

# REAL PROJECTS



Story Telling Trail around school -

Term: Summer 2021

Class: Green, Orange

Classroom Immersion: Hessian/Maps

Trips/Experiences: Godolphin Woods

Experts: Secondary Schools to support.  
Aaron Becker online interviews.

Launch: The Secret Box - Barbara Lehman -  
Making own story box

Legacy - Story boxes left in school.



If Pictures Could Talk What Would They Say?

Literacy:

Outcome 1: Yr 1 Write opening paragraph.  
Yr 2 Write opening two paragraphs to include setting.

Making own story box.

Texts to be used to support language

Journey, Quest, Return - Aaron Becker

The Wonder - Faye Hanson

Stars shine - a magic journey

Leon and the place in-between - Angela Mcallister

Jobs/Continuous Provision/PPA:

Job 1: drafts of pictures

Job 2: character description

Job 3: pic collage front cover

Job 4: what character is thinking of on page

Job 5 : design a door

Job 6 - draw what is through the door

Job 7 - create music to match picture

Job 8 - speech bubbles for pictures in the book.

Job 9 - Sumdog

Maths:

Y1 - Assess using Ready to progress materials -  
Place Value

Y2 -Assess using Ready to progress materials -  
Addition and Subtraction

Science:

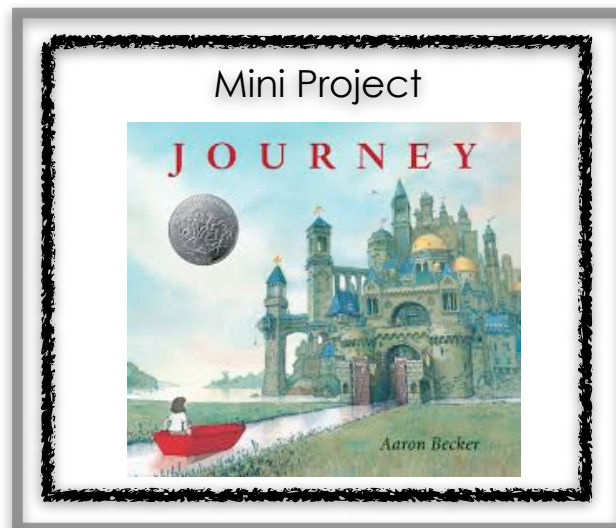
Habitats and animals linked to the first part  
of journey - Which animals could live here?  
Which couldn't? Why?

Think about what animals need in terms of  
habitats. Can we think about how an urban  
environment and the differences.

SPAG:

Year 1 and 2 Focus on adverbs and  
adjectives for setting and movements of the  
girl.

Year 2 look at the past and present  
progressive form through their writing and  
development of the opening of the story.



Geography:

Maps - creating maps of local environment.  
World map app  
using simple atlas  
label world map

Labelling continents, oceans and countries  
of the UK.

Creative:

Y1 and 2 Art based on the story - carry on the  
picture. Where does the magic carpet go?  
Understanding watercolours, different brushes  
and the technique. Ink lines and mark making.

Music:

Create accompaniments to the pictures -  
symbols to represent sounds, choose and  
control sounds music and moods.

RE/PSHE

E-safety  
Virtues

Computing:

E-safety  
Coding - year 2

Create alternative front cover for Journey.  
Email Aaron Becker with our front covers.  
Beebots - Lightbot

PE:

Bat and ball skills - cricket and tennis  
Outdoor - follow a map / orienteering

Literacy: Mini critiqued outcome

Outcome 2: QUEST

Year 1: Take part in year 2 sensory walk. Story sticks.

Year 2: Sensory stories - eg barefoot pathway/ sounds (Godolphin) Year 2 make sensory story walk for year 1s.

Texts to be used to support language

Nelly and the Quest for Captain Peabody

Free Fall

Tuesday

Leon and The place in between

Necklace of Raindrops

Anno's Journey

Jobs/Continuous Provision/PPA:

Job 1: draw maps

Job 2: write diary entry

Job 3: design badge for bag

Job 4: science investigation/ testing

Job 5: design a model with wheels and axels

Job 6: Pobble 365 pics as writing stimulus

Job 7: Sumdog

Maths:

Y1 - Assess using Ready to progress materials - Place Value

Y2 -Assess using Ready to progress materials - Multiplication and Division

Science:

Habitats and animals linked to the first part of Quest - Which animals could live here? Which couldn't? Why?

