

Year 1/2 2021-2022	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Focus	Ancient Egypt	Location, Location, Location	Vile Victorians	What a Wonderful World (1)	The Great Fire of London	What a Wonderful World (2)
						
	The story of ancient Egypt has survived for thousands of years. Egypt was one of the greatest civilizations of the past. The monuments and tombs of their Pharaohs continue to stand intact today, some 4,000 years later! During this topic, the children will learn about ancient Egyptian life, hieroglyphics and Gods using different sources, including artefacts, websites and non-fiction texts.	Rosie the Hen takes a walk around the farmyard and then takes a second walk around our school! Plot a route for her and then answer her questions about the locality of the building before carrying out a travel and traffic survey to answer more of Rosie's questions. The children will learn simple fieldwork and observational skills while studying the human and physical geography of our local area. They will use compass directions and directional language to describe the location of features and routes on a map.	The reign of Queen Victoria was an era of astonishing progress and prosperity for Britain. It was the age of the railway and feats of engineering; of manufacturing and trade; of numerous discoveries in science and medicine, and the age of empire, when Britain ruled half the world. They may have looked all prim and proper, but the Victorians were a jolly naughty bunch who could be vicious, violent and villainous. The children will learn about different aspects of Victorian life, what it was like for the rich and the poor and will compare it with Elizabethan times and with life today.	Building on our geographical knowledge from Year 1, we will take a closer look at the seven continents and the oceans and seas that surround them. We will find out about the different weather and climates in these areas and compare them with weather here in Britain.	The Great Fire of London of September 1666 was one of the most famous incidents in Stuart England. It was the second tragedy to hit the city in the space of a year. Just as the city was recovering from the Great Plague, the inhabitants had to flee the city once again – this time not as a result of a disease, but the result of a human accident. We will be looking at what life was like in the 17 th Century and comparing it with life now, the key events of the fire, how we know about it and what happened after.	Building on our geographical knowledge from Year 1, we will take a closer look at the seven continents and the oceans and seas that surround them. We will find out about the different weather and climates in these areas and compare them with weather here in Britain.



<p>English Writing</p> <p>Y2 Texts</p>	<p>Fiction: Stories in Familiar Settings and Stories by the Same Author <i>No Bot, The Robot With No Bottom</i> by Sue Hendra</p> <p>Non-Fiction: Poetry Recounts <i>The Train Ride</i> by June Crebbin</p>	<p>Fiction: Stories Involving Fantasy Daisy Doodles by Michelle Robinson et al.</p> <p>Non-Fiction: Information Texts <i>Could a Penguin Ride a Bike?</i> by Camilla Bedoyere</p>	<p>Fiction: Traditional Tales <i>Little Red Riding Hood</i> (Nosy Crow; illustrated by Ed Bryan)</p>	<p>Fiction: Stories by the Same Author & Non-Fiction: Postcards and Letters <i>The Day the Crayons Quit</i> by Drew Daywalt</p>	<p>Non-Fiction: Instructions <i>How to Wash a Woolly Mammoth</i> by Michelle Robinson</p> <p>Poetry: <i>Zim Zam Zoom</i> by James Carter</p>	<p>Fiction: Traditional Tales from a Variety of Cultures <i>Don't Spill the Milk!</i> by Christopher Corr and Stephen Davies</p> <p>Non-Fiction: Information Text <i>This Is How We Do It</i> by Matt Lamothe</p>
<p>Guided Reading</p> <p>Y2 Texts</p>	<p>Fiction: <i>Izzy Gizmo</i> by Pip Jones</p> <p><i>Izzy Gizmo and the Invention Convention</i></p>	<p>Fiction: <i>The Deep Dark Wood</i> by Algy Craig Hal</p> <p>Fiction: <i>Little Red</i> by Lynn Roberts</p>	<p>Fiction: <i>Eliot, Midnight Superhero</i> by Anne Cottringer</p> <p>Fiction: <i>Toby and the Great Fire of London</i> by Margaret Nash</p>	<p>Early Chapter Book Fiction: <i>The Monster Crisp-Guzzler</i> by Malorie Blackman</p>	<p>Fiction: <i>The Conquerors</i> by David McKee</p> <p>Fiction: <i>Rooster Wore Skinny Jeans</i> by Jessie Miller</p>	<p>Early Chapter Book Fiction: <i>Cereal Superfan</i> by Julia Donaldson</p>
<p>Maths</p> <p>Year 1</p>	<p>Power Maths</p> <p>Numbers to 10. Part-whole within 10. Addition and Subtraction within 10 (1)</p>	<p>Power Maths</p> <p>Addition and Subtraction within 10 (2) 2D and 3D shapes Numbers to 20.</p>	<p>Power Maths</p> <p>Addition within 20. Subtraction within 20. Numbers to 50.</p>	<p>Power Maths</p> <p>Numbers to 50. Length and Height Weight and Volume</p>	<p>Power Maths</p> <p>Multiplication Division Halves and Quarters Position and Direction</p>	<p>Power Maths</p> <p>Numbers to 100. Time Money</p>
<p>Maths</p> <p>Year 2</p>	<p>Power Maths</p> <p>Numbers to 100. Addition and Subtraction (1)</p>	<p>Power Maths</p> <p>Addition and Subtraction (2) Money</p>	<p>Power Maths</p> <p>Multiplication and Division (2) Statistics Length and height</p>	<p>Power Maths</p> <p>Properties of Shapes Fractions</p>	<p>Power Maths</p> <p>Position and Direction Problem Solving and Efficient Methods Time</p>	<p>Power Maths</p> <p>Time Weight, volume and temperature</p>



