Multiplication and Division, Fractions <b>Geometry:</b> position and direction			
	<b>Word Aware Words:</b> multiply, divide, double, fraction, half, quarter, left, right			
	<b>Multiplication and Division</b> <ul style="list-style-type: none"> <li>• Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s</li> <li>• Solve one-step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</li> </ul> <b>Fractions</b> <ul style="list-style-type: none"> <li>• Recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> <li>• Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</li> </ul> <b>Geometry:</b> <ul style="list-style-type: none"> <li>• Describe position, direction and movement, including whole, half, quarter and three-quarter turns</li> <li>• 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,</li> </ul>	<b>White Rose</b> <b>Year 1</b> <b>Summer Block 1,2,3</b>  <b>NCETM - teaching for mastery</b>	<b>Multiplication and Division</b> <ul style="list-style-type: none"> <li>• Count in 2s, 10s, 5s</li> <li>• Make equal groups</li> <li>• Add equal groups</li> <li>• Make doubles</li> <li>• Make arrays</li> </ul> <b>Fractions</b> <ul style="list-style-type: none"> <li>• Recognise half an object or a shape</li> <li>• Find half an object or shape</li> <li>• Recognise half a quantity</li> <li>• Find half a quantity</li> <li>• Recognise quarter of an object or a shape</li> <li>• Find quarter of an object or shape</li> <li>• Recognise quarter of a quantity</li> <li>• Find quarter of a quantity</li> </ul> <b>Geometry:</b> <ul style="list-style-type: none"> <li>• Describe turns</li> <li>• Describe position – left and right</li> <li>• Describe position – forwards and backwards</li> <li>• Describe position – above and below</li> <li>• Ordinal numbers</li> </ul>	

	<p>forwards and backwards, inside and outside (non-statutory guidance)</p> <ul style="list-style-type: none"> <li>Practise counting (1, 2, 3...), ordering (for example, 1st, 2nd, 3rd ...) (non-statutory guidance)</li> </ul>		
Year 2 Maths	<b>Number:</b> Addition and Subtraction <b>Measure:</b> Time		
	<b>Word Aware Words:</b> half, quarter, minute, hour, o'clock, add, subtract		
	<p><b>Time</b></p> <ul style="list-style-type: none"> <li>Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clockface to show these times</li> <li>Know the number of minutes in an hour and the number of hours in a day</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</li> </ul>	<p><b>White Rose</b> <b>Year 2</b> <b>Summer Block 1,2</b></p> <p><b>NCETM - teaching for mastery</b></p>	<p><b>Time</b></p> <ul style="list-style-type: none"> <li>O'clock and half past</li> <li>Quarter past and quarter to</li> <li>Tell the time past the hour</li> <li>Tell the time to the hour</li> <li>Tell the time to 5 minutes</li> <li>Minutes in an hour</li> <li>Hours in a day</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>Introduction to parts and whole</li> <li>Equal and unequal parts</li> <li>Recognise a half</li> <li>Find a half</li> <li>Recognise a quarter</li> <li>Find a quarter</li> <li>Recognise a third</li> <li>Find a third</li> <li>Find the whole</li> <li>Unit fractions</li> <li>Non-unit fractions</li> <li>Recognise the equivalence of a half and two-quarters</li> <li>Recognise three-quarters</li> <li>Find three-quarters</li> <li>Count in fractions up to a whole</li> </ul>
Year 1	<b>The Big Question:</b> What would a beach buggy see at the coast?		
	<b>Word Aware Words:</b> material, axle, wheel, coast, cliff, sea, land, sand, beach, seaside, debug		