Think about what animals need in terms of habitats. Can we think about how an urban environment and the differences.

SPAG:

Y1 Capital letters for names I and start of sent, using and, ?!

Y2 Exclamation sentences, apostrophes for possession,

KS1 SATS and phonic testing (in class - non-statutory)



Geography:

Maps - Turning maps of local environment into maps in the style of Anno's Journey.

World map app  
using simple atlas  
label world map

Labelling continent, oceans and countries of the UK.

Creative:

Y1 and 2 Art based on the story - carry on the picture. Where does the magic carpet go? Understanding watercolours, different brushes and the technique. Ink lines and mark making.

Music:

Create accompaniments to the pictures - symbols to represent sounds, choose and control sounds music and moods.

RE/Virtues/PSHE

RE - Will add when at school.

VIRTUES:

Computing:

Scratch coding understanding algorithms - linked to directional language  
Beebots - Lightbot

PE:

Bat and ball skills - cricket and tennis  
orienteering

Literacy:  
Outcome 3 RETURN  
Preparing for story trail around the school -  
Using story box

Texts to be used to support language  
The Enchanted Wood  
The secret box - Barbara Lehman

Jobs/Continuous Provision/PPA:  
Job 1: recording a partners story  
Job 2: writing own books / stories  
Job 3: Sumdog  
Job 4: story map the book  
Job 5: Writing text to match pictures from  
book  
Job 6: cut and stick story ordering

Maths:  
Y1 - Assess using Ready to progress materials -  
Addition and Subtraction - Geometry  
Y2 - Assess using Ready to progress materials -  
Multiplication and Division - Geometry

Science:  
RSE - Humans and animals have offspring  
Exercise is important.  
What do animals need to survive.

SPAG:  
Y1 Capital letters for names I and start of sent,  
using and, ?! -  
Plurals  
Y2 Exclamation sentences, apostrophes for  
possession,  
KS1 SATS and phonic testing (in class - non-  
statutory)



Transition Activities:

Creative:

Y1 and 2  
Printing using a range of materials to decorate  
our box - string own cardboard, polystyrene,  
vegetables, etc.  
Different ways of printing on each side of the  
box.

RE/Virtues/PSHE

- Staying healthy
- RSE Lifewise

VIRTUES:

Computing:

Printing using technology to decorate a side of  
the box.

PE:  
Bat and ball skills - cricket and tennis  
orienteering

#### Yr 1 Reading:

- I can apply phonic knowledge and skills as the route to decode words
- I can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
  - I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
  - I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
  - I can read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
  - I can read other words of more than one syllable that contain taught GPCs
- I can read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
  - I can read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
  - I can re-read these books to build up their fluency and confidence in word reading.

#### Comprehension:

- I can listen and discuss a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently
- I can be encouraged to link what I have read or hear read to my own experiences
- I can become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- I can recognise and join in with predictable phrases
- I can learn to appreciate rhymes and poems, and to recite some by heart
- I can discuss word meanings, linking new meanings to those already known
- I can understand both the books I can already read accurately and fluently and those I listen to by:
  - drawing on what I already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading
  - discussing the significance of the title and events
  - making inferences on the basis of what is being said and done
  - predicting what might happen on the basis of what has been read so far
- I can participate in discussion about what is read to them, taking turns and listening to what others say
- I can explain clearly their understanding of what is read to me.
- I can participate in discussion about what is read to me, taking turns and listening to what others say.
- I can explain clearly my understanding of what is read to me.

#### Composition:

- I can write sentences by:
  - saying out loud what I am going to write about
  - composing a sentence orally before I write it
  - sequencing sentences to form short narratives
  - re-reading what I have written to check that it makes sense
  - discuss what I have written with the teacher or other pupils
  - read aloud my writing clearly enough to be heard by my peers and the teacher.

#### Spelling:

- I can spell:
  - words containing each of the 40+ phonemes already taught
  - common exception words
  - the days of the week
- I can name the letters of the alphabet:
  - naming the letters of the alphabet in order
  - using letter names to distinguish between alternative spellings of the same sound
- I can add prefixes and suffixes:
  - using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
  - using the prefix un-
  - using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- I can apply simple spelling rules and guidance (as listed in English Appendix 1)
- I can write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
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#### Yr 2 Reading:

- I can continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- I can read accurately words of two or more syllables that contain the same graphemes as above
- I can read words containing common suffixes
- I can read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- I can read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- I can read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- I can re-read these books to build up my fluency and confidence in word reading.

