



## Year 1/2 Year A Term 5 and 6

### Theme

Science  
Plants

Geography  
Australia

History  
The Great Fire of London

Music  
Y1 - Our World  
Y1/2 - Friendship Song

RE  
The Covenant (Y2 Discovery RE Y2)  
Passover (Y2 Discovery RE Y2)

Computing  
Computer Science:  
(Programming A: Moving a  
Robot) Robot algorithms

PSHE  
Growing Up  
Health and Wellbeing

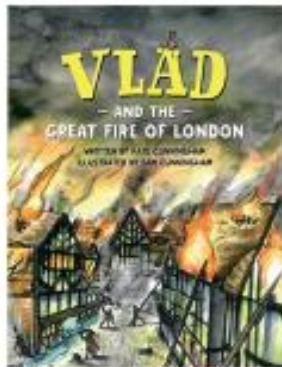
PE  
Y1 – Running and Jumping  
Sports day  
Y1/2 – Invasion games  
Sports day

DT  
Houses

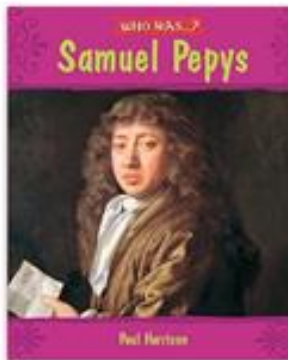
Art  
Flowers in Art

Term 5 - Year 1/2 - English

Year 1/2



Linked Text – Setting description



Linked Text – Diary writing



Core Text –  
Newspaper Report

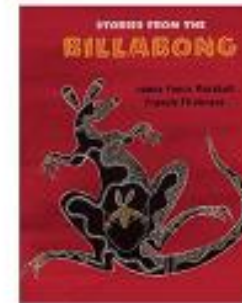
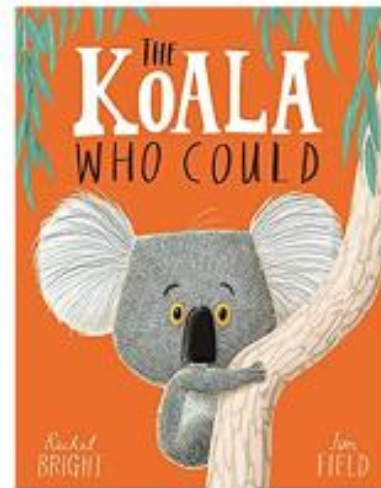
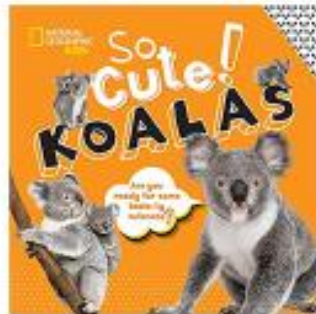
VIPERS Texts



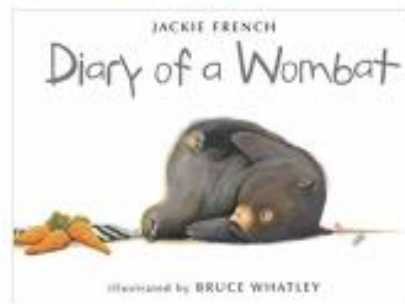
Term 6 - Year 1/2 - English

Year 1/2

**Linked Text**  
Information text  
Making a fact sheet



**VIPERS and Linked Text**  
Traditional Tales

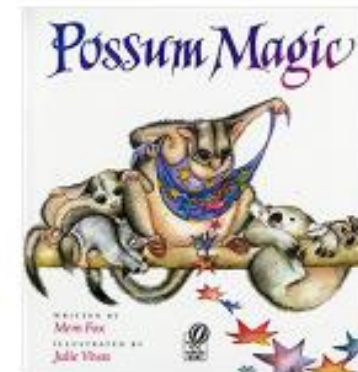


**Linked Text**  
Diary entries and letter writing.

**Core Text**  
Narrative/description.  
Settings and characters.



**Linked Text**  
Animal riddles



**VIPERS and Linked Text**  
Writing magic spells  
Recipes

Science

| Plants  |   | Term: 5&6  | Year: 1&2 Year A   |   |
|---|---|--|--|---|
| <p><b>Foundations of previous learning:</b> In EYFS children will have, explore the natural world around them, making observations and drawing pictures of animals and plants; know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>In Year A, children in years 1 and 2 would have explored the school grounds and noticed changes that are taking place in relation to the different seasons.</p>   |   |  |  |   |
| <b>Unit Learning</b>  |   |  |  |   |
| NC Objective - Coverage   | Skills  | Knowledge  | Vocabulary   |   |
| <p><b>Seasonal changes - I can observe changes across the four seasons</b><br/>I can observe and describe weather associated with the seasons and how day length varies.</p> <p><b>Year 1 - Plants - I can identify and describe the basic structure of a variety of common flowering plants, including trees.</b><br/>I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p><b>Year 2 - I can identify and name a variety of plants in their habitats, including micro-habitats.</b><br/>I can observe and describe how seeds and bulbs grow into mature plants.<br/>I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> | <p>Ask simple questions and recognise that they can be answered in different ways.</p> <p>Observe closely, using simple equipment.</p> <p>Perform simple tests.</p> <p>Identify and classify.</p> <p>Using their observations and ideas to suggest answers to questions</p> <p>Gathering and recording data to help in answering questions.</p>                   | <p>To know and be able to observe what changes happen across the 4 seasons (plants).</p> <p>To be able to observe and describe weather associated with the seasons and how day length varies.</p> <p>To be able to identify and name common wild and garden plants.</p> <p>To be able to identify and name deciduous and evergreen trees.</p> <p>To be able to describe the basic structure of plants and trees.</p> <p>To be able to describe how seeds and bulbs grow into mature plants.</p> <p>To understand how plants need water, light and a suitable temperature to grow and stay healthy.</p> | <p>Weather</p> <p>Seasons (winter, summer, spring, autumn)</p> <p>Sun, sunrise, sunset, day length.</p> <p>Plant, flower, leaf, grow, weed, water, healthy, names of garden and wild flowering plants in the local area, seed, bulb, germinate, stem, light,</p> | <p>shade, sun, warm, deciduous, evergreen, trunk, branch, stem, bark, names of trees in the local area, petal, root, seed, bud, life cycle, fruit, berry, cool,</p> |
|   | <b>Assessment of Skills</b>   | <b>Assessment of Knowledge</b>   |  |   |
|   | <p>Children are able to ask simple questions.</p> <p>Children can make observations when carrying out simple tests.</p> <p>Children can plan and perform simple tests.</p> <p>Children can identify and classify different materials.</p> <p>Children can use their observations to suggest answers to questions.</p> <p>Children can gather and record data.</p> | <p>What changes happen in each season?</p> <p>What is the weather like in ...?</p> <p>How does the day length vary in each season?</p> <p>What is this plant called?</p> <p>What is this tree called?</p> <p>What is the difference between a deciduous and evergreen tree?</p> <p>Can you name the different parts of this plant?</p> <p>Can you name the different parts of this tree?</p> <p>What is the life cycle of a plant?</p> <p>What do plants need to grow and stay healthy?</p>  |  |   |

