Year 1/2 Year B
Term 1&2

Theme

Science
T1 and T2 - Animals including Humans

Geography
If you go down to the woods today…

History
Why are Florence Nightingale, Mary Seacole and Edith Cavell remembered?

PE
T1 – Circuit Training
T2– Dance – Ourselves

RE
T1 – Places of Worship (What makes them sacred?)
T2 – Why does Christmas matter to Christians?

Computing
T1 – Computer Science: Information Technology Around Us
T2 – Information Technology: Data and Information - Grouping Data

PSHE
T1 – Money Matters
T2 – One World

DT
Food – Making a Fruit Skewer

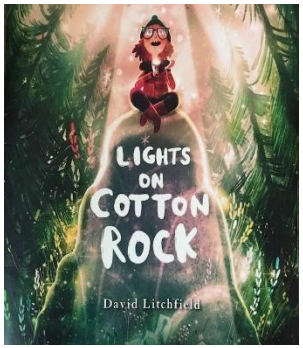
Art
What can we use to make a print?

Music
Charanga – Hey You

Colerne Church of England Primary School

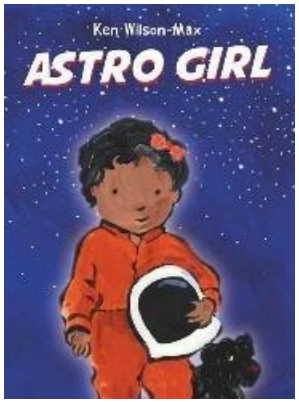
English Year 1/2 – Monarch Butterfly Class

Descriptive Writing

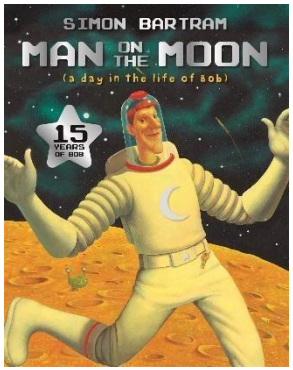


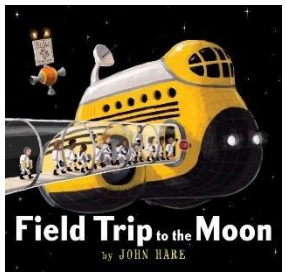
Poetry

Core Text – Astro Girl



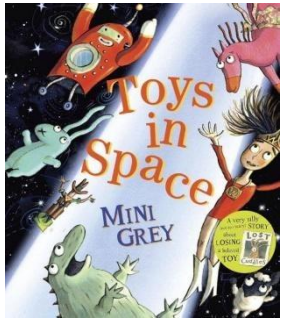
Persuasive Writing

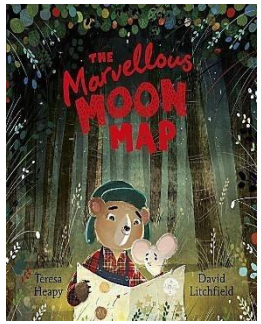




Non-Chronological Report

Linked VIPERS Text





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Science

Animals including humans	Term: 1&2	Year: 1&2 Year B
Foundations of previous learning: In EYFS as part of Understanding of the World, children will learn about themselves as humans. They will know about similarities and differences in relation to living things. They make observations of animals and plants and explain why some things occur and talk about changes. As part of Health and Self-care children will know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.		

Unit Learning

NC Objective - Coverage	Skills	Knowledge	Vocabulary
Y1 Pupils should be taught to: - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense Y2 Pupils should be taught to: - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	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 the basic parts of the human body and say which part of the body is associated with each sense. To know the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	body, head, hands, eyes, nose, ears mouth, arm, foot, leg, chest, neck face, shoulders, waist, elbow, knee predict, feet, hands, measure, compare, record, centimetre, measurements, results, table, conclusion, exercise, heart, heartbeat warm up, muscles, stretch, run, jump, catch, balance, strong, fast, breath, evaluate, healthy, clean, hygiene, hands, germs, sense, sight, see eye, sound, hear, touch feel, fingers, taste, smell, balanced diet, fruit, vegetables, protein, carbohydrates, bread, rice, potatoes, pasta, milk, fat, sugar, meat, fish, egg
	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 foods. Children can use their observations to suggest answers to questions. Children can gather and record data.	Can children identify basic parts of the body? Can they say which part of the body is associated with each sense? Can they say why exercise is important for humans? Can they describe how to keep clean? Can they describe the importance for eating different types of food?	