<p><b>Geography DT Computing Science</b></p>	<p><b>In Geography:</b></p> <p><b>Exploring the UK: Features of the seaside</b></p> <p><b>Locational knowledge</b> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p><b>Physical knowledge</b> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p> <p><b>Human and physical geography</b> Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, sea, ocean and human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map.</p> <p><b>In Computing:</b></p> <p><b>Programming: Beebots (Play &amp; Learn)</b></p> <ul style="list-style-type: none"> <li>• Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions.</li> <li>• Create and debug simple programs</li> <li>• Use logical reasoning to predict the behaviour of simple programs</li> </ul> <p><b>In DT: Moving vehicles</b></p> <p><b>Design</b> design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <ul style="list-style-type: none"> <li>• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>• select from and use a wide range of materials and components, including</li> </ul>	<p>Google maps: <a href="https://www.google.co.uk/maps/@52.5850067,-0.2321658,14z">https://www.google.co.uk/maps/@52.5850067,-0.2321658,14z</a></p> <p>Beach cams: <a href="https://www.thebeachguide.co.uk/webcams">https://www.thebeachguide.co.uk/webcams</a></p> <p>Globes, maps &amp; atlases</p> <p>Kapow: Computing</p>	<ul style="list-style-type: none"> <li>• Know that not all places are the same</li> <li>• Know that there are places beyond our street</li> <li>• Name the four countries of the UK and surrounding seas</li> <li>• Understand the differences between human and physical features.</li> <li>• Understand the terms wheel and axle</li> <li>• Know the basic functions of a Bee-Bot.</li> <li>• Know that algorithms move a Bee-Bot accurately to a chosen destination.</li> </ul>	<ul style="list-style-type: none"> <li>• Use geographical language</li> <li>• Locate places on a map using symbols</li> <li>• Compare and contrast</li> <li>• Use positional and directional language to reach a destination</li> <li>• Use logical reasoning to predict the behaviour of simple programs.</li> <li>• Follow a basic set of instructions.</li> <li>• Assemble instructions into a simple algorithm.</li> <li>• Program a floor robot to follow a planned route.</li> <li>• Learn to debug instructions when things go wrong.</li> <li>• Use programming language to explain how a floor robot works.</li> <li>• Learn to debug an algorithm in an unplugged scenario</li> </ul>	<p>Double page spread about the human and physical features of the coast.</p> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>• Recognise cause and effect when pressing buttons on a Bee-Bot.</li> <li>• Discuss and demonstrate how the Bee-Bot works.</li> <li>• Record video, ensuring everyone is in the shot.</li> <li>• Give several clear instructions in sequence.</li> <li>• Program a Bee-Bot to reach a destination.</li> <li>• Identify and correct mistakes in their programming.</li> </ul> <p><b>DT</b></p> <p>Create a moving vehicle (beach buggy)</p>
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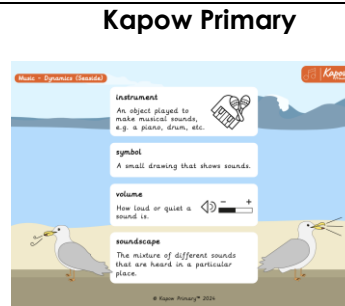
	<p>construction materials, textiles and ingredients, according to their characteristics</p> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• explore and evaluate a range of existing products</li> <li>• evaluate their ideas and products against design criteria Technical knowledge</li> <li>• explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>				
<b>Year 2 Geography DT Computing Science</b>	<b>The Big Question:</b> Where would you like to live in the world?				
	<b>Word Aware Words:</b> equator, continent, ocean, climate, North, South, algorithm				
	<p><b>In Geography:</b></p> <p><b>Exploring the World: Continents &amp; Seas North and South</b></p> <p><b>Locational knowledge</b> Name and locate the world's seven continents and five oceans.</p> <p><b>Human and physical geography</b> Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to key physical features, including: sea, ocean.</p> <p><b>Geographical skills and fieldwork</b> Use world maps, atlases and globes to identify continents and oceans studied at this key stage.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Recognise landmarks using aerial photographs</p> <p>Understand geographical similarities and differences of a small area in the UK and a contrasting country</p> <p><b>In Computing: Programming 2: Scratch jr</b></p> <ul style="list-style-type: none"> <li>• Use logical reasoning to predict the behaviour of simple programs</li> </ul>	<p>Google maps: <a href="https://www.google.co.uk/maps/@52.5850067,-0.2321658,14z">https://www.google.co.uk/maps/@52.5850067,-0.2321658,14z</a></p> <p>Globes, maps &amp; atlases</p> <p>Kapow: Computing <a href="https://www.scratchjr.org/">https://www.scratchjr.org/</a></p>	<ul style="list-style-type: none"> <li>• Name and locate the world's 7 continents and 5 oceans</li> <li>• Understand that the equator effects the climate of different parts of the world</li> <li>• Know that coding is writing in a special language so that the computer understands what to do.</li> <li>• Understand that the character in ScratchJr is controlled by the programming blocks.</li> <li>• Know that you can write a program to create a musical instrument or tell a joke.</li> <li>• Know the difference between transparent, translucent, and opaque materials</li> </ul>	<ul style="list-style-type: none"> <li>• Read a map Locate places on maps, globes, and atlases</li> <li>• Use symbols on a map</li> <li>• Devise a simple map</li> <li>• Recognising that buttons cause effects and that technology follows instruction</li> <li>• Explaining what an algorithm is.</li> <li>• Following an algorithm.</li> <li>• Create a clear and precise algorithm.</li> <li>• Learn that programs execute by following precise instructions.</li> <li>• Incorporate loops within algorithms.</li> <li>• Use logical thinking to explore software, predicting, testing and explaining what it does.</li> <li>• Use an algorithm to write a basic</li> </ul>	<ul style="list-style-type: none"> <li>• Double page spread to include levers and sliders</li> </ul> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>• Use a code to create an animation of an animal</li> </ul>

