



## Year 1/2 Year A Term 3&4

### Theme

#### Science

Everyday Materials

#### Geography

The UK

#### History

None

#### PE

T3 Y1 – Throwing & Catching T4 Y1 – Attacking & Defending  
T3 Y1/2 – Throwing & Catching T4 Y1/2 – Ball Skills

#### RE

T3 - Shabbat  
T4 - Salvation

#### Computing

Programming – Moving a Robot

#### PSHE

T3 –Digital Wellbeing  
T4 – Diverse Britain

#### DT

Moving Picture Books

#### Art

3D Sculpture - Birds

#### Music

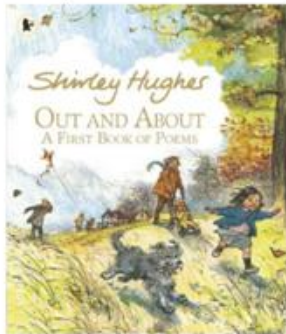
Y1 – Round and Round  
Y 1/2 – I wanna play in a band

English

Year 1/2



**Linked text**  
Explanations



**Linked text**  
Poetry



**Core Text**  
Descriptions – setting  
Narrative  
Recount



**VIPERS**



**VIPERS**

Science

Everyday Materials		Term: 3&4	Year: 1&2 Year A	
<b>Foundations of previous learning:</b> In EYFS children will explore the natural world around them, making observations and drawing pictures of animals and plants. They will 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. In Year B, year 1 and 2 children learnt about a variety of everyday materials and what materials objects are made from. Alongside this, children identify and compared the suitability of a variety of everyday materials for particular uses.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<b>Seasonal changes</b> - I can observe changes across the four seasons I can observe and describe weather associated with the seasons and how day length varies.  <b>Everyday materials</b> - I can describe the simple physical properties of a variety of everyday materials I can compare and group together a variety of everyday materials on the basis of their simple physical properties. I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	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 describe the simple properties of everyday materials. To compare a variety of materials on the basis of their properties. To group a variety of materials on the basis of their properties. To understand how the shapes of solid objects made from some materials can be changed through different actions.	Weather Seasons (winter, summer, spring, autumn) Sun, sunrise, sunset, day length Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy,	stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through, opaque, transparent, translucent, reflective, non-reflective, flexible, rigid shape, push, pull, twist, squash, bend, stretch
	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 is each season? What is the weather like in ...? How does the day length vary in each season? What are different objects made from? What are the properties of...? What is the same/what is different about these materials? How can we group these materials? How we can change the shapes of these solid objects?		

## Geography

Where do I live? - The UK		Term: 3	Year: 1&2 Year A
<p><b>Foundations of previous learning:</b></p> <p>In EYFS both Year one and two children will have explored the natural world around them in their immediate surroundings, making observations, drawing pictures and 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.</p> <p>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 explored through fieldtrips and aerial photographs their local area. They will have used world maps, atlases and globes in order to find, name and locate these. They will have experience of locating the UK on a globe/world map and where we are in relation to the equator and what this means.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas.	<p>To be able to locate the UK on a world map.</p> <p>To locate the countries, capital cities and seas and oceans that surround the UK on a map of the UK.</p> <p>To be able to label a blank map of the UK, adding boundary lines, names of countries and capital cities, seas and oceans.</p> <p>To use non-fiction texts, atlases and given information to explore and learn key facts about each of the four countries of the UK.</p>	<p>- To know that the UK stands for the United Kingdom.</p> <p>- To know the names of the four countries that make up the United Kingdom are England, Scotland, Wales and Northern Ireland.</p> <p>- To know and recognise the flags of the individual countries and the Union Jack flag which represent all of these countries.</p> <p>- To know the names of the surrounding seas and oceans are the Atlantic Ocean, North Sea, Irish Sea, English Channel and the Celtic Sea and where these are located on a map of the UK.</p> <p>- To know some of the key characteristics of the four countries of the UK, including capital city, national animal, national flower and key landmarks.</p>	<p>United Kingdom</p> <p>Great Britain</p> <p>Country</p> <p>England</p> <p>Scotland</p> <p>Wales</p> <p>Northern Ireland</p> <p>Capital city</p> <p>Landmarks</p> <p>Globes, atlas</p> <p>Flags</p> <p>Festivals</p> <p>Celebrations</p> <p>Rivers/Mountains</p> <p>Atlantic Ocean, North Sea,</p> <p>Irish Sea, English Channel,</p> <p>Celtic Sea</p>
	Assessment of Skills	Assessment of Knowledge	
	<p>On a UK map, children can locate and label:</p> <ul style="list-style-type: none"> <li>- The boundary lines, separating countries.</li> <li>- The four UK countries and their capital cities.</li> <li>- The surrounding seas/oceans.</li> </ul> <p>Children can:</p> <ul style="list-style-type: none"> <li>- Use a contents page to find and retrieve information on the UK.</li> </ul>	<p>Children will be able to answer:</p> <p>What does the UK stand for? How many countries make up the UK? Can you name the countries of the UK? Do you know where each of these countries is located on a map of the UK? What sea/ocean is here? Where are the seas/oceans located on the map of the UK? What is the national animal/flower of ___? What landmark is this? Which country is this landmark located in? What is the capital city of ___?</p>	

