



Year 1/2 Year A Term 1&2

Theme

Science

Animals including Humans

Geography

What's the weather doing? -
Seasonal and Daily weather
patterns in the UK.

History

Changes within Living Memory -
Childhood

PE

T1 Y1 – Throwing and catching
T1 Y2 – Dance - Our World
T2 Y1&2 - Multi-skills

RE

Creation - Who made the world?

Computing

T1 Computer Systems & Networks
- Technology Around Us (Y1)
T2 Creating Media - Digital
Writing

PSHE

T1 Y1 – Aiming High
T2 Y1 – Be Yourself

DT

Textiles - Food

Art

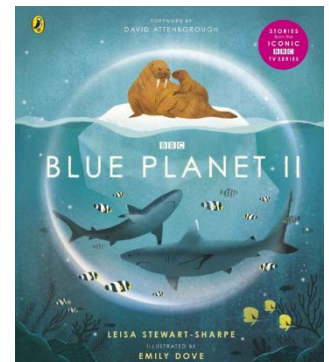
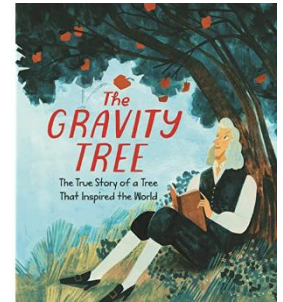
Drawing - Toys using texture and tone

Music

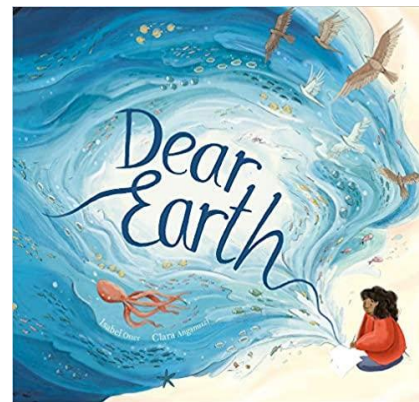
Charanga - Year 2 Unit - Hands Feet Heart

English Year 1/2

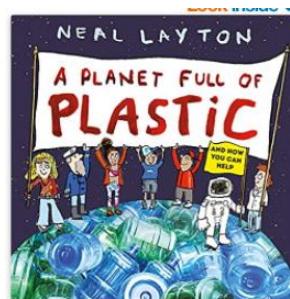
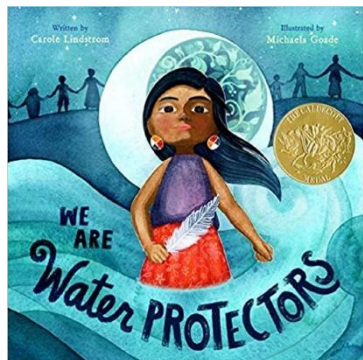
VIPERS



Core Text



Linked Texts



Postcards
Descriptive writing
Posters, notices and signs
Information text
Poems

Science

Animals including Humans and Seasonal Changes		Term: 1&2	Year: 1&2 Year A	
Foundations of previous learning: In EYFS children would know about similarities and differences in relation to living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. In Year B, year 1 and year 2 children learnt about the basic parts of the human body and which part of the body is associated with each sense. Alongside understanding the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Y1 Pupils should be taught to: - Observe changes across the 4 seasons. - Observe and describe weather associated with the seasons and how day length varies. Pupils should be taught to: - Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. - Identify and name a variety of common animals that are carnivores, herbivores and omnivores. - Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). Y2 Pupils should be taught to: - Notice that animals, including humans, have offspring which grow into adults. - Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).	Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions.	To know and be able to observe what changes happen across the 4 seasons. To be able to observe and describe weather associated with the seasons and how day length varies. To be able to identify and name the different animal groups. To know that animals are classified according to what they eat and be able to name them as carnivores, herbivores and omnivores. To be able to describe and compare the structure of a variety of common animals. To know that animals have offspring which grow into adults. To know the basic needs of animals and humans for survival.	seasons, winter, summer, spring, autumn. animals, birds, reptiles, mammals, amphibians, fish, head, body, ears, eyes, leg, tail, wing, claw, feathers, beak, mouth, teeth, fin, scales,	fur, paws, hooves, herbivore, carnivore, omnivore, water, air, food, shelter, survival, offspring, reproduction, growth, child, young/old, life cycle, metamorphosis, oxygen, breathe, water, diet, survive.
	Assessment of Skills	Assessment of Knowledge		
	Children are able to ask simple questions. Children can make observations when carrying out simple tests. Children can plan and perform simple tests. Children can identify and classify different materials. Children can use their observations to suggest answers to questions. Children can gather and record data.	What changes happen in each season? What is the weather like in ...? How does the day length vary in each season? How can we classify animals? What are the three types of classification for animal diets? What are the similarities between ...? What are the differences between ...? Which offspring belongs to which adult animal? What things do animals and humans need to survive?		