#### Comprehension:

- Pupils should be taught to:
  - develop pleasure in reading, motivation to read, vocabulary and understanding:
  - I can listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which I can read independently
  - I can discuss the sequence of events in books and how items of information are related
  - I am becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
  - I am being introduced to non-fiction books that are structured in different ways
  - I am recognising simple recurring literary language in stories and poetry
  - I can discuss and clarify the meanings of words, linking new meanings to known vocabulary
  - I can discuss my favourite words and phrases
  - I am continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- I understand both the books that I can already read accurately and fluently and those that I listen to:
  - I can draw on what I already know or on background information and vocabulary provided by the teacher
  - I can check that the text makes sense to me as I read, correcting inaccurate reading
  - I can make inferences on the basis of what is being said and done
  - I can answer and ask questions
  - I can predict what might happen on the basis of what has been read so far
  - I can participate in discussion about books, poems and other works that are read to me and those that I can read for themselves, taking turns and listening to what others say
  - I can explain and discuss my understanding of books, poems and other material, both those that I listen to and those that I have read for myself.

#### Composition:

- Pupils should be taught to develop positive attitudes towards and stamina for writing:
  - I can write narratives about personal experiences and those of others (real and fictional)
  - I can write about real events
  - I can write poetry
  - I can write for different purposes
  - I can consider what I am going to write before beginning:
- I can plan or say out loud what they are going to write about – writing down ideas and/or key words, including new vocabulary encapsulating what I want to say, sentence by sentence
- I can make simple additions, revisions and corrections to their own writing by:
  - I can evaluate my writing with the teacher and other pupils
  - I can re-read to check that my writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
  - I can proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
  - I can read aloud what I have written with appropriate intonation to make the meaning clear.

#### Handwriting:

- I can form lower case letters of the correct size relative to one another
- I can start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- I can use spacing between words that reflects the size of the letters.



## Vocabulary, Grammar and Punctuation:

Develop their understanding of the concepts set out in English Appendix 2:

- I can leaving spaces between words
- I can join words and join clauses using and
- I am beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- I am using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- I am learning the grammar for year 1 in English Appendix 2
- I can use the grammatical terminology in English Appendix 2 in discussing their writing.

### Handwriting:

- I can sit correctly at a table, holding a pencil comfortably and correctly
- I can begin to form lower-case letters in the correct direction, starting and finishing in the right place
- I can form capital letters
- I can form digits 0-9
- I can understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

## Maths Y1 Place value:

I can count to and across 100 forwards and backwards from any given number.

I can count, read and write numbers to 100 in numerals.

I can read and write numbers from 1 to 20 in words

I can compare and order numbers to 100 and use  $\lt$  and  $=$

I can begin to recognise the place value of any 2 digit number

I can identify and represent numbers using objects, pictures including a number line

I can identify one more and one less.

I can use the language of equal to, more than, less than (fewer), most and least.

I can count in 2, 5 and 10s from zero

I can begin to count in 3's

I can count in tens from any number forward and backwards.

## Addition and subtraction:

I can read, write and understand sums using (+), (-) and (=) signs.

I can recall and use my number bonds to 20 FLUENTLY.

I can add and subtract one-digit and two-digit numbers to 20, including zero.

I can solve missing number problems

I can solve addition and subtraction one-step sums using objects and pictures

## Vocabulary, Grammar and Punctuation:

- Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2:

- I can learn how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- I can learn how to use:
  - sentences with different forms: statement, question, exclamation, command
  - expanded noun phrases to describe and specify [for example, the blue butterfly]
  - the present and past tenses correctly and consistently including the progressive form
  - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
  - the grammar for year 2 in English Appendix 2
  - some features of written Standard English
- use and understand the grammatical terminology in English Appendix 2 in discussing my writing.

### Spelling:

- Pupils should be taught to spell by:
  - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
  - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
  - learning to spell common exception words
  - learning to spell more words with contracted forms
  - learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones
  - add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly
  - apply spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

## Maths Y1 Place value:

I can count in steps of 2, 5 and 10 from 0.

I can count in 3's

I can count in 6's

I can recognise the place value of each digit in a two-digit number.