History

| <b>Great Fire of London</b>   |  | <b>Term: 5</b>  | <b>Year: 1&amp;2 Year A</b>  |
|---|--|---|--|
| <b>Foundations of previous learning:</b> In Foundation Stage Children talk about past and present events in their own lives and in the lives of family members. |  |   |  |
| <b>Unit Learning</b>  |  |   |  |
| <b>NC Objective - Coverage</b>  | <b>Skills</b>  | <b>Knowledge</b>  | <b>Vocabulary</b>  |
| Pupils should be taught about:<br>Events beyond living memory that are significant nationally or globally   | To identify similarities and differences between ways of life now and in 1666.   | To develop an awareness of the past.<br>To know where people and events fit within a chronological framework.<br>To know similarities between London now and in the past.<br>To know a timeline is used to order events from the past<br>To know what equipment Firefighters had in 1666 and today.<br>To know the main events of the GFL and in what order they happened.<br>To know how people find out about the past<br>To know who Samuel Pepys was<br>To know how London was rebuilt<br>To know what people learnt from the Great Fire. | Past, Present<br>Timeline,<br>Key events<br>Similarities/<br>Differences<br>17 <sup>th</sup> Century<br>Poor, Rich<br>Historians<br>Sources of information<br>Artefacts<br>Eyewitness<br>Architects<br>Rebuilt |
|   | To understand some ways that we find out about the past and identify different ways in which it is represented.  |   |  |
|   | To ask and answer questions, choosing and using parts of stories and other sources to show they know and understand key features of events.<br><br>To use a wide vocabulary of everyday historical terms.<br><br>To use common words and phrases relating to the passing of time.                    |   |  |
|   | <b>Assessment of Skills</b>  | <b>Assessment of Knowledge</b>  |  |
|   | The children will be able to:<br>Ask questions about the past and identify similarities and difference between 1666 and present day.<br>Place events in chronological order<br>Answer questions about the past using given sources<br>Use historical terms and vocabulary when talking about the GFL | What is a timeline is and what does it tells us?<br>How London different in 1666?<br>How was the equipment used by firefighters different in 1666 to today?<br>To be able to recall and order the main events of the GFL.<br>Who was Samuel Pepys and what did he do?<br>How was London rebuilt differently so that there would never e another Great Fire?<br>What did people learn from the GFL and how does that effect our lives today?   |  |

Geography

|                                |                |                             |
|--------------------------------|----------------|-----------------------------|
| <b>Are all towns the same?</b> | <b>Term: 6</b> | <b>Year: 1&amp;2 Year A</b> |
|--------------------------------|----------------|-----------------------------|

**Foundations of previous learning:**  
 In EYFS Year one children will have explored the natural world around them in their immediate surroundings, making observations, drawing pictures, making comparisons throughout the seasons. They will understand that we live in England and that there are many other places in the world to see and explore. They will have experienced and participated in a ‘travel agents’ role play where they will have explored a map of the world and discussed where they might like to travel to.  
 In year B, Year two children (as year ones) will have learnt the names of the world’s seven continents and five oceans and their locations as well as the location of hot and cold areas of the world in relation to the equator and the north and south poles. They will have used world maps, atlases and globes in order to find, name and locate these. They will also have compared their immediate environment with a seaside place, looking at the human and physical features of both.  
 In Term 3 of Year A, children will have had more experience with using maps and atlases when learning the names, locations and characteristics of the four countries within the UK and the names & locations of the surrounding seas. This term, children will have studied the UK and the area surrounding their school and its grounds, looking at human & physical features.