History

Changes within Living Memory - Childhood		Term: 1&2	Year: 1&2 Year A
Foundations of previous learning: Y1 – experience in EYFS of talking about past and present events in their own lives and in the lives of family members. Y2 – used a range of sources to find out about the past when studying Brunel as Year 1s, used timelines and asked and answered questions about how life has changed.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Key Stage 1: Pupils should develop an awareness of the past, using common words and phrases relating to the of time. They should know where the people they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Focus: Pupils should be taught about: changes in living memory.	<ul style="list-style-type: none"> Create a timeline of events in living memory Recognise similarities and differences Ask and answer questions Use everyday historical terms Use phrases relating to the passing of time 	<ul style="list-style-type: none"> Know the generations of their family Understand the timescale of living memory Understand that school life is different now Know that changes have occurred since their parents/grandparents were at school Know that Colerne School has changed over time 	year decade century before after past present timeline change similar different school education uniform
	Assessment of Skills	Assessment of Knowledge	
	Children can: <ul style="list-style-type: none"> Explain where people fit within a chronological framework Identify similarities and differences between ways of life Understand some ways that we find out about the past and identify different ways in which it is represented Ask and answer questions to show they know and understand key features of events Use a wide vocabulary of everyday historical terms Use phrases relating to the passing of time 	<ul style="list-style-type: none"> When were you born/your parents/your grandparents? What are the key events in your life? How much time has passed? How is school similar and different? How has school life changed since your parents/grandparents were at school? How has Colerne School changed over time? What is different? Has anything stayed the same? 	

Geography

What's the weather doing? - Seasonal and Daily weather patterns in the UK.		Term: 1&2	Year: 1&2 Year A
Foundations of previous learning: Yr 1 children (FS2 children last year) will have looked at and recorded (by placing picture cards on a Calendar) the daily weather each morning using simple observational skills. They will have discussed some places around the world they might travel to within their Travel agents' role play area. Children created pictures to match the types of clothes/items they would pack depending on whether they were travelling to a cold or hot country. Yr 2 children will have looked at and recorded (by placing picture cards on a Calendar) the daily weather each morning using simple observational skills. In Year B (as Yr 1 children) the Yr 2s will have studied the location of hot and cold areas of the world in relation to the equator and the North and South poles and in doing so looked at the differing climates of these countries.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
KS1 – Human and Physical Geography - Identify seasonal and daily weather patterns in the United Kingdom.	To observe and record weather daily. To be able to use findings and results to highlight and discuss patterns of weather across a given period of time.	To know the order of the seasons and which season we are currently in. To know and understand the seasonal changes that happen in Autumn and why. To know what the weather is doing daily across a given time period.	Seasons Spring Summer Autumn Winter Seasonal Daily Weather Patterns Physical Human Observe Observation Record
	Assessment of Skills	Assessment of Knowledge	
	Children can: <i>Identify</i> daily weather types. <i>Record</i> their observations and <i>collect data</i> such as quantity of rainfall to track weather daily. <i>Collate</i> their observations and findings to look for weather patterns over a given period of time. <i>Explain</i> weather patterns they find.	Can you order the seasons of the year? Which season are we in now? What are the signs of Autumn? What types of weather might we see in Autumn? What weather types have you seen most recently? Have we had more of one type of weather than another?	