I can begin to recognise the place value of each digit in a 3-digit number

I can estimate numbers using different representations, including the number line.

I can compare and order numbers from 0 up to 100 and begin to 1000 using  $\lt$ ,  $\gt$  and  $=$  signs.

I can read and write numbers to at least 100 (and begin to 1000) in numerals and in words.

## Addition and subtraction:

I can solve problems with addition and subtraction, applying my increasing knowledge of mental and written methods

I can recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100

I can show that addition of two numbers can be done in any order and subtraction cannot.

I can show that addition of two numbers can be done in any order and subtraction cannot.

I can recognise and use the inverse operation between addition and subtraction to check my number sentences are correct and solve missing number problems

I can add a two-digit number and ones using objects, pictures and mentally.

I can subtract a two-digit number and ones using objects, pictures and mentally

I can add a two-digit number and tens, using objects, pictures and mentally

I can subtract a two-digit number and tens, using objects, pictures and mentally.

I can add three one-digit numbers, using objects, pictures and mentally

I can subtract three one-digit numbers, using objects, pictures and mentally

### Multiplication and division:

I can solve one-step division problems using concrete objects, pictorial representations and arrays with the support of the teacher.

I can solve one-step multiplication problems using concrete objects, pictorial representations and arrays with the support of the teacher.

### Multiplication and division:

I can read, write and understand sums using (x), (/) and (=) signs

I can show that multiplication of two numbers can be done in any order (commutative) but division of one number by another cannot.

I can solve problems involving multiplication using concrete objects, pictorial representations and arrays

I can solve problems involving division using a variety of methods

I can recall and use multiplication and division facts for the 2 times tables

I can recall and use multiplication and division facts for the 5 times tables

I can recall and use multiplication and division facts for the 10 times tables

I can recall and use multiplication and division facts for the 3 times tables

I can recall and use multiplication and division facts for the 6 times tables

I can recognise odd and even numbers

### Fractions and decimals:

I can recognise, find and name a half of an object, shape or quantity.

I can recognise, find and name a quarter of an object, shape or quantity.

I can begin to write simple fractions  $\frac{1}{2}$  and  $\frac{1}{4}$

### Fractions and decimals:

I can recognise, find, name and write fractions ( $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$ ) of a length, shapes, sets of objects or quantity.

I can write simple fractions for example,  $\frac{1}{2}$  of  $6=3$  and recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$

### Measurement:

I can measure and begin to record capacity and volume choosing appropriate units (l/ml) height and length (cm/m) time, capacity (ml/l)

I can compare and order, solve problems lengths, mass and volume/capacity/time

I can sequence events in chronological order using language.

I can recognise and use language relating to dates, including days of the week, weeks, months and years.

I can tell the time to the hour and half past and draw the hands on a clock face to show these times.

I can show I know the number of minutes in an hour and the number of hours in a day.

I can recognise and know the value of different of coins and notes and make an amount

### Measurement:

I can measure and record capacity and volume choosing appropriate units (l/ml) height and length (cm/m) time, weight and mass (g/kg) using rulers, scales, thermometers and measuring vessels.

I can compare and order lengths, and record the results using  $>$ ,  $<$  and  $=$

I can compare and order mass and record the results using  $<$ ,  $>$  and  $=$ .

I can compare and order volume/capacity and record the results using  $>$ ,  $<$  and  $=$

I can tell and write the time at quarter past and to the hour. I can draw the hands on a clock face to show these times

I can tell and write the time to within five minutes. I can draw the hands on a clock face to show these times.

I know the number of minutes in an hour and the number of hours in a day

I can compare and sequence intervals of timer.

I can recognise and use symbols for pounds and pence and combine amounts to make a particular value.

I can find different combinations of coins that equal the same amounts of money.

### Geometry:

I can name and describe 2-D shapes (using properties)

I can name and describe 3-D shapes (using properties)

### Geometry:

I can identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line

I can identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces

I can identify 2-D shapes on the surface of 3-D shapes

I can compare and sort common 2-D and 3-D shapes and everyday objects

I can order and arrange combinations of mathematical objects in patterns and sequences

I can use mathematical vocabulary to describe position, direction and movement, including movement in a straight line

I can distinguish between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns

### Statistics:

I can begin to interpret simple pictograms, block diagrams and tally charts.