	<ul style="list-style-type: none"> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>• Recognise common uses of information technology beyond school.</li> </ul> <p><b>In DT: Mechanisms: levers and sliders</b> <b>Pop-up Pirates</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• explore and evaluate a range of existing products</li> <li>• evaluate their ideas and products against design criteria</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>• build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>• explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul> <p><b>In Science:</b></p> <ul style="list-style-type: none"> <li>• Identify and compare the suitability of a variety of everyday materials</li> <li>• Observe closely, using simple equipment.</li> <li>• Perform simple tests.</li> </ul>			<p>computer program.</p> <ul style="list-style-type: none"> <li>• Use loop blocks when programming to repeat an instruction more than once.</li> <li>• Design, make and evaluate when creating a purposeful product</li> <li>• Identify and compare the suitability of a variety of everyday materials</li> </ul>	
<b>Year 1</b> Music	<p><b>Dynamics Theme: The Seaside</b></p> <p><b>Word Aware Words:</b> dynamics, instrument, seaside, soundscape, symbol, volume</p>				



## Weekly

- 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.



To know that:

Sections of music can be described as loud, quiet or silent and the meaning of these terms.

Notation is read from left to right.

To be able to recognise and name up to three instruments from Groups A and B.

Talk about the tempo of music using the vocabulary fast and slow.

Talk about the dynamics of the music, using the vocabulary loud, quiet and silent.

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

Give positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent.

### Creating sound

Develop an awareness of how sound is affected by the way an instrument is held. Use instruments imaginatively to create soundscapes which convey a sense of place.

### Notation

Read different types of notation by moving eyes from left to right as sound occurs.

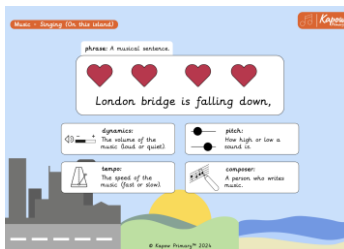
### Composing and improvising

Experimenting with creating loud, soft, high and low sounds.


Selecting objects and/or instruments to create sounds to

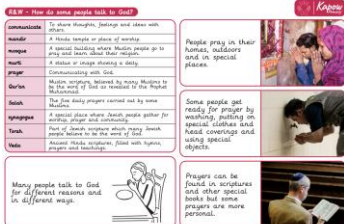

- Use appropriate, justified movements to represent dynamics.
- Identify sounds within the music and describe them using adjectives.
- Recreate sounds using voice or body and extend ideas by adding dynamics.
- Create appropriate, original sounds with their voice and body.
- Use instruments to create loud and soft sounds.
- Justify instrument and sound choices.
- Follow instructions during a performance.
- Create and play a musical score that showcases understanding by using dynamic symbols.