Colerne Church of England Primary School

Art

Drawing - Toys using texture and tone.		Term: 1&2	Year: 1&2 Year A
Foundations of previous learning: (Old EYFS Framework) Expressive Arts & design: Exploring and using media and materials: children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Drawing: To become proficient in drawing techniques; To use drawing to develop and share their experiences Explore different techniques involved in drawing using different surfaces to draw on. Use different materials to draw with pencil, pastels, charcoal.	Produce recognisable drawings of images and objects To simply, use different tools and media to show texture in their work. To be able to explore a range of marks using different media with the focus on tone Start to observe more closely and add detail when making drawings from images and objects. Understanding how to represent texture by using a variety of different marks. Able to explore and record objects and arrangements from different viewpoints	Understanding that different marks can be made using a range of tools. Understanding the element of 'texture' Recognise how different artists use tone within their work. Recognise how different artists use marks to create texture within their work.	Line Marks Mark making Texture Tone Media Materials
	Assessment of Skills	Assessment of Knowledge	
	Children can: Explore a range of marks using different media to show texture and tone within their drawings. Observe and add detail to produce recognisable drawings of toys. Begin to create drawings from different viewpoints.	How can we make different marks? What marks can be made using pencil/charcoal and pastels? How can you use marks to create texture your drawings? How have other artists used tone in their works? How have other artists used different marks to create texture within their work?	

Food - Making a vegetable pasta sauce	Term: 1&2	Year: 1&2 Year A	
Foundations of previous learning: Expressive arts and design - safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Being imaginative - use media and materials in original ways, thinking about uses and purposes; represent own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Key Stage One: Design - design purposeful, functional, appealing products for themselves and other users based on design criteria; generate, develop, model and communicate ideas through talking, drawing and templates. Make - select from and use a range of tools and equipment to perform practical tasks; select from and use a wide range of materials and components, including construction materials, textiles and ingredients. Evaluate - explore and evaluate a range of existing products; evaluate their ideas and products against design criteria	Evaluate a selection of sauces. Design own vegetable pasta sauce. Use a peeler safely. Use knives safely to cut a selection of vegetables. Make a vegetable sauce. Evaluate own product.	Know the importance of eating a healthy diet. Know a variety of vegetables, and have the vocabulary to describe them. Understand how a vegetable sauce is made. Understand how to use a peeler and knife safely. Know how to make a sauce safely.	healthy diet names of fruits design make assemble evaluate
	Assessment of Skills	Assessment of Knowledge	
	Children can: <ul style="list-style-type: none">• Evaluate existing sauces.• Plan and design own vegetable pasta sauce.• Peel vegetables (with support - if needed - from an adult).• Cut vegetables safely with a knife.• Make own vegetable pasta sauce (with support - if needed - from an adult).• Evaluate own design against design criteria.• Identify successes and suggest areas for improvement.	<ul style="list-style-type: none">• Do you know the food groups?• Can you describe the tastes of different fruits?• What makes these sauces successful?• What do you like/dislike?• What would you change?• Can you explain how to use a peeler and knife safely?• What tips do you have?	

Music

Charanga “Hands, Feet, Heart” Y2		Term: 1&2	Year: 1&2 Year A
Foundations of previous learning: In Foundation Stage children will have experienced: listening and responding to different styles of music, learning to sing or sing along with nursery rhymes and action songs. In Year 1 children will have learned a variety of musical skills during the three units of Charanga covered in Year B.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Pupils should be taught to: - use their 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 inter-related dimensions of music.	Listen and Appraise: ● To learn how they can enjoy moving to music and how songs can tell a story or describe an idea. Singing ● Learn about voices singing notes of different pitches (high and low) and how they can make different types of sounds with their voices. ● Learn to start and stop singing when following a leader. Composition ● Help create three simple melodies with using one, three or five different notes and learn how the notes of the composition can be written down and changed if necessary. Performance ● Choose a song they have learnt, add their ideas and perform it. ● Record the performance and say how they were feeling about it.	Listen and Appraise ● To know songs off by heart. ● To know some songs have a chorus or a response/answer part. ● To know that songs have a musical style. Singing ● To confidently know and sing songs from memory. ● To know that unison is everyone singing at the same time. ● To know why we need to warm up our voices. Composition ● To know that composing is like writing a story with music. Performance ● A performance is sharing music with an audience.	Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo
	Assessment of Skills	Assessment of Knowledge	
	Can they enjoy moving to music in different ways? Can they explain how songs can tell a story or describe an idea? Can they sing notes of different pitches and make different types of sounds with their voices? 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? Can they choose a song they have learnt, add their ideas and perform it? Can they say how they were feeling about their performance?	Can they sing songs from memory and sing them in unison? Can they explain why we need to warm up our voices? Can they say how composing is like writing a story with music? Can they explain the words performance and audience?	