**Unit Learning**

| <b>NC Objective</b>   | <b>Skills</b>   | <b>Knowledge</b>   | <b>Vocabulary</b>   |
|---|---|--|---|
| To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. | -To be able to locate America, the UK and England on a world map.<br>-To be able to locate the city of San Francisco on a map of the United States of America and Chippenham on a map of the UK.<br>-To use non-fiction books to research the country of the United States of America<br>-To draw comparisons between Chippenham town and the town of San Francisco drawing on the key human and physical features studied.     | -To know where The United States of America is in the world and in relation to the UK.<br>-To recognise the The United States of American flag and know what the country’s national emblem and animal is.<br>-To know the capital city of The United States of America.<br>-To recognise key landmarks within The United States of America.<br>-To know that San Francisco is a town within the non-European country of The United States of America and Chippenham is a town in England.<br>- To know what human features mean and be able to give some examples.<br>- To know what physical features mean and be able to give some examples.<br>- To know the key human and physical features of the town of Chippenham and San Francisco.<br>- To know and recognise the key landmarks of both towns studied.<br>-To know the differences between a village, town and city. | country<br>Non-European<br>globes, atlas,<br>map<br>United Kingdom<br>Great Britain<br>The United States of America<br>England<br>capital city<br>San Francisco<br>Chippenham<br>city<br>town<br>village<br>landmarks |
|   | <b>Assessment of Skills</b>   | <b>Assessment of Knowledge</b>   | physical/human<br>features<br>flags<br>festivals<br>celebrations<br>rivers/mountains<br>compare   |
|   | On appropriate maps children can locate the countries of The United States of America and England and the towns of San Francisco and Chippenham.<br>- Discuss the key physical and human features of Chippenham town and the town of San Francisco.<br>-The children can, when asked, verbally draw a comparison between the two towns studied. E.g. Both Chippenham and San Francisco have... or ___ has ___ and ___ does not. | Where is The United States of America? Where is the UK/England? What is the national animal/flower of __? What landmark is this? Which country is this landmark located in? What is the capital city of __? Which two towns have you been learning about/comparing? Can you tell me a physical/human feature of Chippenham? San Francisco? What is the difference between a village, town and city?  |   |

Art

| <b>Clay/Natural Sculptures</b>  |   | <b>Term: 6</b>  | <b>Year: 1&amp;2 Year A</b>  |
|---|---|---|--|
| <p><b>Foundations of previous learning:</b> In Foundation Stage children will safely use and explore a variety of materials, tools and techniques, when creating Clay Diva lamps.</p> <p>The children will build on the drawing skills practised during Term 1&amp;2 when using tone and texture to draw toys.</p>  |   |   |  |
| <b>Unit Learning</b>  |   |   |  |
| <b>NC Objective - Coverage</b>  | <b>Skills</b>   | <b>Knowledge</b>  | <b>Vocabulary</b>  |
| <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>♣ to use a range of materials creatively to design and make products</li> <li>♣ to use sculpture to develop and share their ideas,</li> <li>♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>♣ about the work of a range of artists, craft makers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul> | <p>To apply drawing skills,-line, tone and texture, to draw flowers from observation.</p> <p>To mix and match colours when painting flowers from observation.</p> <p>To use a natural materials for sculpting- clay, natural found materials.</p> <p>To use a variety of techniques to make a pinch pot structure (flower).</p> <p>To use a variety of shapes, including lines and texture.</p> <p>To describe the work of famous, notable artists and designers.</p> <p>To express an opinion on the work of famous, notable artists.</p>                  | <p>To learn from the works of notable artists, (Van Gogh, Georgia O’Keefe, Este MacLeod Yvonne Coomber) studying their techniques and processes.</p> <p>To use inspiration from famous and notable artists to create their own work and compare</p>                 | <p>Drawing- line, colour, pattern, light/dark. Shape: oval, long, round, curved, detail</p> <p>Painting- Brushstrokes- lines, blobs, dots, dashes, dab, smooth, stipple, stroke.</p> <p>Clay- manipulate, properties, malleable materials, clay, natural, Techniques, rolling, kneading, Pinching, smoothing</p> |
|   | <b>Assessment of Skills</b>   | <b>Assessment of Knowledge</b>  | Texture: surface, detail   |
|   | <p>The children will be able to:</p> <p>Create natural sculptures using found materials in the style of Andy Goldsworthy.</p> <p>Create observational drawings of flowers demonstrating use of line, tone and texture.</p> <p>Create paintings of flowers from observation using colour mixing and matching, in the style of Georgia O’Keefe.</p> <p>Create a pinch pot flower using the techniques explored and based on their observations.</p> <p>Say what they think about the work of other artists and make comparisons with their own creations.</p> | <p>The children will be able to:</p> <p>Talk about the work of the artists studied and the techniques they have used to create their works.</p> <p>Apply some of the techniques they have observed in the work of other artists when creating their own pieces.</p> |  |

DT

|   |         |                     |
|---|---------|---------------------|
| Houses - How can we make a house that stands independently? | Term: 6 | Year: 1&2<br>Year A |
|---|---------|---------------------|

**Foundations of previous learning:**  
 In Year B, Year 2 chn (as year one chn) will have used dowelling when making the frame for their kites.  
 In Year A, term 2, year 1 and 2 children will have looked closely at different joining techniques when deciding which method was most effective for joining their fabric and adding decorations in order to make their own hand puppets. Children had a go at testing the various methods e.g. glue gun, pritt stick, blu tac, staples, cellotape and sewing.  
 All children are familiar with the design, make and evaluate process of design technology. (Fruit Skewers, Kites, Windmills - *just yr 2 chn* and puppets and moving pictures - *both yr 1 and 2 chn*).