		Multiplication and Division (1)				
Science Year 1 Content	<p>Rising Star - Switched On 'Polar Adventures'</p> <p>I can ask simple questions and recognise that they can be answered in different ways.</p> <p>I can perform simple tests.</p> <p>I can identify and classify.</p> <p>I can use observations and ideas to suggest answers to questions.</p>	<p>Rising Star - Switched On 'Who Am I?'</p> <p>I can observe things using simple equipment.</p> <p>I can identify and sort different things.</p> <p>I can collect and record data to help answer questions.</p>	<p>Rising Star - Switched On 'Holiday'</p> <p>I can ask simple questions and recognise that they can be answered in different ways.</p> <p>I can observe closely, using simple equipment.</p> <p>I can perform simple tests.</p> <p>I can identify and classify.</p> <p>I can use observations and ideas to suggest answers to questions.</p> <p>I can gather and record data to help in answering questions.</p>	<p>Rising Star - Switched On 'On Safari'</p> <p>I can ask simple questions and recognise that they can be answered in different ways.</p> <p>I can observe closely.</p> <p>I can perform simple tests.</p> <p>I can identify and classify.</p> <p>I can gather and record data to help in answering questions.</p> <p>I can describe the simple physical properties of a variety of everyday materials.</p>	<p>Rising Star - Switched On 'Celebrations'</p> <p>I can observe things using simple equipment.</p> <p>I can identify and classify.</p> <p>I can perform simple tests.</p> <p>I can use observations and ideas to suggest answers to questions.</p> <p>I can gather and record data to help in answering questions.</p>	<p>Rising Star - Switched On 'Treasure Island'</p> <p>I can ask simple questions and recognise that they can be answered in different ways.</p> <p>I can observe closely, using simple equipment.</p> <p>I can perform simple tests.</p> <p>I can identify and classify.</p> <p>I can use their observations and ideas to suggest answers to questions.</p> <p>I can gather and record data to help in answering questions.</p>
History	<p>Ancient Egypt</p> <p>Place known events and objects in chronological order. (Chronological understanding)</p>		<p>Vile Victorians</p> <p>Show an awareness of the past, using common words and phrases relating to the passing</p>		<p>The Great Fire of London</p> <p>Show an awareness of the past, using common words and phrases relating to the</p>	



	<p>Use common words and phrases relating to the passing of time. (Chronological understanding)</p> <p>Find answers to some simple questions about the past from simple sources of information. (Historical enquiry)</p> <p>Describe some simple similarities and differences between artefacts. (Historical Enquiry)</p> <p>Sort artefacts from 'then' and 'now'. (Historical enquiry)</p> <p>Ask and answer relevant basic questions about the past. (Historical enquiry)</p> <p>Talk, draw or write about aspects of the past. (Organisation and communication)</p> <p>Understand key features of events. (Understanding of events, people and changes)</p> <p>Identify some similarities and differences between ways of life in different periods. (Understanding of events, people and changes)</p>		<p>of time. (Chronological understanding)</p> <p>Describe where people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. (Chronological understanding)</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. (Historical enquiry)</p> <p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. (Historical enquiry)</p> <p>Describe changes within living memory and aspects of change in national life. (Historical interpretations)</p> <p>Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries. (Historical interpretations)</p> <p>Use a wide vocabulary of everyday historical terms. (Organisation and communication)</p>		<p>passing of time. (Chronological understanding)</p> <p>Describe where people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. (Chronological understanding)</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. (Historical enquiry)</p> <p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. (Historical enquiry)</p> <p>Describe events beyond living memory that are significant</p>	
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			<p>Speak about how he/she has found out about the past. (Organisation and communication)</p> <p>Record what he/she has learned by drawing and writing. (Organisation and communication)</p> <p>Discuss the lives of significant people in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods. (Understanding of events, people and changes)</p>		<p>nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries. (Historical interpretations)</p> <p>Use a wide vocabulary of everyday historical terms. (Organisation and communication)</p> <p>Speak about how he/she has found out about the past. (Organisation and communication)</p> <p>Record what he/she has learned by drawing and writing. (Organisation and communication)</p>	
<p>Geography</p>		<p>Location, Location, Location</p> <p>Ask simple geographical questions e.g. What is it like to live in this place? (Geographical skills and fieldwork)</p> <p>Use simple observational skills to</p>		<p>What a Wonderful World</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans</p>		<p>What a Wonderful World</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and</p>