Computing

Computer Systems and Networks – Technology Around Us (Y1)		Term: 1	Year: 1/2 Year A
Foundations of previous learning: Children will have varied personal experience and exposure to IT/technological devices at home. In school, children in FS2 and year one will have had experience of using an interactive Smartboard and iPads for interactive games and activities linked to learning themes. Year Two children will have used iPads to record their group performances linked to other curriculum areas such as English. In FS2, children will have used ‘play’ keyboards and a mouse for role play, for example, in the classroom ‘Travel Agents’. All children in both year groups (progressively) will have had some experience of programming bee bots during maths/geography sessions/child-initiated learning sessions.			
Unit Learning			
NC Objectives	Knowledge & Skills		Vocabulary
Key Stage One: Recognise common uses of information technology beyond school.	To classify what is and what is not technology in their school and/or classroom. To identify a computer and its main parts To use a mouse in different ways To use a keyboard to type on a computer To use the keyboard to edit text To create rules for using technology responsibly		Technology Computer, Mouse, Trackpad, Keyboard, Screen,
	Assessment of Knowledge & Skills		Double-click
	<i>Children are able to:</i> Explain technology as something that helps us. Locate examples of technology in the classroom. Explain how these technology examples help us. Name the main parts of a computer Switch on and log into a computer Use a mouse to click and drag Use a mouse to open a program Click and drag to make objects on a screen Use a mouse to create a picture Say what a keyboard is for Type their name on a computer Save my work to a file Open my work from a file Use the arrow keys to move the cursor Delete letters Identify rules to keep us safe and healthy when we are using technology in and beyond the home Give examples of some of these rules Discuss how we benefit from these rules		Typing

Computing

Creative Media - Digital Writing (Y1)		Term: 2	Year: 1/2 Year A
Foundations of previous learning: All children will have had varied experience and exposure to digital equipment at home. In school, children in FS2 and year one will have had experience of using an interactive Smartboard and iPads for interactive games and activities linked to learning themes. Year Two children will have used iPads to record their group performances linked to other curriculum areas such as English. In FS2, children will have used 'play' keyboards and a mouse for role play, for example, in the classroom 'Travel Agents'. All children in both year groups (progressively) will have had some experience of programming bee bots during maths/geography sessions/child-initiated learning sessions. All Year 1/2 children will have completed the Unit <i>Computer Systems and Networks – Technology Around Us (Y1)</i> in term 1 of this year (see above).			
Unit Learning			
NC Objectives	Knowledge & Skills		Vocabulary
Key Stage One: -Use logical reasoning to predict the behaviour of simple programs. -Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	To use a computer to write To add and remove text on a computer To identify that the look of text can be changed on a computer To make careful choices when changing text To explain why I used the tools that I chose To compare typing on a computer to writing on paper		Word processor, Keyboard, Keys, Letters, Type, Typing Numbers,
	Assessment of Knowledge & Skills <i>Children are able to:</i> Open a word processor Recognise keys on a keyboard Identify and find keys on a keyboard Enter text into a computer Use letter, number, and Space keys Use Backspace to remove text Type capital letters Explain what the keys that I have already learnt about do Identify the toolbar and use bold, italic, and underline Select a word by double-clicking Select all of the text by clicking and dragging Change the font Say what tool I used to change the text Decide if my changes have improved my writing Use 'Undo' to remove changes Make changes to text on a computer Explain the differences between typing and writing Say why I prefer typing or writing		Space, Backspace, Text, Cursor Capital letters, Toolbar, Bold, Italic, Underline Mouse Select, Font Undo Redo Format, Compare, Writing