Art

		Term: 4	Year: 1&2 Year A
<b>Foundations of previous learning:</b> All children within the foundation stage curriculum will have had experience of creating 3D representations in different ways using different media.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
To use sculpture to develop and share their ideas, experiences and imagination.	To make models using a variety of reclaimed, recycled and manufactured materials.  To use a variety of shapes, including lines and texture in their models.  To say what they think and feel about their own and others' work and suggest ways of improving their own work.	To recognise that different materials can be used to make a sculpture	Sculpture Sculptor 3D Materials- Manufactured Recycled Reclaimed Arrange
	Assessment of Skills	Assessment of Knowledge	
	The children will make their own sculptures in the style of Michele Reader and Anya Beaumont. They will use the skills they have explored and practised to design and make their own sculptures.  They will compare the sculptures with those of other artists, including their peers.	What is a sculpture? What materials can be used to make a sculpture? What materials do Michelle Reader and Anya Beaumont use create their sculptures?	

DT

Moving Picture Books		Term: 4	Year: 1&2 Year A
<b>Foundations of previous learning:</b> All children would have read books which include moving parts. In Year B, year 2 children would have experienced making windmills which include the mechanics of an axle.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<b>Design:</b> -Design purposeful, functional, appealing products for themselves and other users based on design criteria. - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. <b>Make:</b> -Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. -Select from and use a wide range of materials and components, including construction materials according to their characteristics. <b>Evaluate:</b> -Explore and evaluate a range of existing products. -Evaluate their ideas and products against design criteria.	To use a range of joining techniques: e.g. gluing, hinges or combining materials to strengthen. To use a range of tools safely and with some control. To use mechanisms in their products: e.g. wheels and axles / sliders etc.	To understand that sliders are mechanisms. To know that sliders can make things move. To know that there are different types of sliders - side-to-side slider or an up-and-down slider. To know how moving picture book are made. To know the different ways of joining paper and card and comment on which is most effective and why. To know the different ways their product (moving picture book) could be improved.	Sliders Mechanism Adapt Design criteria Design Input Model Sliders Template Assemble Test
	<b>Assessment of Skills</b> Children can use different joining techniques to join the parts of their moving picture book together. Children can explain what a slider is. Children can use mechanisms – sliders – to make parts of their picture books move.	<b>Assessment of Knowledge</b> What is a slider? What can sliders do? What different types of sliders are there? What materials are used to make a moving picture book? Why have these materials been chosen? How can we join the materials we are going to use to make our moving picture book? Which is the most effective method of joining card/paper to our sliders? -How can your product (moving picture book) be improved?	

## Music

Y1 – Round and Round		Term: 3	Year: 1 Year A
<b>Foundations of previous learning:</b> 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. Children in Year 1 and 2 practise and performed songs in our school Nativity.			
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.	<b>Listen and Appraise:</b> <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> <b>Singing:</b> <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 or say words in rhythm.</li> <li>● Learn to start and stop singing when following a leader.</li> </ul> <b>Composition:</b> <ul style="list-style-type: none"> <li>● Help to create a simple melody using one, two or three notes.</li> </ul> <b>Performance:</b> <ul style="list-style-type: none"> <li>● Choose a song they have learnt from the Scheme and perform it.</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>	<b>Listen and Appraise:</b> <ul style="list-style-type: none"> <li>● To know songs off by heart.</li> <li>● To know what the songs are about.</li> <li>● To know and recognise the sound and names of some of the instruments they use.</li> </ul> <b>Singing:</b> <ul style="list-style-type: none"> <li>● To confidently sing or rap songs from memory.</li> <li>● To know that unison is everyone singing at the same time.</li> </ul> <b>Composition:</b> <ul style="list-style-type: none"> <li>● To composing is like writing a story with music.</li> </ul> <b>Performance</b> <ul style="list-style-type: none"> <li>● A performance is sharing music with an audience.</li> </ul>	Instrument names Percussion Improvise Perform Audience
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>	
	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 start and stop singing when following a leader? 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?	