Colerne Church of England Primary School

History

The lives of significant individuals in the past who have contributed to national and international achievements Why are Florence Nightingale, Mary Seacole and Edith Cavell remembered?	**Term: 1&2**	**Year: 1&2 Year B**

Foundations of previous learning:
Year 1 children will have had experience in EYFS of talking about past and present events in their own lives and in the lives of family members.
Year 2 children will have learnt about changes in living memory. They would have placed themselves, their parents and their grandparents on a timeline. Year 2 children have also been taught about a significant event in History. They learnt the narrative of The Great Fire, including what happened, where, when and why.

Unit Learning

NC Objective - Coverage	Skills	Knowledge	Vocabulary
Key Stage 1: The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.	• Explain why a person in history is significant • Mark Florence Nightingale, Mary Seacole and Edith Cavell on a timeline • Describe the changes Florence made and understand the difference they made • Describe what Mary Seacole achieved and why it is so important • Identify the difference Edith Cavell made in World War 1 • Identify similarities and differences between Florence Nightingale, Mary Seacole and Edith Cavell • Compare nurses in the past and nurses today	• Know significant people in history • Know which wars Florence Nightingale, Mary Seacole and Edith Cavell served in • Know the problems Florence faced during The Crimean War • Know what Mary Seacole achieved • Know the events of Edith Cavell's life	chronology, chronological, year, decade, century, order, sequence, past/present, then/now, compare, contrast, similarity, difference, problem solution, change, impact, equality, source, evidence, nurse, nursing, significant, important, Crimean War, World War 1, Scutari, hospital, battlefield, supplies, soldiers, injured, wounded, racial, prejudice, hero, brave, traitor
	Assessment of Skills	**Assessment of Knowledge**	
	Children can: • Give reasons why a person in history is significant • Accurately label Florence Nightingale, Mary Seacole and Edith Cavell on a timeline • List the changes that Florence made showing an understanding of the difference they made • Provide reasons for why Mary Seacole did the things she did • Explain the difference Edith Cavell made in World War 1 • Compare Florence Nightingale, Mary Seacole and Edith Cavell • Make links between nurses in the past and nurses today	Children can: • Name significant people in history • Name the wars Florence Nightingale, Mary Seacole and Edith Cavell served in • List the problems Florence faced during The Crimean War • List the achievements of Mary Seacole • Name the key events of Edith Cavell's life	

Colerne Church of England Primary School

Geography

Geographical Skills and Fieldwork: If you go down to the woods today…	**Term: 1**	**Year: 1&2 Year 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 and making comparisons throughout the seasons.
In year A, Year two children (as year ones) will have used maps, atlases and globes, when learning to name and locate the countries of the UK and the names and locations of the surrounding seas/oceans (Term 3) and when learning to name and locate the country of America and the town of San Franscisco. (Term 6)
In year A - Term 2, year two children (as year ones) will have identified seasonal and daily weather patterns in the UK.

Unit Learning

NC Objective	Skills	Knowledge	Vocabulary
To use basic geographical vocabulary to refer to key human and physical features. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Use locational and directional language to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map; and use and construct basic symbols in a key.	- To recognise human and physical features within forest environment. - To observe, describe and record geographical features. - To create simple maps using symbols and keys. - To identify tree types through fieldwork activities. - To use atlases and maps to explore forests around the world. - To apply simple compass directions when describing locations.	- To know the key human and physical features of a forest and be able to give some examples. - To know and recognise, in pictures and on a map, the key landmarks and human and physical features of their surrounding environment, including a local woodland. - To know how to devise a simple map. - To know how to use an atlas and a map to explore forests in other countries. - To know how to apply simple compass directions. - To recognise different types of trees.	fieldwork observation human physical features maps symbols keys environment aerial landmarks, forest woodland conifer broad-leaved temperate tropical boreal symbol compass plants
	Assessment of Skills	**Assessment of Knowledge**	
	-Explain their observations from walks/time spent in the school grounds and woodland in the surrounding areas. - Look at and discuss aerial photographs of different forests, explaining what landmarks they can see and what basic human and physical features they can identify. -Children can devise their own simple maps of a forest. -Use and construct basic symbols in a key.	Children can consistently identify pictures of a forest landscape as well as recognise key human and physical features within that forest. Pupils can explain what they might see or hear in a forest and match different types of trees to their descriptions (broadleaf and conifer). Children can identify which type of forests are found in the UK. Pupils know key symbols on a map and can describe locations using simple compass directions.	