		<p>study the geography of the school and its grounds. (Geographical skills and fieldwork)</p> <p>Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes. (Geographical skills and fieldwork)</p> <p>Understand how some places are linked to other places e.g. roads, trains. (Locational knowledge)</p> <p>Make simple maps and plans e.g. pictorial place in a story. (Geographical skills and fieldwork)</p> <p>Name, describe and compare familiar places. (Place knowledge)</p> <p>Link their homes with other places in their local community. (Place knowledge)</p>		<p>studied at this key stage. (Geographical skills and fieldwork)</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. (Locational knowledge)</p> <p>Name and locate the world's seven continents and five oceans. (Locational knowledge)</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map. (Geographical skills and fieldwork)</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot</p>		<p>oceans studied at this key stage. (Geographical skills and fieldwork)</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. (Locational knowledge)</p> <p>Name and locate the world's seven continents and five oceans. (Locational knowledge)</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map. (Geographical skills and fieldwork)</p> <p>Identify seasonal and daily weather patterns in the United Kingdom</p>
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				<p>and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>(Human and physical geography)</p> <p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>(Human and physical geography)</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>(Human and physical geography)</p>		<p>and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>(Human and physical geography)</p> <p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>(Human and physical geography)</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>(Human and physical geography)</p>
<p>Computing</p> <p>Year 2</p> <p>Content</p>	<p>Rising Star - Switched on Online Safety Unit</p> <p>2.5 We are Online Behaviour experts</p>		<p>Rising Stars - We are Photographers 2.3</p> <p>I can use different software programs and discuss the benefits of their usage</p>		<p>Rising Stars – We are Games Testers 2.2</p> <p>I can predict the behaviour of a programmed toy, clearly relating each</p>	



	<p>I know I need to keep my personal information private</p> <p>(e-Safety)</p> <p>I can recognise how others use technology outside of school</p> <p>(Computers)</p>		<p>(Using Computers)</p> <p>I can find, open, edit and save files I am working on</p> <p>(Using Computers)</p>		<p>action to part of an algorithm (Coding)</p> <p>I can create a simple program to perform a task</p> <p>(Coding)</p> <p>I can create and debug simple programs (Coding)</p> <p>I can find and fix simple bugs in programs</p> <p>(Coding)</p> <p>I can understand that programs run by following clear instructions</p> <p>(Coding)</p>	
<p>Design Technology</p> <p>Topic - Linked</p>		<p>Creating a Lever Based 3D Christmas Card</p> <p>Ask simple questions about existing products and those that he/she has made. (Processes)</p>		<p>Designing and Creating a Vehicle Using Cardboard and Axels</p> <p>Design purposeful, functional, appealing products for himself/herself and other users based on</p>		<p>Create a Wind Powered Vehicle to Race</p> <p>Design purposeful, functional, appealing products for himself/herself and other users based on</p>