I can begin to answer simple questions by counting the number of objects in each quantity.

### Statistics:



I can interpret and construct tally, picture, bar charts, block diagrams and simple tables

I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity

I can solve problems and posing questions such as how many more?

# Science

## Yr1 Working scientifically:

- During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:
- asking simple questions and recognising that they can be answered in different ways  observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions  gathering and recording data to help in answering questions.

## Plants:

- Pupils should be taught to:
- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees.

## Animals, including humans:

- Pupils should be taught to:
- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.



## Everyday Materials:

- Pupils should be taught to:
- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties.

## Seasonal Changes:

- Pupils should be taught to:
- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.

## Yr2 Working scientifically:

- During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:
- asking simple questions and recognising that they can be answered in different ways  observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions  gathering and recording data to help in answering questions.

## Living Things and their Habitats:

- Pupils should be taught to:
- explore and compare the differences between things that are living, dead, and things that have never been alive
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including micro- habitats
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

## Plants:

- Pupils should be taught to:
- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

## Animals, including humans:

- Pupils should be taught to:
- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

## Use of Everyday Materials:

- Pupils should be taught to:
- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.



Art/DT: Y1

**Materials**

Explore and understand the impact of materials including hard and soft pencils, wet and dry paper, paint and ink.

Use a range of textile equipment including beads and fabric/thread for sewing.

Expression and Imagination:

Create Art from imagination.

Create a piece of Art that is responding to an experience.

Techniques:

Explore line and mark making in different ways.

Work with a variety of different brushes.

Threading and using a needle to create a stitch.

Colour mixing.

Use a range of tools (sponges, fabric) to begin to experiment with texture.

Artists:

Explore a range of work by other artists, craft makers and designers.

Be able to give their opinion and say why they like/dislike the work of other artists.

DT: Y1

**Design**

Design and make purposeful and functional products.

Use pictures and words to convey what they want to design and make.

Describe and explain what they are making, how it works and what they need to do next.

**Make**

Name the tools you are using.

Use given tools for a variety of tasks e.g. Knife, grater, chopping board, scissors, needles, pins, scissors, templates, glue, tape.

Join appropriately for different materials and situations.

Explore ideas by rearranging materials e.g. paper, card, ingredients, fabrics, sequins, buttons, tubes, dowel, cotton reels, paper, card, mouldable materials.

**Evaluate**

Explore existing products.

Say what they like and do not like about products they have made.

Consider and explain how the finished product could be improved.

**Tech Knowledge**

Build structures using different materials

Begin to make suggestions to make structures stronger and more stable

Begin to explore mechanisms such as levers, wheels and axels

Art: Y2

**Materials**

Introduce chalk and pastels alongside other drawing materials to broaden range of drawing techniques.

Simple dyeing techniques including tie dying, and printing.

Work with a range of paints including powder, ready mix and block.

Expression and Imagination:

Respond to a range of stimuli.

Begin to give reasons for choice of materials and colours.

Techniques:

Practise a variety of methods for dyeing material.

Explore shading with a pencil. Creating light and dark colours by tinting.

Explore pattern through printing and stamping. Create work using natural materials to develop skills on texture.

Artists:

Continue to explore and be exposed to work by other artists and designers.

Be able to describe the similarities and differences between pieces of work by other artists.

Work alongside an artist in order to make links to their own work.

Computing: Y1

Technology in the real world:

Use different font sizes, colours and effects.

Select appropriate images to add to work.

Develop an awareness of appropriate language in an email.

Programming

Know what algorithms are and how they are used.

Understand how algorithms impact programming.

Purposeful application

Recognise how ICT is used beyond school.

Use technology to create digital content.

E-Safety

Know what to do if they see something inappropriate online.

According to schools Esafety policy and acceptable use policy.

DT: Y2

**Design**

Design and make purposeful and functional and appealing products.

Use drawings with notes to record ideas as they are developed.

Discuss their work as it progresses.

**Make**

Select and name the tools needed to work the materials. E.g. spoons, cups, needles, yarn, scissors, saws, drills.

Select materials from a limited range to meet design criteria.

**Evaluate**

Explore and evaluate existing products.

Talk about their developing designs and identify good points and areas to improve throughout the design process.

Evaluate their product and its appearance against a design criteria.

**Tech Knowledge**

Build structures and investigate how they can be made stronger, stiffer and more stable.