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Art

<table>
<tr><td colspan="2"></td><td>Term: 1&2</td><td>Year: 1&2 Year B</td></tr>
<tr><td colspan="4">Foundations of previous learning:
In Foundation Stage the children will have had opportunities to make simple prints with everyday objects.</td></tr>
<tr><td colspan="4">Unit Learning</td></tr>
<tr><td>NC Objective - Coverage</td><td>Skills</td><td>Knowledge</td><td>Vocabulary</td></tr>
<tr><td rowspan="3">Pupils should be taught:
To use a range of materials creatively to design and make products
To develop a wide range of art and design techniques in using colour, pattern, shape,
About the work of a range of artists, craft makers and designers and making links to their own work.</td><td>• To experiment with shape and pattern, looking at repeated patterns
• To use different materials to make texture e.g. sponges, fruit, blocks.
To demonstrate a range of techniques, e.g. rolling, pressing, stamping.
• To design and make a relief print using a polystyrene tile.
• To express an opinion on the work of famous, notable artists
• To use inspiration from famous, notable artists to create their own work and compare;</td><td>• To begin to understand what makes a successful print (right amount of ink, even coverage on the printing plate, adequate pressure to obtain a good print)
• To learn from the works of famous artists, studying their techniques and processes.
• To describe the work of notable artists and designers.</td><td rowspan="3">Materials-corks, sponge, fruit, found materials.
Rubbings
Pattern, repeat
Shape, line, texture
Rolling, pressing, stamping
Relief print
Rollers, inks, printing pallets.
Pressure</td></tr>
<tr><td>Assessment of Skills</td><td>Assessment of Knowledge</td></tr>
<tr><td>Children to be able:
• To make own prints based on their exploration of different objects and methods of printing.
• To create patterns and repeated patterns
• To design and make their own Christmas print block.</td><td>. Children to be able:
• To be able to talk about the work of printmakers and the processes and techniques they have used in pieces studied.
• To describe what they can see and express an opinion when looking at the work of different printmakers
• To compare prints they have created with those of other artists and their peers.
• To print their Christmas design using the right amount of ink, even coverage and adequate pressure.</td></tr>
</table>

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DT

Food - Making a Fruit Skewer	Term: 2	Year: 1&2 Year B 2020-2021

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
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 fruit skewers. Design own fruit skewer. Use a peeler safely. Use knives safely to cut a selection of fruit. Make a fruit skewer. Evaluate own product.	Know the importance of eating a healthy diet. Know a variety of fruit, and have the vocabulary to describe them. Understand how fruit skewers are made. Understand how to use a peeler and knife safely. Know how to assemble fruit on to a skewer safely.	healthy diet names of fruits design make assemble evaluate
	Assessment of Skills	**Assessment of Knowledge**	
	Children can: ● Evaluate existing designs. ● Plan and design own fruit skewer. ● Peel fruit (with support - if needed - from an adult). ● Cut fruit safely with a knife. ● Assemble a fruit skewer (with support - if needed - from an adult). ● Evaluate own design against design criteria. ● Identify successes and suggest areas for improvement.	Can you create a healthy picnic, which includes foods from all food groups? Can you describe the tastes of different fruits? What makes these fruit skewers 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? How do you plan to assemble your fruit?	

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Music

Charanga: Hey You! Year 1		Term: 1	Year: 1&2 Year B 2020-2021
Foundations of previous learning: in FS 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 y1 children will have experienced:** How pulse, rhythm and pitch work together.			
Unit Learning			
NC Objective - Coverage	**Skills**	**Knowledge**	**Vocabulary**
Pupils will 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 by dancing, marching, being animals or pop stars. Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat. Composition: Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary. Performance: Choose a song they have learnt and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it	To confidently sing or rap songs from memory and sing them in unison. Learn the names of the instruments they are playing. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. A performance is sharing music with other people, called an audience.	Listen Rhythm, pulse Instruments (and their names) Compose Notes Performance Audience
	Assessment of Skills	**Assessment of Knowledge**	
	Can they enjoy moving to music by dancing, marching, being animals or pop stars? Can they listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat? Can they help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary? Can they choose a song they have learnt and perform it? They can add their ideas to the performance. Record the performance and say how they were feeling about it?	Can they sing or rap songs from memory and sing them in unison? Can they say the names of the instruments they are playing? Can they make up their own tune that has never been heard before? Can they explain the words performance and audience?	