RE

Creation-Who made the world?		Term: 1	Year: 1&2 Year A
Foundations of previous learning: The Year 1 children will have had experience in FS of exploring the world around them and how we should look after it.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>OUTCOMES</p> <p>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</p> <p>Retell the story of creation from Genesis 1:1–2.3 simply.</p> <p>Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible.</p> <p>Say what the story tells Christians about God, Creation and the world.</p> <p>Give at least one example of what Christians do to say thank you to God for the Creation.</p> <p>Think, talk and ask questions about living in an amazing world.</p>	<p>Pupils can identify the sequence of the creation story and know the importance Christians attach to a day of rest.</p>	<p>Pupils know that Christians believe that God created the universe. That the earth and everything in it are important to God.</p> <p>Pupils know that Christians believe that God has a unique relationship with human beings as their creator and sustainer.</p> <p>They know that Christians believe they should give thanks to God for his creation and that Harvest Festival is a time to do this.</p> <p>Pupils know that Christians believe they should care for the world because it belongs to God. They can give an example.</p>	<p>Bible</p> <p>Creation</p> <p>God</p> <p>Creator</p> <p>Sustainer</p> <p>Christian</p> <p>Harvest Festival</p>
	Assessment of Skills	Assessment of Knowledge	
	<p>Children can sequence pictures of the Creation story and retell it in simple terms.</p> <p>Children can say why the day of rest is important to Christians.</p>	<p>Who do Christians believe created the universe?</p> <p>Why is the earth and everything in it important to God?</p> <p>What is the special relationship that Christians believe they have with God?</p> <p>How Christians show that they are thankful to God for his creation?</p> <p>Why is it important for us all to take care of our world and be thankful for the things in it?</p>	

Incarnation- Why does Christmas matter to Christians?		Term: 2	Year: 1&2 Year A
Foundations of previous learning: Pupils studied the Nativity story as part of their Foundation Stage Literacy unit in Term 2 2020. Year 2 children will have covered the Understanding Christianity Y2 Gospel unit- What is the good news that Jesus brings? In Y1.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
OUTCOMES BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. Recognise that stories of Jesus' life come from the Gospels. Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. Decide what they personally have to be thankful for at Christmas time.	Pupils use the term incarnation. They can talk about examples of how this theme has been explored in art and music (including hymns) by Christians. Retell the story of Jesus' including the narrative- The Angel appeared to Mary, Mary and Joseph travelled to Bethlehem where Jesus was born as a baby and he was placed in a manger. Angels appeared to the shepherds. The wise men brought gifts.	Pupils know that Christians celebrate Jesus' birth; Advent for Christians is a time for getting ready for Jesus' coming. That Christians believe that Jesus is God. The Bible points out that his birth showed that he was extraordinary (e.g. he is worshipped as a king in Matthew) and that he came to bring good news (e.g. to the poor in Luke)	Bible (Gospels) Nativity Advent Christmas Christians Incarnation God Jesus Mary & Joseph Angels Shepherds Wise men
	Assessment of Skills Children can use the term incarnation and explain in simple terms what it means. Children can talk about how different artworks, Christmas songs and hymns tell us about the birth of Jesus. Children can retell the story of Jesus' birth and say why it is important to Christians.	Assessment of Knowledge What is Advent? What do Christians believe was special about Jesus. Why do Christians believe that it is important to celebrate Jesus' birth?	

PE

Throwing and Catching – Year 1		Term: 1	Year: 1&2 Year A
Foundations of previous learning: In EYFS children would have explored moving in different ways and demonstrate good control and co-ordination in large and small movements. They learnt how to handle equipment and tools effectively and correctly. They move confidently in a range of ways, safely negotiating space. Children work as part of a group or class, understand and follow rules. They learn to play cooperatively, taking turns with others and take account of one another's ideas.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
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.	Roll a ball and pick it up as it slows down. Use a simple underarm throw. Throw a ball into a space. Catch a ball with two hands. Know that we need to warm our bodies up before exercising and cool down after exercising. Run or walk forwards and backwards.	Know how to roll a ball and pick it up using a suitable technique. Know how to throw a ball using a simple underarm throw. Know how to throw a ball into a space using an appropriate technique. Know how to catch a ball with two hands. Understand the importance of warming up and cooling down. Know how to run or walk forwards and backwards using learned tactics.	throw, catch, roll, track, receive, balance, locomotors, warm-up, bounce, spin, control, sideways, left, right, backwards, forwards, diagonally, zigzag, curved, direction, high, low, speed, tactics, underarm, cool-down, target,
	Assessment of Skills	Assessment of Knowledge	
Pupils should be taught to: - 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. - participate in team games, developing simple tactics for attacking and defending.	Y1 - Throw and catch a ball with a partner. Y1 - Show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking. 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.	How can you roll a ball and pick it up as it slows down? What tactics should you use when throwing a ball underarm? How can you make sure you are using the correct throwing technique? How can you make sure you catch the ball with two hands? Why should we warm up and cool down when doing exercise?	