## Music

Y1/2 – I wanna play in a band		Term: 3	Year: 1&2 Year A
<b>Foundations of previous learning:</b> 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. Children in Year 1 and 2 practise and performed songs in our school Nativity.			
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.	<b>Listen and Appraise:</b> <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> <b>Singing:</b> <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> <b>Composition:</b> <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> <b>Performance:</b> <ul style="list-style-type: none"> <li>● Choose a song they have learnt from the Scheme and perform it.</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>	<b>Listen and Appraise:</b> <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> <b>Singing:</b> <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> <b>Composition:</b> <ul style="list-style-type: none"> <li>● To know composing is like writing a story with music.</li> </ul> <b>Performance:</b> <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>	Instrument names Percussion Improvise Perform Audience
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>	
	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 start and stop singing when following a leader? 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 Science - Programming A: Moving a robot - Beebots.		Term: 4	Year: 1&2 Year A
<b>Foundations of previous learning:</b> In EYFS children will have had experience of using positional and directional language in maths sessions 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. All EYFS and Year one children will have had some experience of playing with, using the beebots and following instructions in order to play games and carry out tasks and activities.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
1. Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.  2. Create and debug simple programs.  3. Use logical reasoning to predict the behaviour of simple programs.	- To predict the outcome of a sequence. - To plan a route for a floor robot (beebot) to follow. - To program a beebot to follow their planned route. - To recognise when something has gone wrong and debug a simple program if errors occur.	- To know what an algorithm is. - To know that giving precise, clear instructions is important and what happens if instructions are not precise and clear. - To know, recognise and understand what each of the buttons on the beebot do. - To understand that they can predict the behaviour of a beebot based on what buttons they press.	Robots Beebots Programming Algorithms Precise Execute Instructions Debug Predict
	Assessment of Skills	Assessment of Knowledge	
	Children can: - Predict where the robot (beebot) will move depending on which buttons have been pressed and in which order the commands have been given. - Plan a route for a beebot to take and program a beebot giving precise and clear instructions (algorithms) to execute this route correctly. They can demonstrate that they have the knowledge and skills to debug and re-program a beebot in order to correct errors in their programming.	Children can answer the questions: What is an algorithm? Why must algorithms be precise and clear? What could happen if they are not so? What does this button do? What will then beebot do if I press this button? What buttons would I need to press if I wanted the beebot to move from here to here?	

## RE

Is Shabbat important to Jewish children?		Term: 3	Year: 1&2 Year A
<b>Foundations of previous learning:</b>  The children will have had experience of comparing the similarities and differences between different religions and cultures within the foundation stage curriculum.  Later in Year A the children will cover the Year 2 Unit- Passover <b>How important is it for Jewish people to do what God asks them to do?</b> (Discovery RE Y2), and The Covenant (Y2 Discovery RE) <b>How special is the relationship Jews have with God?</b> These units of learning will draw on their understanding of Shabbat.			
<b>Unit Learning</b>			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
To use some religious words and phrases to recognise and name features of religious life and practice can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression  To empathise with Jewish children by understanding what they do during Shabbat and why it is important to them.	To compare the food we eat for special celebrations with the food eaten by Jewish people for Shabbat. To begin to make links between the importance of being Jewish and the decisions Jews make in their everyday life.	To recognise what is on the Shabbat table. To know some of the things Jewish people do on Shabbat. To know the correct names for things that are special to Jewish people during Shabbat and begin to explain why these things are special to them.	Shabbat, Sabbath Holy challah bread wine grape fruit blessing prayer synagogue Torah.
	<b>Assessment of Skills</b>  The children will be able to: Say which is their favourite day of the week Talk about the food they would like to share in a special meal. Start to make a connection between being Jewish and decisions about behaviour. <b>Working beyond-</b> Explain why a particular day is my favourite and why, and can talk about when I would share a special meal. Start to explain how certain beliefs affect decision-making.	<b>Assessment of Knowledge</b>  The children will be able to: Name something on the special Shabbat table. Say what a Jewish child might do on a Friday after school. Use the right names for things that are special to Jewish people during Shabbat and explain why... <b>Working beyond-</b> Talk about some of the things that Jewish people do to celebrate Shabbat	