**Unit Learning**

| NC Objectives   | Skills & Knowledge  |  | Vocabulary  |
|---|---|--|---|
| <p><b>Design</b><br/>                     To design purposeful, functional and appealing products for themselves and others<br/>                     To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups</p> <p><b>Make</b><br/>                     To use a range of tools for cutting, shaping, joining and finishing<br/>                     To select from and use a wide range of materials and components, including construction, materials, textiles and ingredients</p> <p><b>Evaluate</b><br/>                     To explore and evaluate a range of existing products<br/>                     To evaluate their ideas and products against design criteria</p> | <p>-To communicate their ideas, suggestions and intentions to their partner in order to create the best product they can.<br/>                     -To collaboratively <i>design</i> a Tudor house, alongside a partner, using their knowledge of what Tudor houses looked like and the knowledge of the materials they will use to make their house.<br/>                     -To use a range of tools safely and purposefully (ruler, pencil, saw, glue gun)<br/>                     -To <i>evaluate</i> their finished product to establish whether it satisfies the design criteria.</p> | <p>-To recognise, and know the names for, a range of different houses and homes.<br/>                     -To know what Tudor houses looked like and what materials were used to build them.<br/>                     -To know the differences between a rich and poor Tudor house.<br/>                     -To know the design criteria for building their house structure.<br/>                     -To know which materials would be the most suitable for building a house structure that can stand independently.<br/>                     -To know a range of 'joining' methods and which would be most suitable for their house structure.</p> | <p>house<br/>                     cut<br/>                     design<br/>                     join<br/>                     design criteria<br/>                     evaluate<br/>                     materials<br/>                     features<br/>                     label<br/>                     make<br/>                     stronger<br/>                     weaker<br/>                     cut<br/>                     join<br/>                     mock-up<br/>                     support<br/>                     saw<br/>                     glue gun<br/>                     ruler<br/>                     measure<br/>                     dowelling<br/>                     card triangles</p> |
|   | <b>Assessment of Skills &amp; Knowledge</b>   |  |   |
|   | <p>-Children work well with their partner, communicating effectively with one another.<br/>                     -Children successfully create a collaborative design of a Tudor house with labelled materials.<br/>                     -Children will make effective use of the tools available to them in order to cut, shape and join parts to create their house structure and will do so safely.<br/>                     -Children will evaluate their finished product against the design criteria.</p>  | <p>Children can say: What did Tudor houses look like? Which of these houses is a Tudor house? Can you tell me some of the differences between a rich and a poor Tudor house? What type of home/house is this? What is your design criteria? Which materials are most suitable for making your house structure and why? How could/will you join your materials together? Why is this the most effective way of joining?</p>   |   |

Music

|   |  |   |                             |  |
|---|--|---|-----------------------------|--|
| <b>Y1 – Charanga unit - Our World</b>   |  | <b>Term: 5</b>  | <b>Year: 1&amp;2 Year A</b> |  |
| <p><b>Foundations of previous learning:</b> In EYFS, children will sing a range of well-known nursery rhymes and songs; perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. Year 1 children will have learned a variety of musical skills during the three units of Charanga covered in Year B. Children in Year 1 and 2 practise and performed songs in our school Nativity.</p>                        |  |   |                             |  |
| <b>Unit Learning</b>  |  |   |                             |  |
| <b>NC Objective - Coverage</b>  | <b>Skills</b>  | <b>Knowledge</b>  |                             | <b>Vocabulary</b>  |
| <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- use their voices expressively and creatively by singing songs and speaking chants and rhymes.</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 inter-related dimensions of music.</li> </ul> | <p><b>Listen and Appraise:</b></p> <ul style="list-style-type: none"> <li>● To learn that music can touch your feelings.</li> <li>● To enjoy moving to music.</li> </ul> <p><b>Singing:</b></p> <ul style="list-style-type: none"> <li>● To sing along with a pre-recorded song and add actions.</li> <li>● To sing along with the backing track.</li> </ul> <p><b>Performance:</b></p> <ul style="list-style-type: none"> <li>● To perform any of the nursery rhymes by singing and adding actions.</li> <li>● To perform any nursery rhymes or songs adding a simple instrumental part.</li> <li>● To record the performance to talk about.</li> </ul> | <p><b>Listen and Appraise:</b></p> <ul style="list-style-type: none"> <li>● To know nursery rhymes off by heart.</li> <li>● To know the stories of some of the nursery rhymes.</li> </ul> <p><b>Singing:</b></p> <ul style="list-style-type: none"> <li>● To be able to sing or rap nursery rhymes and simple songs from memory.</li> <li>● To know songs, have sections.</li> </ul> <p><b>Performance:</b></p> <ul style="list-style-type: none"> <li>● To know a performance is sharing music.</li> </ul> |                             | <p>Pulse,<br/>rhythm,<br/>pitch,<br/>high sounds,<br/>low sounds,<br/>tempo,<br/>perform,<br/>rap,<br/>unison.</p> |
|   | <b>Assessment of Skills</b>  | <b>Assessment of Knowledge</b>  |                             |  |
|   | <p>Do they understand that music can touch your feelings?<br/>Can they enjoy moving to music in different ways?<br/>Can they sing along with a pre-recorded song?<br/>Can they sing along with the backing track?<br/>Can they perform any of the nursery rhymes by singing and adding actions?<br/>Can they perform any nursery rhymes or songs adding a simple instrumental part?<br/>Can they talk about their performance?</p>   | <p>Do they know nursery rhymes off by heart?<br/>Can they say what the songs are about?<br/>Can they sing songs from memory?<br/>Do they know that songs have sections?<br/>Can they explain the words performance and audience?<br/>Do they understand that performance is sharing music?</p>  |                             |  |