PE

Dance 'Toys' (Year 1/2)		Term: 1	Year: 1&2 Year A
Foundations of previous learning: In EYFS children would have explored moving in different ways and demonstrate good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<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"> - perform dances using simple movement patterns. 	Apply and develop a basic range of movement skills. Copy and repeat simple skills. Compose a dance that expresses and communicate moods, ideas and feelings. Link two or more actions together. Perform the basic dance actions.	Know a range of simple movement patterns. Know how to use the movement patterns in different ways. Understand how to link two or more actions together.	Recycle, repeat, create, flowing, fluid, repeat, rolling, semi-circle, high, low, pollution, pushing, pulling, beginning, middle, ending, direction, speed, levels, performance.
	Assessment of Skills	Assessment of Knowledge	
	<p>Year 1</p> Children can copy and repeat simple skills Children can respond to different stimuli with a range of actions. Children can copy and explore basic body actions. Children can copy simple movement patterns from each other and explore the movement. Children can link simple actions and skills. Children can compose and link movement phrases to make simple dances with clean beginning, middle and end. Children can practise and repeat their movement phrases and perform them in a controlled way <p>Year 2</p> Children can copy, remember and repeat simple skills with control and co-ordination. Children can link several movements together with control and co-ordination. Children can talk about different stimuli as the starting point for creating dance phrases and short dances. Children can explore actions in response to stimuli, explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels and a growing range of possible movements. Children can vary skills, actions and ideas and begin to show some understanding of simple tactics. Children can compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings. Children can remember and repeat a short dance phrase, showing greater control, coordination and spatial awareness.	How can you move in different ways? How can you link your movements? How will you jump, turn, roll?	

PE

Multi-skills (Year 1 and Year 1/2)		Term: 2	Year: 1&2 Year A
Foundations of previous learning: In EYFS children would have explored moving in different ways and demonstrate good control and co-ordination in large and small movements. They learnt how to handle equipment and tools effectively and correctly. They move confidently in a range of ways, safely negotiating space. Children work as part of a group or class, understand and follow rules. They learn to play cooperatively, taking turns with others and take account of one another's ideas.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<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"> - 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. - participate in team games, developing simple tactics for attacking and defending. 	<p>Copy and repeat simple skills.</p> <p>Travel in different ways - backwards, sideways etc.</p> <p>Explore small base balancing and use different tactics to balance.</p> <p>Choose and use tactics to suit different situations.</p> <p>Link simple actions and skills.</p> <p>React to situations in a way that helps their partners and makes it difficult for their opponents</p> <p>Work as a team.</p>	<p>Know how to copy and repeat simple skills taught.</p> <p>Know to travel in different ways.</p> <p>Know what tactics to use when balancing.</p> <p>Understand what tactics to use in different situations.</p> <p>Know how to link simple actions.</p> <p>Know how to react to situations to help their partners and make it difficult for their opponents.</p>	<p>Coordination</p> <p>Sidestep</p> <p>Gallop</p> <p>Hop</p> <p>Skip</p> <p>Balance</p> <p>Control</p> <p>Fluent</p> <p>Run</p> <p>Hopscotch</p> <p>Jog</p> <p>Sidestep</p> <p>Pivot</p> <p>Forwards</p> <p>Backwards</p> <p>Zigzag</p> <p>Balance</p> <p>Win</p> <p>Lose</p> <p>Competition</p>
	<p>Assessment of Skills</p> <p>Y1 - Copy and repeat simple skills</p> <p>Move fluently, changing direction and speed easily and avoiding collisions</p> <p>Pupils link simple actions and skills</p> <p>Describe and comment on their own others actions.</p> <p>Y2 - Copy, remember and repeat simple skills with control and co-ordination</p> <p>Perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control</p> <p>Pupils vary skills, actions and ideas. They begin to show some understanding of simple tactics.</p> <p>Choose and use tactics to suit different situations react to situations in a way that helps their partners and makes it difficult for their opponents</p> <p>They can talk about differences between their own and others' performance and suggest improvements.</p>	<p>Assessment of Knowledge</p> <p>How can you make sure you are copying and repeating the skill?</p> <p>How can you travel in different ways?</p> <p>What tactics should you use in...?</p> <p>How can you link the actions?</p> <p>How can you help your partner?</p> <p>How can you make it difficult for your opponents?</p>	