		<p>Create simple designs for a product. (Processes)</p> <p>Use pictures and words to describe what he/she wants to do. (Processes)</p> <p>Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing. (Processes)</p> <p>Use a range of simple tools to cut, join and combine materials and components safely. (Processes)</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable. (Processes)</p> <p>Use wheels and axles in a product. (Processes)</p>		<p>design criteria. (Processes)</p> <p>Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. (Processes)</p> <p>Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable. (Processes)</p> <p>Explore and use mechanisms e.g. levers, sliders, wheels and axles, in his/her products. (Processes)</p> <p>Choose appropriate tools, equipment, techniques and materials from a wide range. (Processes)</p> <p>Safely measure, mark out, cut and shape materials and</p>		<p>design criteria. (Processes)</p> <p>Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. (Processes)</p> <p>Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable. (Processes)</p> <p>Explore and use mechanisms e.g. levers, sliders, wheels and axles, in his/her products. (Processes)</p> <p>Choose appropriate tools, equipment, techniques and materials from a wide range. (Processes)</p> <p>Safely measure, mark out, cut and shape materials and</p>
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				<p>components using a range of tools. (Processes)</p> <p>2 Evaluate and assess existing products and those that he/she has made using a design criteria. (Processes)</p>		<p>components using a range of tools. (Processes)</p> <p>2 Evaluate and assess existing products and those that he/she has made using a design criteria. (Processes)</p>
<p>Art</p> <p>Topic - Linked</p>	<p>Exploring Ancient Egyptian Jewellery Through Paint and the Work of Paul Klee</p> <p>Use artwork to record ideas, observations and experiences. (Learning)</p> <p>Explain what he/she likes about the work of others. (Learning)</p> <p>Experiment with different materials to design and make products. (Learning)</p> <p>Cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines. (Techniques)</p> <p>Sort, cut and shape fabrics and experiment</p>		<p>Printing William Morris Paper</p> <p>Use artwork to record ideas, observations and experiences. Try out different activities and make sensible choices about what to do next. (Learning)</p> <p>Give reasons for his/her preferences when looking at art/craft or design work. (Learning)</p> <p>Try out different activities and make sensible choices about what to do next. (Learning)</p> <p>Know that different artistic works are made by craftspeople from different cultures and times. (Learning)</p>		<p>The Great Fire of London Landscapes in Fabric</p> <p>Use artwork to record ideas, observations and experiences. Try out different activities and make sensible choices about what to do next. (Learning)</p> <p>Give reasons for his/her preferences when looking at art/craft or design work. (Learning)</p> <p>Try out different activities and make sensible choices about what to do next. (Learning)</p> <p>Develop techniques to join fabrics and apply decorations such as a</p>	



	with ways of joining them. (Techniques)		<p>Experiment with tones using pencils, chalk or charcoal. (Techniques)</p> <p>Represent things observed, remembered or imagined using colour/tools. (Techniques)</p>		<p>running or over stitch. (Techniques)</p> <p>He/she is able to make textured collages from a variety of media and by folding, crumpling and tearing materials. (Techniques)</p>	
<p>Music</p> <p>Topic - linked</p>		<p>Understanding the Basics of Pulse and Rhythm</p> <p>Listen to music with sustained concentration.</p> <p>Discuss feelings and emotions linked to different pieces of music.</p> <p>Find the pulse whilst listening to music and using movement.</p> <p>Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse.</p> <p>Listen to, copy and repeat a simple rhythm or melody.</p>		<p>Creating Rhythmic Patterns to Represent Different Human Environments</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Develop an understanding of melody, the words and their importance in the music being listened to</p> <p>Sing a song in two parts.</p> <p>Understand that structure describes how different sections of music are ordered.</p>		<p>Creating Rhythmic Patterns to Represent Different Human Environments</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Develop an understanding of melody, the words and their importance in the music being listened to.</p> <p>Sing a song in two parts.</p> <p>Understand that structure describes how different sections of music are ordered.</p>



		<p>Understand that tempo describes how fast or slow the music is.</p>		<p>Understand that texture describes the layers within the music.</p> <p>Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence.</p>		<p>Understand that texture describes the layers within the music.</p> <p>Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence.</p>
<p>PSHE and SMSC Y1 Content</p>	<p>Me and My Relationships How they can contribute to the life of the classroom and school. To help construct, and agree to follow group, class and school rules, and to understand how these rules help them. To communicate their feelings to others, to recognise how others show feelings and how to respond About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings. About people who look after them, their family networks, who to go to</p>	<p>Valuing Difference To identify and respect the differences and similarities between people. To recognise different types of teasing and bullying; to understand that these are wrong and unacceptable. To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'Yes', 'No', 'I'll ask' and 'I'll tell', including knowing that they do not need to keep secrets. To help construct, and agree to follow group, class and school rules,</p>	<p>Keeping Myself Safe What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety. About people who look after them, their family networks, who to go to if</p>	<p>Rights and Responsibilities The importance of and how to maintain personal hygiene. What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy). That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).</p>	<p>Being My Best What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences. What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p>	<p>Growing and Changing Y1 – Y1 Content Y2 – Y2 Content See Scarf.</p>