Music

| <b>Y1/2 – Charanga unit – Friendship song</b>   |   | <b>Term: 5</b>  | <b>Year: 1&amp;2 Year A</b>   |
|---|---|---|---|
| <p><b>Foundations of previous learning:</b> In EYFS, children will sing a range of well-known nursery rhymes and songs; perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. Year 1 children will have learned a variety of musical skills during the three units of Charanga covered in Year B. Children in Year 1 and 2 practise and performed songs in our school Nativity.</p>                        |   |   |   |
| <b>Unit Learning</b>  |   |   |   |
| <b>NC Objective - Coverage</b>  | <b>Skills</b>   | <b>Knowledge</b>  | <b>Vocabulary</b>   |
| <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- use their voices expressively and creatively by singing songs and speaking chants and rhymes.</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 inter-related dimensions of music.</li> </ul> | <p><b>Listen and Appraise:</b></p> <ul style="list-style-type: none"> <li>● To learn how they can enjoy moving to music and how songs can tell a story or describe an idea.</li> </ul> <p><b>Singing:</b></p> <ul style="list-style-type: none"> <li>● Learn about voices singing notes of different pitches (high and low).</li> <li>● Learn that they can make different types of sounds with their voices - you can rap (spoken word with rhythm).</li> <li>● Learn to find a comfortable singing position.</li> <li>● Learn to start and stop singing when following a leader.</li> </ul> <p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>● Help create three simple melodies with the Units using one, three or five different notes.</li> <li>● Learn how the notes of the composition can be written down and changed if necessary.</li> </ul> <p><b>Performance:</b></p> <ul style="list-style-type: none"> <li>● Perform a song they have learnt from the Scheme.</li> <li>● They can add their ideas to the performance.</li> <li>● Record the performance and say how they were feeling about it.</li> </ul> | <p><b>Listen and Appraise:</b></p> <ul style="list-style-type: none"> <li>● To know songs off by heart.</li> <li>● To know some songs have a chorus or a response/answer part.</li> <li>● To know that songs have a musical style.</li> </ul> <p><b>Singing:</b></p> <ul style="list-style-type: none"> <li>● To confidently know and sing songs from memory.</li> <li>● To know that unison is everyone singing at the same time.</li> <li>● To know why we need to warm up our voices.</li> </ul> <p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>● To know composing is like writing a story with music.</li> </ul> <p><b>Performance:</b></p> <ul style="list-style-type: none"> <li>● To know a performance is sharing music with an audience.</li> <li>● To know a performance can be a special occasion and involve a class, a year group or a whole school.</li> <li>● To know an audience can include your parents and friends.</li> </ul> | <p>Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.</p> |
|   | <b>Assessment of Skills</b>   | <b>Assessment of Knowledge</b>  |   |
|   | <p>Can they enjoy moving to music in different ways?<br/>                 Can they explain how songs can tell a story or describe an idea?<br/>                 Can they sing notes of different pitches and make different types of sounds with their voices?<br/>                 Can they start and stop singing when following a leader?<br/>                 Can they help to create a simple melody using one, two or three notes and learn how the notes of the composition can be written down and changed if necessary?<br/>                 Can they choose a song they have learnt, add their ideas and perform it?<br/>                 Can they say how they were feeling about their performance?</p>   | <p>Can they sing songs from memory and sing them in unison?<br/>                 Can they explain why we need to warm up our voices?<br/>                 Can they say how composing is like writing a story with music?<br/>                 Can they explain the words</p>  |   |

## Computing

|   |   |  |
|---|---|--|
| <b>Computer Science - Programming A: Robot Algorithms (Year 2)</b>  | <b>Term: 6</b>  | <b>Year: 1&amp;2 Year A</b>  |
| <p><b>Foundations of previous learning:</b><br/>                 In EYFS children will have had experience of using positional and directional language in maths sessions<br/>                 In year B year one children (now year two), will have used positional and directional language in maths and geography sessions. In geography sessions, they will have learnt the compass points N, S, E and W and some children will have progressed onto the compass points, NE, NW, SE, SW.<br/>                 All Year one and two children will have completed the Programming A Unit 'Moving a Robot' (Beebots) in Year A Term 4.</p> |   |  |
| <b>Unit Learning</b>  |   |  |
| <b>NC Objective</b>   | <b>Skills &amp; Knowledge</b>   | <b>Vocabulary</b>  |
| <p>1. Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>2. Create and debug simple programs.</p> <p>3. Use logical reasoning to predict the behaviour of simple programs.</p>  | <p>To follow instructions given by someone else<br/>                 To give clear instructions<br/>                 To use the same instructions to create different algorithms<br/>                 To use an algorithm to program a sequence on a floor robot<br/>                 To show the difference in outcomes between two sequences that consist of the same instructions<br/>                 To follow a sequence<br/>                 To predict the outcome of a sequence<br/>                 To compare my prediction to the program outcome<br/>                 To explain the choices that they made for their mat design<br/>                 To identify different routes around their mat<br/>                 To test their mat to make sure that it is usable<br/>                 To explain what my algorithm should achieve<br/>                 To create an algorithm to meet their personal goal<br/>                 To use their algorithm to create a program<br/>                 To test and debug each part of the program<br/>                 To plan algorithms for different parts of a task<br/>                 To put together the different parts of their program</p> | <p>instruction/s<br/>                 sequence<br/>                 clear<br/>                 unambiguous<br/>                 algorithm<br/>                 program<br/>                 order<br/>                 prediction<br/>                 artwork<br/>                 design<br/>                 route<br/>                 map<br/>                 debugging<br/>                 decomposition</p> |
|   | <b>Assessment of Knowledge &amp; Skills</b>   |  |
|   | <p>Children will...be able to follow instructions themselves and give clear instructions to others and their floor robot to follow.<br/>                 Identify different possible routes, plan algorithms and predict outcomes, explaining what their algorithms should achieve.<br/>                 Successfully use an algorithm to program a sequence for a floor robot and be able to test and debug each part of the program.<br/>                 Demonstrate their understanding that the same instructions can be used to create different algorithms.</p>  |  |