				represent a given idea or character.	
				<b>Perform</b>	
Year 2 Music  Weekly	<b>Singing Theme: On This Island</b>				
	<b>Word Aware Words:</b> composer, composition, dynamics, inspiration, pitch, tempo, phrase				
	<ul style="list-style-type: none"> <li>Use voices expressively and creatively by singing songs and speaking chants and rhyme</li> <li>Play tuned and untuned instruments musically</li> <li>Listen with concentration and understanding to a range of high quality (live) and recorded music</li> <li>Experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul>	<p><b>Kapow Primary</b></p>  <p>The infographic defines music terms: <b>phrase</b> (a musical sentence, illustrated with four red hearts), <b>dynamics</b> (the volume of the music, from quiet to loud, illustrated with a speaker icon), <b>tempo</b> (the speed of the music, from slow to fast, illustrated with a clock icon), <b>pitch</b> (how high or low a sound is, illustrated with a musical note), and <b>composer</b> (a person who writes music, illustrated with a person at a desk).</p>	<p>To know that:</p> <p>Sections of music can be described as fast or slow and the meaning of these terms.</p> <p>Sections of music can be described as loud, quiet or silent and the meaning of these terms.</p> <p>Sounds within music can be described as high or low sounds and the meaning of these terms.</p> <p>Notation is read from left to right.</p>	<ul style="list-style-type: none"> <li>Begin to explain why the music has a certain effect on them, which could be related to the music or a personal experience.</li> <li>Talking about the tempo of music using the vocabulary fast and slow.</li> <li>Talking about the dynamics of the music, using the vocabulary loud, quiet and silent.</li> <li>Talking about the pitch of music, using the vocabulary high and low.</li> </ul> <p><b>Creating sound</b></p> <ul style="list-style-type: none"> <li>Singing simple songs, chants and rhymes from memory.</li> <li>Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower.</li> <li>Breathing at appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Breathe after each phrase in a song when singing.</li> <li>Sing a song from memory.</li> <li>Use different pitches while singing (high and low notes).</li> <li>Sing lyrics accurately.</li> <li>Perform actions that match lyrics.</li> <li>Collaborate and communicate within a group.</li> <li>Use sounds creatively to represent a chosen environment.</li> <li>Perform a composition.</li> <li>Apply pitch and dynamics to enhance a composition.</li> <li>Read notation from left to right.</li> </ul>

				<p>times when singing.</p> <p><b>Notation</b></p> <ul style="list-style-type: none"><li>• Reading different types of notation are read by moving eyes from left to right as sound occurs.</li></ul> <p><b>Composing</b></p> <ul style="list-style-type: none"><li>• Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories.</li><li>• Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</li><li>• Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.</li></ul> <p><b>Performing</b></p> <ul style="list-style-type: none"><li>• Offering positive feedback on others' performances.</li><li>• Standing or sitting appropriately when performing or waiting to perform.</li><li>• Beginning to acknowledge their own feelings around performance.</li></ul>	
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				<ul style="list-style-type: none"> <li>Following a leader to start and end a piece appropriately.</li> </ul>	
Year 1 RE  Weekly	<b>The Ultimate Question:</b> How do we know babies are special?				
	<b>Word Aware Words:</b> Allah, Brahman, ceremony, Christian, creation, God, Hindu, Humanist, Muslim, religion, Trimurti				
	<p><b>Peterborough Agreed Syllabus:</b></p> <p><b>PT1 - Knowledge &amp; Understanding of Religion and World Views:</b> 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><b>PT2 – Responding to Religion and Worldviews:</b> 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 style="text-align: center;"><b>Lessons 1,2,3,4</b></p>	<p>Know that many people have special ceremonies when babies are born.</p> <p>Some religious and non-religious people carry out ceremonies when babies are born to welcome them into their community.</p> <p>Religious baby welcoming ceremonies often include symbols and actions to show the baby's relationship with God.</p>	<p>Begin to notice important information (e.g. first-hand accounts and photos).</p> <p>Find religious symbols in stories and other sources.</p> <p>Listen to others' ideas and comparing them to their own.</p> <p>Identify things that are important to people.</p> <p>Talk about their own experiences in relation to their learning.</p>	<p>Suggest reasons why people might celebrate a new baby.</p> <p>Identify reasons why some Muslim people welcome a new baby with Adhan.</p> <p>Recognise the key parts of Aqiqah and why these are important to some Muslim people.</p> <p>Identify the important parts of Jatakarma and why these are important to some Hindu people.</p> <p>Explore similarities between Jatakarma, Adhan and Aqiqah.</p> <p>Identify what a promise means in a Christian baptism.</p> <p>Explain ways in which some people choose a name for a new baby.</p> <p>Describe what happens at religious and Humanist baby naming ceremonies.</p>
Year 2	<b>The Ultimate Question:</b> How do some people talk to God?				