	<p>if they are worried and how to attract their attention.</p> <p>To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'Yes', 'No', 'I'll ask' and 'I'll tell', including knowing that they do not need to keep secrets.</p> <p>About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.</p> <p>To communicate their feelings to others, to recognise how others show feelings and how to respond.</p> <p>That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).</p> <p>That they belong to various groups and communities such as family and school.</p> <p>To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.</p>	<p>and to understand how these rules help them.</p> <p>To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</p> <p>To recognise what is fair and unfair, kind and unkind, what is right and wrong.</p>	<p>they are worried and how to attract their attention.</p> <p>About the ways that pupils can help the people who look after them to more easily protect them.</p> <p>To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'Yes', 'No', 'I'll ask' and 'I'll tell', including knowing that they do not need to keep secrets.</p> <p>About change and loss and the associated feelings (including moving home, losing toys, pets or friends).</p> <p>That household products, including medicines, can be harmful if not used properly.</p> <p>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).</p>	<p>That money comes from different sources and can be used for different purposes, including the concepts of spending and saving.</p> <p>About the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices.</p>	<p>How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading.</p> <p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</p> <p>To offer constructive support and feedback to others.</p> <p>To recognise how their behaviour affects other people</p>	
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	To listen to other people, and play and work cooperatively (including strategies to resolve simple arguments through negotiation).					
RE Y1 Content	<p>What do Christians believe God is like?</p> <p>I can identify a parable.</p> <p>I can explore the Story of the Lost Son.</p> <p>I can discuss the Story of the Lost Son means to Christians.</p> <p>I can explain how Christians show their belief in God.</p> <p>I can explain how Christians put their beliefs into practise.</p> <p>I can write about what I have learnt from the Story of the Lost Son.</p>	<p>Why does Christmas matter to Christians?</p> <p>I can recognise that Jesus is believed to be God on Earth.</p> <p>I can recognise the importance of baby Jesus.</p> <p>I can retell the Nativity story.</p> <p>I can explain why Christmas is important for Christians.</p> <p>I can define what 'advent' means.</p> <p>I can compare religious and non-religious views about Christmas.</p>	<p>Who do Christians say made the world?</p> <p>I can listen to the story of creation from Genesis.</p> <p>I can retell the story of creation from Genesis.</p> <p>I can identify how to show gratitude.</p> <p>I can identify ways that Christians show gratitude.</p> <p>I can ask questions about Creation.</p> <p>I can explain what I have learnt from Genesis.</p>	<p>What is the 'good news' Christians believe Jesus brings?</p> <p>I can discuss the 12 disciples.</p> <p>I can identify how Jesus teaches us about forgiveness.</p> <p>I can identify how Jesus teaches us about peace.</p> <p>I can identify ways that Christians bring Jesus' good news to others.</p> <p>I can identify ways that Christians say sorry to God.</p> <p>I can explain what I have learnt from the Gospel of Jesus.</p>	<p>Why does Easter matter to Christians?</p> <p>I can listen to and discuss the story of Holy Week.</p> <p>I can participate in an Easter Labyrinth.</p> <p>I can discuss the emotions of Jesus' followers.</p> <p>I can define the term resurrection.</p> <p>I can talk about how Holy Week is celebrated.</p> <p>I can reflect on the way the story changes from sadness to happiness.</p>	<p>Who is a Muslim and how do they live?</p> <p>I can state what a Muslim is.</p> <p>I can explore the name of the pillars of Islam.</p> <p>I can explain the Salah Pillar and what it means.</p> <p>I can explain the Zakat Pillar and what it means.</p> <p>I can explain the Sawm Pillar and what it means.</p> <p>I can explain the Hajj Pillar and what it means.</p>
PE	Multi Skills: Agility and Coordination	Multi Skills: Coordination with Equipment and Agility Reaction/Response	Dance Compare his/her performance with others.	Gymnastics Jump for distance controlling the landing.	Team Games Understand that determination and perseverance are	Athletics Run at speed over a distance. (Acquiring and developing skills)



	<p>Zig-zag through a series of tightly spaces markers.</p> <p>Hop along a straight lie using the same foot.</p>	<p>Catch a small ball.</p> <p>Throw a ball overarm, using the correct technique.</p>	<p>Structure sequences of actions and skills in different orders to improve performance (speed/direction/level/etc.)</p>	<p>Jump for height with a controlled landing.</p>	<p>needed to overcome a challenge. (Healthy mind)</p> <p>Set more challenging goals and evaluate his/her achievements. (Healthy mind)</p>	<p>Vary skills, actions and ideas and link these in different ways to suit different activities. (Applying skills and using tactics)</p> <p>Vary his/her responses to tactics, strategies and sequences used. (Applying skills and using tactics)</p>
Curriculum Enrichment Activity	Ancient Egypt	Location, Location, Location	Vile Victorians	What a Wonderful World	The Great Fire of London	What a Wonderful World
	Museum	Local Area Walk	Morwellham Quay	Food Around the World Day	Plymouth Citadel and Barbican	Dome Experience