**RE**

| <b>The Covenant (Year 2 Discovery RE)</b>  |   | <b>Term: 5</b>  | <b>Year: 1&amp;2 Year A</b>   |
|--|---|---|---|
| <b>Foundations of previous learning:</b> Year 1- Year A Term 1- Who made the world? (Creation Y1)<br>Year A Term 3- Shabbat- Is Shabbat important to Jewish children?  |   |   |   |
| <b>Unit Learning</b>   |   |   |   |
| <b>NC Objective - Coverage</b>   | <b>Skills</b>   | <b>Knowledge</b>  | <b>Vocabulary</b>   |
| Pupils: use religious words and phrases to identify some features of religion and its importance for some people begin to show awareness of similarities in religions. | To explain why agreements are important and why they should be kept.<br>To retell the story of Abraham<br>To retell the story of Moses and the ten commandments<br>To recognise the significance of some of the things Jews do and say how it shows their special relationship with God.  | To know why agreements are made between people.<br>To know the stories of Abraham and Moses and why they are important to Jews.<br>To know the things Jews do to show how special their relationship with God is and why.                         | Agreement/Contract<br>Promise<br>Covenant<br><br>Trust<br>Relationship<br>Jews, Jewish, Judaism<br><br>Abraham. Moses<br>Ten Commandments |
|  | <b>Assessment of Skills</b>   | <b>Assessment of Knowledge</b>  |   |
|  | The children will be able to:<br>Say why it is important to have class promises and agreements.<br>Retell the main events of the story of God's covenant with Abraham.<br>Retell the main events of the story of Moses and the ten commandments.<br>Say how the ten commandments might relate to our lives today.<br>Identify some of the things Jews do and say how this demonstrates their special relationship with God. | The children will know:<br>Understand and say why it is important to keep promises.<br>Know the main events in the stories of Abraham and Moses.<br>Know some of the things Jews do in their everyday lives to show how important God is to them. | Mezuzah<br>Hebrew<br>Shema  |

**RE**

| <b>Passover (Year 2 Discovery RE)</b>  |  | <b>Term: 6</b>  | <b>Year: 1&amp;2 Year A</b>  |
|--|--|---|--|
| <p><b>Foundations of previous learning:</b> Year 1- Year A Term 1- Who made the world? (Creation Y1)<br/>                 Year A Term 3- Shabbat- Is Shabbat important to Jewish children?<br/>                 Year A Term 5- The Covenant- How important is it for Jewish people to do what God asks them to do?</p> |  |   |  |
| <b>Unit Learning</b>   |  |   |  |
| <b>NC Objective - Coverage</b>   | <b>Skills</b>  | <b>Knowledge</b>  | <b>Vocabulary</b>  |
| To understand how celebrating Passover helps Jews show God they value their special relationship with Him.   | To talk about why I do as some people ask but not others.<br>To talk about the Seder meal, with some detail and some of the correct vocabulary, and start to explain why they choose to do this.<br>To suggest what they think are the most and least important things Jews do that God asks them to do.<br>To give reasons as to why they think these are the most and least important things Jews do that God asks them to do. | To know that some people are important to us<br>To know why Jews take part in the festival of Passover.<br>To know the main aspects of the Seder meal.<br>To know the correct names for the different aspects   | Passover Festival<br><br>Jews, Judaism<br>God<br>Hebrew<br><br>Moses<br>Israelites<br>Burning bush<br>Plagues<br><br>Mazot<br>Torah<br>Seder plate<br>Haggadah |
|  | <b>Assessment of Skills</b>  | <b>Assessment of Knowledge</b>  |  |
|  | Children can:<br>Talk about the people that are important to them and begin to recognise why they are important.<br>Recall the main events and use the correct terms when talking about the Seder meal.<br>Say why they think Jews take part in the festival of Passover.<br>Choose and give reasons for the most and least important things they feel Jews do.  | Children can:<br>Recognise that some people are important to us in our lives.<br>Recall the reasons as to why Jews take part in Passover.<br>Recognise and order the main aspects of the Seder meal.<br>Use the correct vocabulary when talking about the Seder meal. |  |

**PE**

| <b>Y1 – Multi-skills – Running and Jumping</b>  |  | <b>Term: 5</b>   | <b>Year: 1&amp;2 Year A</b>   |
|---|--|--|---|
| <p><b>Foundations of previous learning:</b> In EYFS children would have learnt to negotiate space and obstacles safely, with consideration for themselves and others; demonstrate strength, balance and coordination when playing; move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Throughout this year, year 1 children would have learnt and developed their fundamental movement skills from provision with Up and Under Sports.</p>  |  |  |   |
| <b>Unit Learning</b>  |  |  |   |
| <b>NC Objective - Coverage</b>  | <b>Skills</b>  | <b>Knowledge</b>   | <b>Vocabulary</b>   |
| <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:<br/>                     - 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.<br/>                     - participate in team games, developing simple tactics for attacking and defending.</p> | <p>Move at different speeds including walking, running, sprinting and jogging.<br/>                     Change direction whilst walking and running.<br/>                     Find and move into space.<br/>                     Correct technique for take-off.<br/>                     Jump for height.<br/>                     Land safely.<br/>                     Jump using arms for distance balance.<br/>                     Take off from one or two feet when jumping.<br/>                     Land on one or two feet when jumping.<br/>                     Perform a jumping sequence.</p> | <p>Know how to safely move at different speeds.<br/>                     Know how to change direction.<br/>                     Know how to find and move into a space.<br/>                     Know the correct technique to use when taking off and landing.<br/>                     Know how to use arms to jump for height and distance.<br/>                     Know how to use to keep balanced when jumping.<br/>                     Know how to take off from one or two feet when jumping.<br/>                     Know how to land on one or two feet when jumping.</p> | <p>Run, jog, walk, sprint, faster, slower, quicker, pathway, direction, straight, curved, zigzag, diagonal, jump for height, high jump, landing safely, jump for distance, long jump, triple jump, flight, lop, take off, spring, leap, safely, steady, sequence.</p> |
|   | <b>Assessment of Skills</b>  | <b>Assessment of Knowledge</b>   |   |
|   | <p>Y1 - Run at different speeds, jump with accuracy, use a small range of techniques.<br/>                     Y1 - Choose which throwing and retrieving technique to use.</p>   | <p>What part of your body do you use to change speed?<br/>                     How do you change direction?<br/>                     What is the correct technique to use when taking off and landing?<br/>                     Why should we use our arms to jump for height and distance?<br/>                     How do you keep balanced?<br/>                     What technique do you use when jumping?</p>  |   |