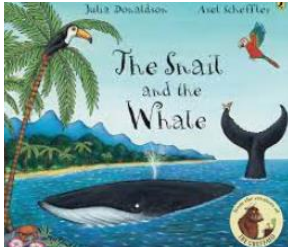
RE  Weekly	Word Aware Words: Avatar, deity, Mandir, Mosque, murti, prayer, puja, Qur'an, shrine, synagogue				
	<p><b>Peterborough Agreed Syllabus:</b></p> <p><b>PT1 - Knowledge &amp; Understanding of Religion and World Views:</b> Name some of the different beliefs and practices of Christianity, Hinduism and Judaism and begin to look for similarities between religions.</p> <p>Retell some religious stories. Begin to use key words and vocabulary related to Christianity, Hinduism and Judaism.</p> <p>Begin to understand what it means to be a person of faith</p> <p><b>PT2 – Responding to Religion and Worldviews:</b> Talk about and find meanings behind different beliefs and practices.</p> <p>Suggest meanings of some religious stories.</p> <p>Ask and respond to questions about what individuals and faith communities do.</p> <p>Express own ideas, opinions and talk about their work creatively.</p>		<p>Know prayer means communicating with God.</p> <p>There are some objects that are special to followers of religious traditions.</p> <p>Know the reason religious followers worship is to show gratitude, say 'thank you', to God.</p> <p>Know people pray in different ways in different places.</p> <p>Know some people talk to God in different ways and for different reasons.</p>	<p>Understand that some symbols (for example, light) have meaning beyond the literal.</p> <p>Respond sensitively to people whose experiences are different to theirs.</p> <p>Use spoken and written words, symbols and drawings to express their ideas.</p> <p>Understand that others may have different ideas from their own and responding respectfully.</p>	<p>Describe what prayer means.</p> <p>Identify some reasons why people might pray. Explain how some people use their bodies during prayer.</p> <p>Identify some similarities and differences between the ways in which people pray.</p> <p>Understand why special objects and items of clothing are important to some people when they pray.</p> <p>Draw connections between prayer practices within the Hindu, Muslim and Jewish worldviews.</p>
Year 1 PSHE  Weekly	Keeping safe: Safety and the changing body				
	Word Aware Words: accident, drug, emergency, hazards, medicine, physical contact, polite, respect, role, trust				
	<p><b>Statutory Relationships Education, Relationships and Sex Education (RSE):</b></p> <p>Know that that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>Know how to respond safely and appropriately to adults they may encounter (in all</p>	<p><b>Kapow Primary</b></p> 	<p>To know that some types of physical contact are never appropriate.</p> <p>To know what to do if I get lost.</p> <p>To know that a hazard is something which could cause an accident or injury.</p> <p>To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.</p>	<p>Practising what to do if I get lost.</p> <p>Identifying hazards that may be found at home.</p> <p>Understanding people's roles within the local community that help keep us safe.</p> <p>Learning what is and is not safe to put in or on our bodies.</p> <p>Practising making an emergency phone call.</p>	<p>Know a number of adults in school.</p> <p>Know that they should speak to an adult if they are ever worried or feel uncomfortable about another adult.</p> <p>Understand ways to keep safe and not get lost and know the steps to take if they do get lost.</p> <p>Know the number for the emergency services and their own address.</p>