Use a range of materials to create models with wheels, axels or hinges.

Computing: Y2

Technology in the real world:

Use different font sizes, colours and images to communicate meaning for a given audience.

Use presentation software.

Log on to an email or blog.

Use appropriate language in a simple email.

Programming

Understand that programmes are a sequence of simple instructions.

Create and test a simple programme.

Purposeful application

Create and implement simple programmes on digital devices.

Use technology to create, organise, store, manipulate and retrieve digital content.

E-Safety

Know what personal information is and why they need to keep it private.

Use technology safely and respectfully.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A	Christianity God	Christianity Jesus: the Teacher and Healer	Christianity The Christian Way of Life	Christianity The Church	Hinduism Family, community and traditions	Hinduism Concepts, Truths and Values
DD	Does God exist?	Is/was Jesus a special person?	Who are my neighbours and should I love them as I love myself?	Should Christians go to church?	Are family members more important than other members of our community?	Should we always be honest and truthful?
AA	What does God mean to Christians?	Why do Christians today look to Jesus as a role model and what does it mean to do so?	How do Christians choose new role-models?	What do Christians value most about going to church?	How important is the family to British Hindus?	How do Hindus today devote themselves to God and what does this mean to them?
HH	Can we learn anything about God from exploring the world around us?	What does a Christingle service communicate to us about Jesus?	Can serving others help me understand why Christians do things for charity?	What does it feel like to participate in church worship?	How does it feel to treat members of our community like a family?	What does puja offer Hindus?
SS	What do the Old Testament stories teach us about God and his creation?	How do we make sense of the Christmas story?	How do stories about your heroes' lives compare to the lives of Christian heroes?	How is belonging to a church like being a character in a story shared with others?	How do our stories of leaving and meeting people and places prepare us to understand stories of immigration to Britain?	What truths are contained in Hindu stories?

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
B	Hinduism Scriptures Names of important scriptures, e.g.	Hinduism Festivals Important festivals, e.g. • Diwali	Christianity The Bible The nature of the Bible	Christianity Jesus as the Messiah Key features of Jesus' life	Christianity The Church Characteristics of the Church	Christianity Cornwall as a place of spiritual enquiry The marks left
DD	Are stories in the Hindu scriptures true?	Did the events celebrated at these festivals really happen? Does it matter?	Is the Bible a holy or sacred book?	Should Christians go to church?	Can time be special?	Do miracles, such as those of the Cornish Saints, happen today?
AA	What do the stories of Rama and Krishna mean to British Hindus today?	How and why are Hindu festivals celebrated by British Hindus today?	Why is the Bible important to Christians today?	What does the Easter story mean to Christians today?	What does it mean to belong to a church?	What does Cornwall mean to Christian pilgrims today?
HH	What do we experience when we explore Hindu scriptures for ourselves?	What does re-enacting activities associated with Hindu festivals teach us about Hinduism?	What do we experience when we re-enact Biblical events?	What does it feel like to sacrifice something for someone else?	What does it feel like to experience the way Christians express their faith as a church?	How does it feel to celebrate local places and Saints' Days?
SS	Which events in Hindu stories remind you of events in stories important to you?	What do Hindu stories tell you about Hindu beliefs about God and creation?	How is one Bible story similar to the 'Bible's Big Story'?	How is Jesus' role in the Jewish and Christian stories different?	How does the church's year help Christians to remember the story that is at the heart of their faith?	How do Cornish Saints compare to other Christian heroes and heroes in your own life?

## PSHE: Health and Wellbeing

Discuss ways to stay healthy and identify healthy foods.

Understand personal hygiene and know how diseases spread.

Make healthy choices and discuss reasons for choices.

Know how diseases spread and how to control them.

Identify how needs change through the life cycle.

Relationships

Recognise similarities and differences between people.

Define bullying and understand that it is wrong.

Understand that their behaviours and actions can impact on others.

Identify and respect differences between people.

Know how to deal with bullying.

Wider World

Begin to understand the difference between right and wrong and discuss rules within society.

Respond to simple questions.

Explain own views and listen to the views of others.

Understand the importance of money.

Understand fairness as a citizen concept. Express own views with reasons. Listen and respond to others views.

Know where money comes from and how it should be used. Understand how to look after the environment.

## Drugs and Alcohol.

Understand the purpose of medicines.

Understand what people can help us stay safe.