PSHE

Y1 - Aiming High	Term: 1	Year: 1&2 Year A
Foundations of previous learning: In FS2 and year one, children created classroom promises where they discussed, for example, the importance of respecting their classroom/resources/property and the people around them and the importance of listening carefully to each other's thoughts and feelings. Children will have been given lots of opportunities to work and play in groups. As part of our Celebration Collective Worship on Fridays, children are given the opportunity to share/celebrate work/personal achievements inside and outside of school and have experienced the house point and head teacher reward system.		
Unit Learning		
Themes	Skills & Knowledge Outcomes	Vocabulary
Jigsaw - Year One: Aiming High: -Star Qualities -Positive Learners -Bright Futures -Jobs for All -Going for Goals -Looking Forward .	To be able to think of star qualities I already have and those I would like to develop. To explain how a positive learning attitude can help me. To talk about jobs that people can do and tell my friends what I want to be when I grow up. To understand that it is a person's interests and skills that make them suited to doing a job. To think about things I would like to achieve in the future. To think about changes which might happen to me and consider how I feel about them.	star qualities, strength, skill, happy, value, positive, learning, attitude, develop, learn, improve, strength, build, resilience, achievement, grow, help, job, ambition, future, learn, determined, achieve, goal, training, , future, aims, success, happiness, family, partnership, job, qualifications, house, achievements, progress, improve, routine
	Assessment of Skills & Knowledge To recognise what makes them special. To know how to manage when finding things difficult. To know that everyone has different strengths. To identify what they are good at, what they like and dislike. To know about some of the strengths and interests someone might need to do different jobs. To recognise the ways in which they are the same and different to others how to talk about and share their opinions on things that matter to them. To know about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.	

PSHE

Y1 – Be Yourself	Term: 2	Year: 1&2 Year A
Foundations of previous learning: In FS2, children will have covered an ‘All about Me’ topic where they will have explored some of the similarities and differences between themselves and others - looked at their appearances when making self-portraits pictures/paper plate faces, talked about their most and least favourite things, for example, foods. All children will have talked about friendship and how to be a good friend. When creating their classroom promises, all children will have discussed the importance of respecting and listening to one another and will have had lots of opportunities to work and play in different groups and partnerships in order to begin learning about cooperation and negotiation.		
Unit Learning		
Themes	Skills & Knowledge Outcomes	Vocabulary
Relationships- Be Yourself Marvellous Me Feelings Things I Like Uncomfortable Feelings Changes Speak up	To recognise what makes them special To recognise the ways in which they are unique To know how to recognise and name different feelings To know how feelings can affect people’s bodies and how they behave. To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it. To recognise that not everyone feels the same at the same time or feels the same about the same things. To identify what they are good at, what they like and dislike. How to recognise what others might be feeling. To learn about different things, they can do to manage big feelings to help calm themselves down and/or change their mood when they don’t feel good. How to talk about and share opinions on things that matter to them. To learn about change and loss (including death):to identify feelings associated with this: and what helps people feel better.	Skills, talents, gifts, qualities, confidence, interests, likes, emotional wellbeing, mental health, emotions, body language, facial expressions, happy, sad, angry, calm, worried, excited, nervous, content, safe, secure, loved, emotions, feeling, loss, change, emotions, feelings, memories, precious.
	Assessment of Skills & Knowledge	
	I can talk about what makes me special I can name some of the different feelings I have and can describe how they feel. I can talk about things I like that make me happy. I can talk about the things that make me feel unhappy or cross and have ideas about what to do when I have these feelings. I can discuss how change and loss make me feel. I can share what I think and feel with confidence.	