Computing

Year 2 – Information Technology Around Us	Term: 1	Year: 1&2 Year B

Foundations of previous learning: Children will have varied personal experience and exposure to IT/technological devices at home. Chn in year 1 will have had opportunities to play games on the school iPads as FS2 chn in Year A. Year 2 children will had the opportunity to use the chromebooks, iPads and floor robots (beebots) in Year A.

Unit Learning

NC Objectives	Knowledge & Skills	Vocabulary
Key Stage One: Recognise common uses of information technology beyond school.	To know some different *examples* of computers. To know some of the different *uses* of computers. To know what makes an object IT. To know the different places and jobs where IT can be found. To recognise common types of technology. To know that some IT can be used in more than one way. To know and understand the use of barcodes on products. To know the some of the benefits of IT. To know that choices are made when using information technology. To know the rules that can keep us safe while using IT.	Information Technology (IT) Computer Barcode Scanner/scan
	Assessment of Knowledge & Skills	
	Children are able to: Identify some examples of IT/computers in their home, school and the world around them. E.g. PCs, laptops, tablets and things made to work with computers e.g. scanners, barcode scanners, printers, smart speakers. Identify some of the uses of computers. Recognise that computers are part of IT. Identify whether an object is IT or not. Identity and sort types of IT by where it can be found. Demonstrate how IT devices can work together. Explain why we use IT. Explain how to use information technology safely. List different uses of information technology. Talk about different rules for using IT. Say how rules can help keep us safe. Identify the choices that I make when using IT Use IT for different types of activities Explain the need to use IT in different ways	

Colerne Church of England Primary School

Computing

Year 2 - Data and Information – Grouping Data	Term: 2	Year: 1&2 Year B

Foundations of previous learning: Children will have taken part in un-plugged grouping and sorting activities such as sorting shapes in maths learning sessions in Year A as FS2 and year 1 children.

Unit Learning

NC Objectives	Knowledge& Skills	Vocabulary
Key Stage One: Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	To know and understand that objects are labelled using the objects' name. To know and understand that a group of objects is labelled with a group name. To know and understand that an object can belong to more than one group. To know and understand that objects that are the same but look different can still be grouped together. To know and understand that computers are not intelligent and require human input to perform tasks. To know and understand that descriptive words relate to the properties of an object. To know and understand that labels are given to images of objects so that computers are able to find what humans are looking for. To know what comparative language might be used to compare groups of objects. To know that you can answer questions by sorting objects into groups.	Object Label Group Search Image Property Colour Size Shape Value Data set More Less Most Fewest Least The same
	Assessment of Knowledge & Skills	
	Children are able to: Label objects. Describe objects using labels. Match objects to groups. Identify the label for a group of objects. Identify that objects can be counted. Count and group objects and count a group of objects. Describe objects in different ways. Describe a property of an object. Find objects with similar properties. Count objects with the same properties. Group similar objects. Group objects in more than one way. Recognise what property the objects have been grouped by. Count how many objects share a property. Compare groups of objects using comparative language. Choose how to group objects Describe groups of objects Record how many objects are in a group. Answer questions about groups of objects Decide how to group objects to answer a question Record and share what they have found	