	<p>contexts) who they do not know</p> <p>Know how to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>Know how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.</p> <p>Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> <p>Know how to make a clear and efficient call to emergency services if necessary</p>		<p>To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened.</p> <p>To know that emergency services are the police, fire service and the ambulance service.</p>		<p>Understand that some types of physical contact are never acceptable.</p> <p>Know what can go into or onto the body and when they should check with an adult.</p> <p>Understand that there are hazards in houses and know how to avoid them.</p> <p>Understand and name jobs that people do to help keep us safe.</p>
<p><b>Year 2</b></p> <p><b>PSHE</b></p> <p><b>Weekly</b></p>	<p><b>Keeping safe: Safety and the changing body</b></p>				
	<p><b>Word Aware Words: safe, secret, trust, body, feelings</b></p>				
	<p><b>Statutory Relationships Education, Relationships and Sex Education (RSE):</b></p> <p>Know that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>Know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</p> <p>Know 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</p>	<p><b>Kapow Primary</b></p> 	<p>To know the PANTS rule.</p> <p>To know that I should tell an adult if I see something that makes me uncomfortable online.</p> <p>To understand the difference between secrets and surprises.</p> <p>To know the rules for crossing the road safely.</p> <p>To know that medicine can help us when we are ill.</p> <p>To understand that we should only take medicines when a trusted adult says we can.</p> <p>To know the names of parts of my body, including private parts.</p>	<p>Discussing the concept of privacy.</p> <p>Exploring ways to stay safe online.</p> <p>Learning how to behave safely near the road and when crossing the road.</p> <p>Exploring what people can do to feel better when they are ill.</p> <p>Learning how to be safe around medicines.</p>	<p>Understand how the internet can be used to help us.</p> <p>Create a poster with clear information about how to remain safe online and what to do if something online makes them feel uncomfortable.</p> <p>Understand what a secret is and what a surprise is.</p> <p>Know the name of parts of the body, including those of the private parts for their gender.</p> <p>Explain the PANTS rule.</p> <p>Understand how to keep safe near roads.</p> <p>Explain the rules for crossing the road.</p>

	<p>Know that that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>Know how to respond safely and appropriately to adults they may encounter (in all contexts) who they do not know</p> <p>Know how to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>Know how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.</p> <p>Know how to report concerns or abuse, and the vocabulary and confidence to do so</p> <p>Know where to get advice from e.g. family, school and/or other sources</p> <p>Know that for most people the internet is an integral part of life and has many benefits</p> <p>Know 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.</p> <p>Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</p>				<p>Understand when we should take medicines that can help us feel better when we are unwell.</p>
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**Year 1**

**Invasion Games**

PE  Weekly	<b>Word Aware:</b> invade, speed, retrieve			
	<ul style="list-style-type: none"> <li>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.</li> <li>participate in team games, developing simple tactics for attacking and defending</li> </ul>	<b>Premier Sports Coach</b>	<ul style="list-style-type: none"> <li>Moving in and out of a space safely and with control</li> <li>Chasing and invading</li> <li>Invading to retrieve an object - giving a purpose to invade</li> <li>Small invasion games introducing basic rules</li> </ul>	Play small invasion games using skills taught
	<b>Dance:</b> Interpretive Dance – Under The Sea			
	<b>Word Aware:</b> Slow, fast, pace, high, low, levels			
	<ul style="list-style-type: none"> <li>Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</li> <li>Perform dances using simple movement patterns.</li> </ul>	<b>The Snail and the Whale</b> by Julia Donaldson 	<ul style="list-style-type: none"> <li>Explore moving in unison</li> <li>Follow and copy a partner</li> <li>Move and freeze with control and coordination</li> <li>Choose different movements to tell a story</li> <li>Create a simple dance motif.</li> <li>Observe and talk about each other's dances.</li> </ul>	Perform a dance using simple movement patterns
Year 2 PE  Weekly	<b>Invasion Games</b>			
	<b>Word Aware:</b> invade, attack, defend			
	<ul style="list-style-type: none"> <li>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.</li> </ul>	<b>Premier Sports Coach</b>	<ul style="list-style-type: none"> <li>Invading a space</li> <li>Defending a space</li> <li>Attacking - including attacking at speed</li> <li>Invasion games – including roles of attacking and defending as previously taught within unit</li> <li>Implement rules/scoring</li> </ul>	Play invasion games using skills taught
	<b>Dance:</b> Interpretive Dance – Pirates			
	<b>Word Aware:</b> motif, action, transition, levels, unison			
	<ul style="list-style-type: none"> <li>Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</li> <li>Perform dances using simple movement patterns.</li> </ul>		<ul style="list-style-type: none"> <li>Use and change direction</li> <li>Understand and perform simple basic travelling skills on feet</li> <li>Explore moving in unison</li> <li>Copy and develop a range of actions</li> <li>Combine actions together into a short movement phrase, creating a simple motif</li> <li>Observe a partner and give feedback.</li> </ul>	Perform a dance using simple movement patterns