**RE**

Why does Easter matter to Christians?		Term: 4	Year: 1&2 Year A
<b>Foundations of previous learning:</b>  In Foundation stage the children will have covered the Understanding Christianity Unit- Salvation <b>Why do Christians put a cross in an Easter Garden?</b>  In Year 3/4 the children will cover the Understanding Christianity unit- Salvation Why do Christians call the day Jesus died 'Good Friday'? which will draw on the understanding gained during this term's unit.			
<b>Unit Learning</b>			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Pupils talk about: their own experiences and feelings, in relation to religion and belief what they find interesting or puzzling in relation to religion and belief what is of value and concern to themselves and to others.	To outline the main the of events of the Easter story including Entry in Jerusalem; The last Supper: Jesus arrest and betrayal: Jesus' trial; the crucifixion: Coming back to life and appeared to Mary Magdalene.	To know: That Easter is very important in the 'Big story' of the Bible. That Christians believe that Jesus is willing to forgive all people even those that put him on the cross. That Jesus did this to build a bridge between man and God. By rising from the dead he gives Christians a hope in a new life. That Christians believe in life after death.	Easter Salvation Forgiveness Resurrection
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>	
	Pupils will be able to retell the Easter story in simple terms. They will be able to name some of the ways that our local church celebrates Easter.	Pupils will know that Easter is an important part of the Christian 'Big Story'. That will understand that Christians believe- Jesus is willing to forgive and that there is life after death.	

PE

Y1 & Y1/2 – Throwing and catching		Term: 3	Year: 1&2 Year A
<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 different throwing and catching techniques from games and provision from Up and Under Sports.			
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"> <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>	Roll and stop a ball. Bounce a ball with control whilst moving. Throw and catch a ball on my own and with a partner. Bounce a ball to a partner. Pitch a quoit sideways.	Know how to roll a ball along a line and to a target using a suitable tactic. Know how to stop a ball rolling using hands. Know how to bounce a ball, with one hand, high and low all whilst maintaining control and moving. Know how to throw a ball and jump to catch a ball. Know how to catch a ball in different ways. Know how to throw and catch a ball at different heights. Know how to bounce a ball to a partner accurately. Know how to get into position to receive a ball. Know how to pitch a quoit sideways using a taught technique.	Ball, beanbag, position, control, quoit, throw, catch, roll, track, balance, react, warm-up, cool-down, hopscotch, boules, force, materials, bounce, high, low, sit, crouch, stand, jump, jog, run, walk, hop, gallop, skip, leap, receive, tag, balance, push, upwards, downwards, sideways, circuits, pass, direction, distance, dodge, turn, position, balance, pass, oval, evade, aim, power, quoit, underarm sling, pitch, wrist, target, skittle, peg, forefinger, sideways.
	<b>Assessment of Skills</b> 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. Y2 – Pass a ball accurately to a partner over a variety of distances. Y2 – Show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run. Y2 – Pupils vary skills, actions and ideas. They begin to show some simple understanding of simple tactics. Y2 – Choose and use tactics to suit different situations. Y2 – Reacts to situations in a way that helps their partners and makes it difficult for their opponent.	<b>Assessment of Knowledge</b> What technique can you use to roll a ball and stop it? How can you stop a ball rolling using hands? How can you bounce a ball and maintain control whilst moving? What tactic can you use to throw a ball? What technique can you use to catch a ball at different heights? What tactic can you use to bounce a ball to accurately to a partner? What position do you need to be in to receive a ball?	

PE

Y1 – Attacking and defending		Term: 3	Year: 1&2 Year A
<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.			
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>	Track and receive a ball. Change direction. Bounce a ball with control. Move at different speeds Throw and catch a ball with a partner. Throw a ball overarm. Throw a quoit.	Know how to track a ball as it rolls and get in line to receive a ball. Know how to stop a rolling ball with their hands. Know how to bounce a ball at a target. Know how to throw and catch a ball using a suitable technique. Know how to throw a ball to a partner. Know how to catch a ball and pass it on quickly. Know how to throw high and low using taught techniques. Know how to throw an object under and overarm.	Ball, beanbag, quoit, throw, catch, roll, track, receive, balance, locomotors, warm-up, bounce, hula-hoop, spin, control, sideways, left, right, backwards, forwards, diagonally, zigzag, curved, direction, high, low, jog, run, walk, stop, freeze, receive, speed, tactics, jump, leap, skip, hop, gallop, partner, receive, tiptoes, underarm, overarm, cool-down, target
	Assessment of Skills	Assessment of Knowledge	
	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 track a ball as it rolls? Where do you have to be to receive a ball? How can you stop a ball rolling with your hands? How can you bounce a ball accurately at a target? How can you make sure you are using the correct throwing technique? How can you make sure you are using the correct catching technique? How can you accurately throw a ball to a partner? What tactics should you use when throwing a ball underarm/overarm?	
<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>			