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RE

<table>
<tr><td colspan="2">Places of Worship (What makes them sacred?)</td><td>Term: 1</td><td>Year: 1&2 Year B</td></tr>
<tr><td colspan="4">Foundations of previous learning: Children will have experienced bible stories and stories about Jesus in yR/y1 and through collective worship/church services.</td></tr>
<tr><td colspan="4">Unit Learning</td></tr>
<tr><td>NC Objective - Coverage</td><td>Skills</td><td>Knowledge</td><td>Vocabulary</td></tr>
<tr><td rowspan="3">In this unit pupils build on their understanding of belonging to investigate similarities and differences between churches, synagogues and mosques. They will explore how there is diversity within religious buildings as well as between worldviews.</td><td>Focusing on Christianity, Judaism and the Muslim faiths, to understand that different religions have different places of worship and that not all people of the same faith worship in the same way.
To understand that a person’s religion or beliefs may affect the choices they make in life and their world view.</td><td>To know that people of different religions have different places of worship.
To be able to identify the places of worship for each of the religions studied.
To be able to recall important aspects of the worship and to understand what and why things might be sacred to people of that religion.
To understand that people of the same faith can worship differently and in different places.</td><td rowspan="3">church
Christian
worship
sacred
altar
lectern
cross
confirmation
baptism
synagogue
Torah
Qur’an
Mosque
orthodox
Shabbat
Rabbi
Bar Mitzvah
Bat Mitzvah
Rosh Hashanah
Hebrew</td></tr>
<tr><td>Assessment of Skills</td><td>Assessment of Knowledge</td></tr>
<tr><td>Children can talk about key aspects of different religions and understand how their religion may affect an individual’s choices, lifestyle and world view.</td><td>Children can name different places of worship for the different religions studied, as well as key features within that place of worship.
Children can explain why some people of the same faith may worship differently.
Children understand that for many people, some places, rituals or features are sacred and an important part of their faith and identity.</td></tr>
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Colerne Church of England Primary School

RE

<table>
<tr><td colspan="2">Incarnation- Why does Christmas matter to Christians?</td><td>Term: 2</td><td>Year: 1&2 Year A</td></tr>
<tr><td colspan="4">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.</td></tr>
<tr><td colspan="4">Unit Learning</td></tr>
<tr><td>NC Objective - Coverage</td><td>Skills</td><td>Knowledge</td><td>Vocabulary</td></tr>
<tr><td rowspan="3">Pupils can:
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.</td><td>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.
Pupils can 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.</td><td>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)</td><td rowspan="3">Bible (Gospels)
Nativity
Advent
Christmas
Christians
Incarnation
God
Jesus
Mary & Joseph
Angels
Shepherds
Wise men</td></tr>
<tr><td>Assessment of Skills</td><td>Assessment of Knowledge</td></tr>
<tr><td>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.</td><td>What is Advent?
What do Christians believe was special about Jesus.
Why do Christians believe that it is important to celebrate Jesus’ birth?</td></tr>
</table>

Colerne Church of England Primary School

PE

Multi-skills (Year 1 and Year 1/2)	Term: 1+2		Year: 1&2 Year B
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. 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.	Copy and repeat simple skills. Travel in different ways - backwards, sideways etc. Explore small base balancing and use different tactics to balance. Choose and use tactics to suit different situations. Link simple actions and skills. React to situations in a way that helps their partners and makes it difficult for their opponents Work as a team.	Know how to copy and repeat simple skills taught. Know to travel in different ways. Know what tactics to use when balancing. Understand what tactics to use in different situations. Know how to link simple actions. Know how to react to situations to help their partners and make it difficult for their opponents.	Coordination Sidestep Gallop Hop Skip Balance Control Fluent Run Hopscotch Jog Sidestep Pivot Forwards Backwards Zigzag Balance Win Lose Competition
	Assessment of Skills	**Assessment of Knowledge**	
	Y1 - Copy and repeat simple skills Move fluently, changing direction and speed easily and avoiding collisions Pupils link simple actions and skills Describe and comment on their own others actions. Y2 - Copy, remember and repeat simple skills with control and co-ordination Perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control Pupils vary skills, actions and ideas. They begin to show some understanding of simple tactics. 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 They can talk about differences between their own and others' performance and suggest improvements.	How can you make sure you are copying and repeating the skill? How can you travel in different ways? What tactics should you use in…? How can you link the actions? How can you help your partner? How can you make it difficult for your opponents?	