**PE**

|  |  |   |   |
|--|--|---|---|
| <b>Y1/2 – Invasion Games</b>   |  | <b>Term: 5</b>  | <b>Year: 1&amp;2 Year A</b>   |
| <p><b>Foundations of previous learning:</b> In EYFS children would have learnt to negotiate space and obstacles safely, with consideration for themselves and others; demonstrate strength, balance and coordination when playing; move energetically, such as running, jumping, dancing, hopping, skipping and climbing. In Year B, year 2 children would have learnt and developed their fundamental movement skills from provision with Up and Under Sports.</p>  |  |   |   |
| <b>Unit Learning</b>   |  |   |   |
| <b>NC Objective - Coverage</b>   | <b>Skills</b>  | <b>Knowledge</b>  | <b>Vocabulary</b>   |
| <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <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> | <p>Kick a ball whilst moving.<br/>Dodge a moving object.<br/>Look up whilst moving with the ball to dodge a moving object.<br/>Find and move into space to receive a pass.<br/>Pass and receive the ball in a game.<br/>Catch a ball.<br/>Overhead pass.<br/>Underarm throw.<br/>Create space by dodging and swerving.<br/>Deny space by marking an opponent.<br/>Shoot at a target when attacking.<br/>Intercept or stop a ball to protect a target when defending.</p>   | <p>Know how to kick a ball whilst moving.<br/>Know how to dodge a moving object.<br/>Know that looking up whilst moving is important.<br/>Know how to find and move into space to receive a pass.<br/>Know how to pass and receive the ball in a game.<br/>Know how to throw and catch a ball<br/>Know how to create space by dodging and swerving.<br/>Know how to deny space by marking an opponent.<br/>Know how to shoot at a target when attacking.<br/>Know how to intercept or stop a ball to protect a target when defending.</p> | <p>Invasion game, invasion, teamwork, attacking, defending, dribbling, dodging, dodging, plant and go, space, passing, receiving, possession, intercepting, throw, throwing, catch, catching, pass, passing, underarm throw, overhead pass, overarm throw, intercept, defender, defend, release, follow through, target, space, marking, swerving, technique, denying zone, position, opposition, aim, score, goal,</p> |
|  | <b>Assessment of Skills</b>  | <b>Assessment of Knowledge</b>  |   |
|  | <p>Y1 – Copy and repeat simple skills.<br/>Y1 – Move fluently, changing direction and speed easily and avoiding collisions.<br/>Y1 - Show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking.<br/>Y1 – Pupils link simple actions and skills.<br/>Y1 - Choose and use skills effectively for particular games understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming.<br/>Y2 – Copy, remember and repeat simple skills with control and co-ordination,<br/>Y2 - Pass a ball accurately to a partner over a variety of distances.<br/>Y2 – Perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control.<br/>Y2 – Show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run.<br/>Y2 – Pupils vary skills, actions and ideas. They begin to show some simple understanding of simple tactics.</p> | <p>What skills can you use to keep control of the ball?<br/>How can you keep moving accurately with the ball?<br/>How can you keep control of the ball using a simple technique?<br/>How can you move into a space to receive a pass?<br/>What tactics can you use to throw and catch a ball accurately?<br/>How can you keep possession of the ball?<br/>How can you make it difficult for your opponent?</p>  |   |

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|  | Y2 – Choose and use tactics to suit different situations.<br>Y2 – Reacts to situations in a way that helps their partners and makes it difficult for their opponent. |  |  |
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PE

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|--|--|---|--|
| <b>Y1 and Y1/2 – Multi-skills – Sports day</b>   |  | <b>Term: 6</b>  | <b>Year: 1&amp;2 Year A</b>  |
| <p><b>Foundations of previous learning:</b> In EYFS children would have learnt to negotiate space and obstacles safely, with consideration for themselves and others; demonstrate strength, balance and coordination when playing; move energetically, such as running, jumping, dancing, hopping, skipping and climbing. In Year B, year 2 children would have learnt and developed their fundamental movement skills from provision with Up and Under Sports.</p>  |  |   |  |
| <b>Unit Learning</b>   |  |   |  |
| <b>NC Objective - Coverage</b>   | <b>Skills</b>  | <b>Knowledge</b>  | <b>Vocabulary</b>  |
| <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <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> | <p>Sprint in a straight line while looking forwards.<br/>                     Use arms and legs correctly to support sprinting.<br/>                     Change direction when sprinting.<br/>                     Balance an object on a spoon.<br/>                     Good body control while moving.<br/>                     Good coordination when travelling with equipment.<br/>                     Jump from two feet to two feet.<br/>                     Use arms and legs effectively to jump as far as possible.<br/>                     Throw overarm using more power.<br/>                     Throw underarm with some accuracy.<br/>                     Throw towards a target.<br/>                     Move and control a ball using feet.<br/>                     Stop a ball using feet.<br/>                     Change direction while travelling with a ball.</p> | <p>Know how to sprint in a straight line.<br/>                     Know the correct technique when sprinting.<br/>                     Know how to change direction when sprinting.<br/>                     Know how to keep good body control and coordination when moving and travelling with equipment.<br/>                     Know how to jump safely from two feet to two feet.<br/>                     Know the correct technique when jumping for distance.<br/>                     Know how to throw over and under arm with accuracy.<br/>                     Know how to throw towards a target.<br/>                     Know how to control and stop a ball using feet.</p> | <p>Sprint, race, straight line, forwards, direction, race, balance, control, coordination, travel, jump, sack, race, take-off, landing, spring, throw, overarm, underarm, push, power, distance, target, move, obstacle, pass, distance, target, forwards, sideways, turn, obstacle.</p> |
|  | <b>Assessment of Skills</b>  | <b>Assessment of Knowledge</b>  |  |
|  | <p>Y1 - Run at different speeds, jump with accuracy, use a small range of techniques.<br/>                     Y1 - Choose which throwing and retrieving technique to use.<br/>                     Y2 - Change speed and direction, link running and jumping, throw accurately.<br/>                     Y2 - Choose when to run and when to jump.<br/>                     Y2 - Select which throwing technique to use for accuracy and distance.</p>  | <p>How do you make sure you run in a straight line?<br/>                     What is the correct technique when sprinting?<br/>                     What tactic do you use to change direction when sprinting?<br/>                     What tactics do you use to keep good body control and coordination when moving?<br/>                     What is the correct technique when jumping for distance?<br/>                     What technique should you use when throwing over arm?<br/>                     What technique should you use when throwing under arm?<br/>                     How do you make sure your throw is accurate?</p>  |  |