PE

Y1/2 – Ball skills - agility		Term: 4	Year: 1&2 Year A
<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 different ball skills from games and provision from Up and Under Sports.			
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"> <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>	Keeping control of the ball. Finding a space. Keeping moving with the ball. Controlling, passing, and receiving the ball. Turning to keep the ball.	Know tactics to keep control of the ball. Know how to keep moving accurately with the ball. Know how to control the ball using a simple technique. Know how to pass the ball using a simple technique. Know tactics to use to keep possession of the ball.	Ball, control, space, accuracy, agility, dribble, pass, receive, teamwork, shoot, power, finesse, shot, balance, turn, tricks, possession.
	<b>Assessment of Skills</b> Y1 – Copy and repeat simple skills. Y1 – Move fluently, changing direction and speed easily and avoiding collisions. Y1 - Show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking. Y1 – Pupils link simple actions and skills. 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. Y2 – Copy, remember and repeat simple skills with control and co-ordination, Y2 - Pass a ball accurately to a partner over a variety of distances. Y2 – Perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control. Y2 – Show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run. Y2 – Pupils vary skills, actions and ideas. They begin to show some simple understanding of simple tactics. Y2 – Choose and use tactics to suit different situations. Y2 – Reacts to situations in a way that helps their partners and makes it difficult for their opponent.	<b>Assessment of Knowledge</b> What skills can you use to keep control of the ball? How can you keep moving accurately with the ball? How can you keep control of the ball using a simple technique? What tactics can you use to pass the ball accurately? How can you keep possession of the ball?	

**PSHE**

Relationships – Digital Wellbeing.		Term: 3	Year: 1&2 Year A
Foundations of previous learning: Internet safety week. Computing – project evolve. Class internet use agreement.			
Unit Learning			
Themes	Skills & Knowledge outcomes		Vocabulary
1. My Treasure Chest of Success - Stay motivated when doing something challenging  2. Steps to Goals - Keep trying even when it is difficult  3. Achieving Together - Work well with a partner or in a group  4. Stretchy Learning - Have a positive attitude  5. Overcoming obstacles - Help others to achieve their goals  6. Celebrating My Success - Are working hard to achieve their own dreams and goals	To be able can talk about ways in which the Internet is useful. To know how to balance screen time with other activities and understand why this is important. To know how to stay safe online. To be able to explain why we keep personal information private. To know how to communicate online in ways that show kindness and respect. To understand that not everything on the Internet is true.		Internet Device Television Laptop Tablet Computer Smartwatch Smartphone Account Communicate Online Offline personal information app website
	<b>Assessment of Skills &amp; Knowledge</b> To identify ways we use the Internet and talk about different activities they like to do both online and offline. Be able to discuss some of the risks that are present when we go online. To explain how to get help if anything online frightens them. Be able to give examples of personal information and understand that we keep it private. Be able talk about ways people communicate online and explain what to do if something they see worries them. To understand that not everything we see on the Internet is true. Be able to talk about what we use the Internet for and how it helps. Discuss some effects of too much screen time. Tell other people about Internet-safety rules. Explain how to keep personal information private online. Understand that people may behave differently online and explain what to do if something worries them. Discuss examples of false information they may see online		



**PSHE**

Living in the Wider World – Diverse Britain		Term: 4	Year: 1&2 Year A
Foundations of previous learning: British Values. – Whole school termly values. Collective worship and Weekly Class Reflection – British Values Year B.			
Unit Learning			
Themes	Skills & Knowledge outcomes		Vocabulary
1. My School 2. My Community 3. My Neighbourhood 4. My Country 5. British People 6. What Makes Me Proud of Britain?	To be able to describe ways that I can help my school community. To be able to describe ways that I can be a good neighbour. Can identify things that help and harm my neighbourhood To be able to describe what it is like to live in the British Isles. Can explore how people living in the British Isles can be different and how they are the same. To talk about being British and living in the British Isles.		Community Belonging Respect Listen Behaviour Choice Consequence Neighbours Neighbourhood Responsibilities Environment Multicultural Diverse Culture
	Assessment of Skills & Knowledge		
	Identify groups and communities that they belong to; • explain how to be a good neighbour; • pick out things that harm and things that help a neighbourhood; • describe what it is like to live in Britain; • identify similarities and differences between British people; • talk about what makes them feel proud of being British describe how they can help groups and communities they belong to; • recognise choices can have negative and positive consequences; • explain some consequences of negative and positive choices; • talk about why helping their neighbourhood is important; • describe different aspects of living in Britain; • give reasons why it is important to have differences; • identify famous British people, places and events;		