Colerne Church of England Primary School

PE

Circuit Training	**Term: 1**	**Year: 1&2 Year B**
Foundations of previous learning: In EYFS and Year 1 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**
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. Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.	Apply and develop a basic range of movement skills. To develop balance and co-ordination by controlling changes of direction. To develop balance and co-ordination in the context of jumping and combining different types of jumping. To master basic movements showing control and accuracy and apply these in a range of activities combining more than one skill. To complete activities independently and try to improve own performance.	Know how to complete a range of basic movements and activities. Know how to observe and evaluate their own performance and that of others with a view to improving it. Understand the effects of exercise on the body and about the role of the human heart.	jump control accuracy evaluate feedback performance circuit direction control pivot
	Assessment of Skills	**Assessment of Knowledge**	
	Children can: - use a pivot movement to change direction; - identify which activities they need to improve; - perform different types of jumps with control and use more than one type of jump in an activity; - explain how they feel after exercise; - show some control and accuracy when rolling a ball and aiming for a target; - combine skills within an activity; - identify which skills are needed for a particular activity; - complete activities independently and record their scores; - suggest some ways that a partner can improve their performance; - identify improvements shown on their scorecard.	Children will complete a scorecard to assess their own performance throughout the sequence of activities and use this to evaluate and build on their success.	

Colerne Church of England Primary School

PE

Dance	Term: 2	Year: 1&2 Year B
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
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. Pupils should be taught to: perform dances using simple movement patterns	Apply and develop a basic range of movement skills. Copy simple short motifs. Perform the basic dance actions. Link two or more actions together	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.	duet, turn, rotate, level, pathway, curved, level, jump, graceful, skip, gallop, roll, jump, fall, improvisation, canon, rise, unison,
	Assessment of Skills	**Assessment of Knowledge**	
	Children can copy a simple movement pattern. Children can perform dances using simple movement patterns. Children can link two or more actions together. Children can perform a dance a in a group.	How can you move in different ways? How can you link your movements? How will you jump, turn, roll?	

Colerne Church of England Primary School

PSHE

<table>
<tr><td colspan="2">Money Matters (Y2 unit)</td><td>Term: 1</td><td>Year: 1&2 Year B</td></tr>
<tr><td colspan="4">Foundations of previous learning: Year 2 – children in year 1 will have learned about the different coins and notes as part of their maths learning.</td></tr>
<tr><td colspan="4">Unit Learning</td></tr>
<tr><td colspan="2">Themes</td><td>Skills & Knowledge Outcomes</td><td>Vocabulary</td></tr>
<tr><td colspan="2" rowspan="2">This unit focuses on understanding what money is, what forms it comes in, where it comes from and how to look after it.
Children consider whether they should save or spend, the difference between ‘want’ and ‘need’ and that different people make different choices about how to spend their money.</td><td>• I can recognise money and the forms it comes in.
• I understand where money comes from.
• I understand it is important to keep my belongings and money safe.
• When I go shopping, I understand that sometimes things are on offer and that there are different choices I can make about how to spend or save money.
• I understand there is a difference between wanting and needing something.</td><td rowspan="2">money
coins
bank notes
debit card
contactless payment
online payment
wages
salary
bank account
receipt
want
need</td></tr>
<tr><td>Assessment of Skills & Knowledge
Children can…
• discuss things they can buy in the shops.
• talk about different sources that money can come from.
• identify things they want.
• identify things they need.
• talk about ways we can keep track of what we spend.
• discuss ways they can keep money safe.
• discuss some methods of payment.
.</td></tr>
</table>

Colerne Church of England Primary School

PSHE

One World (Y2 Unit)	Term: 2	Year: 1&2 Year B
Foundations of previous learning: **We followed Jigsaw PSHE units previously There's a Place**		

Unit Learning

Themes	Skills & Knowledge Outcomes	Vocabulary
This unit is inspired by the idea that we can benefit from learning and people living in different places to us and their way of life. Children learn about the relationship between people and their environment and how this affects their way of life. They will also learn about how people use the earth's resources and the importance of protecting the earth for ourselves and future generations.	• I can identify people who love and care for me and what they do to help me feel cared for. • I understand there are different types of families including those that may be different to my own. • I can identify common features of family life. • I know about rules and why there are needed, and why different rules are needed for different situations, • I understand that people have different needs. • I can recognise the ways I am similar to, and different from, other people. • I understand the things I can do to help look after my environment.	trust safe family similar different special people home environment natural resources choice protect harm respect care
	Assessment of Skills & Knowledge	
	Children can… • talk about special people in their life and say why they are special; • talk about different homes around the world and identify how they are the same as and different from their own; • describe what their school is like; • explain what an environment is; • explain what natural resources are and identify how people use them; • say what they love about the world in which they live and describe how they would feel if these things disappeared.	