**PSHE**

| <b>Growing Up (Year 1 Unit)</b>   | <b>Term: 5</b>   | <b>Year: 1&amp;2 Year A</b>  |
|---|--|--|
| <p><b>Foundations of previous learning:</b><br/>                 All children will have looked at family and friends when learning about their ‘Marvellous Me’ theme in FS2. During their ‘Celebrating Difference’ PSHE puzzle in year A, all year 1 and 2 children will have looked closely at the idea of everyone being unique and special in their own way and how they will always be able to find similarities and differences between themselves and others around them. In computing (Online Safety - Year A), we will have thought about and identified the people whom we trust and would turn to if something online worried, confused or upset us. All children understand our school’s 4 lights and regularly discuss how to be (and the importance of being) a Welcoming light, a Leading light, a Guiding light and a Shining light.</p> |  |  |
| <p><b>Unit Learning</b></p>   |  |  |
| <b>Themes</b>   | <b>Skills &amp; Knowledge</b>  | <b>Vocabulary</b>  |
| <p>My Body – Similarities and Differences and naming body parts</p> <p>Respect and Consent- We decide for us and respect others too. Permission and boundaries.</p> <p>Similarities and Differences – Stereotypes, values and respect.</p> <p>Families - love, care and safety as well as the differences and similarities<br/>Families may have.</p> <p>Changing and Growing – Bodies, responsibility and preparing for change.</p> <p>Comping with Change – Communicating, sharing, and acceptance.</p>   | <p>To identify the members of my family and understand that there are lots of different types of families.<br/>                 To know how it feels to belong to a family and care about the people who are important to me<br/>                 To identify what being a good friend means to me.<br/>                 To know how to make a new friend.<br/>                 To know appropriate ways of physical contact to greet my friends and know which ways I prefer.<br/>                 To recognise which forms of physical contact are acceptable and unacceptable to me<br/>                 To know who can help me in my school community.<br/>                 To know when I need help and know how to ask for it.<br/>                 To recognise my qualities as a person and a friend.<br/>                 To know ways to praise myself.<br/>                 To tell you why I appreciate someone who is special to me.<br/>                 To express how I feel about someone who is special to me.</p> <p style="text-align: center;"><b>Assessment of Skills &amp; Knowledge</b></p> <p>Can you name body parts?<br/>                 Who are the members of your family?<br/>                 Who are your closest friends?<br/>                 Why are these people important to you?<br/>                 How does it feel to belong to a family?<br/>                 What physical contact might you use?<br/>                 What physical contact would not be acceptable to you?<br/>                 How does physical contact differ depending on who you are greeting?<br/>                 When you need help, how would you ask for it?<br/>                 Who would you turn to for help in your school community if you needed it?<br/>                 What does community mean?</p> | <p>Consent<br/>                 Respect<br/>                 Private<br/>                 Family<br/>                 Stereotype<br/>                 different<br/>                 Same<br/>                 Baby<br/>                 Adulthood<br/>                 Adult<br/>                 Grown up<br/>                 Growing up<br/>                 Mature<br/>                 Change<br/>                 Male<br/>                 Female<br/>                 Vagina<br/>                 Penis<br/>                 like<br/>                 dislike<br/>                 help<br/>                 feelings<br/>                 confidence<br/>                 unique<br/>                 trusted adult</p> |

PSHE

| <b>Health and Weelbeing – It’s My Body (Year 1 Unit)</b>  | <b>Term: 6</b>  | <b>Year: 1&amp;2 Year A</b>   |
|---|---|---|
| <b>Foundations of previous learning:</b> In EYFS children would have learnt all about the importance for good health of physical exercise, and a healthy diet. They would understand about the ways to keep healthy and safe. |   |   |
| <b>Unit Learning</b>  |   |   |
| <b>Themes</b>   | <b>Skills &amp; Knowledge Outcomes and Assessment of Skills &amp; Knowledge</b>   | <b>Vocabulary</b>   |
| My Body My Choice<br>A healthy Balance<br>A Balance of Different Foods<br>What Can we Eat?<br>Keeping ourselves Clean.<br>Our reactions to Others   | There are lots of things we can do to keep our bodies and minds healthy. We can know we spend time doing active things we enjoy.<br>We know we can spend time doing calming, quiet activities to help our minds rest.<br>We know we can spend time with family and friends.<br>We know can eat a wide variety of foods to create a balanced diet.<br>We Know we can spend time outside.<br>We know we need to drink lots of water.<br>We know we need to get enough sleep.<br>We are able to tell someone to stop it because we don’t like it.<br>We know we can run to a trusted adult to tell them what has happened. | Consent<br>Choice<br>Exercise<br>Permission<br>Hygiene<br>Risk<br>Safe<br>Unsafe<br>Danger<br>Comfortable<br>Uncomfortable<br>Trusted adult<br>Rules<br>Consequences. |

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