Understand that some medicines can be harmful.

Understand how people keep us safe out of school, particularly road safety.

Music:

Singing and Performing

Sing songs and chants rhymes with some expression.

Experiment to create accompaniments using instruments.

Perform to an audience.

Sing songs creatively adding accompaniments. changing the words and musical qualities.

Add accompaniments to create and combine sounds using tuned and untuned instruments.

Composing

Explore different instruments and ways of making a sound with them.

Begin to use symbols to represent sounds.

Begin to use technology to record sounds.

Adapt symbols representing music to show changes in dynamics.

Choose and control sounds to create different moods and effects.

Listening and Appraising

Recognise clear changes in sounds (pitch, tempo, volume) and musical patterns.

Respond to different moods in music.

Understand how different musical elements combined can create a mood.

Identify different instruments used in a piece of music.

## Humanities:

### Geography:

Locational Knowledge

Know the world has continents and oceans.

Know the 5 oceans Know the seven continents.

Know the 4 countries of the UK.

Know the capital cities of the UK and surrounding countries.

Place Knowledge

Know geographical features of the UK.

Compare features of the UK to geographical features of 1 chosen country.

Human and Physical Geography

Use some key vocabulary to describe features of the environment.

Know the typical weather of the UK.

Know hot and cold areas in relation to the equator.

Geographical Skills and Fieldwork

Use directional language (left or right, near or far).

Study features of the local environment.

Use maps, atlases and globes to identify the UK and selected other countries.

## Humanities:

### History:

Chronological events

Put things in order significant to themselves.

Put things in order within the topic.

Use of sources

People, photographs, Personal Opinions and facts.

Offers opinions and facts with some reasoning.

Historical Enquiry

Who? Where? When? Why?

Answer simple questions relating to the topic.

Analyse and evaluate the impact of significant people/events in history

To talk simply about why something happened.

Explore a particular event and how it affected people at the time.

Vocabulary

Past, present, future Language specific to topic (e.g. mummified)

Language specific to topic (e.g. mummified)

## PE Y1

### Gymnastics/ Athletics

Show control and coordination when travelling and balancing.

Roll, jump, throw and balance with some control.

Team games

Move or stop to catch or collect a ball.

Decide where to stand to make it difficult for the opposing team.

Dance and movement

Perform some simple dance moves.

Demonstrate rhythm and control.

Outdoor Adventurous activities

Follow a simple course using a basic map. Willingness to work and communicate as part of a team.

Basic Skills Hit a ball with a bat. Throw and kick a ball in different ways.

## PE Y2

Gymnastics/ Athletics

Balance on different points of the body.

Travel at different speeds in a variety of ways.

Jump with accuracy from a standing position.

Team games

Decide on the best position and move accordingly.

Understand basic tactics of a game.

Dance and movement

Perform dance actions with control and co-ordination.

Link two or more actions together.

Outdoor Adventurous activities

Developing knowledge of maps and diagrams to travel around a course. Be aware of safety.

Basic Skills: Choose appropriate rolling, kicking and hitting skills within games.

Resources:

**FINAL OUTCOME**

Costs:

What:

Where: homes (tbc)

When:

Adults and responsibilities:

Work to be displayed:

Children input:

## Virtues timetable

Week 1 4/9	Unity	Week 23 26/2	Generosity
Week 2 11/9	Unity	Week 24 5/3	Excellence
Week 3 18/9	Friendliness	Week 25 12/3	Self-discipline
Week 4 25/9	Cooperation	Week 26 19/3	Forgiveness
Week 5 2/10	Helpfulness	Week 27 26/3	Creativity
Week 6 9/10	Respect	Week 28 16/4	Love
Week 7 16/10	Courage	Week 29 23/4	Optimism
Week 8 30/10	Patience	Week 30 30/4	Courtesy
Week 9 6/11	Self - confidence	Week 31 7/5	Understanding
Week 10 13/11	Enthusiasm	Week 32 14/5	Compassion
Week 11 20/11	Caring	Week 33 21/5	Joyfulness
Week 12 27/11	Thankfulness	Week 34 4/6	Loyalty
Week 13 4/12	Trust	Week 35 11/6	Tolerance
Week 14 11/12	Peacefulness	Week 36 18/6	EYFS choice
Week 15 18/12	Peacefulness	Week 37 25/6	Phase 1 choice
Week 16 1/1	Kindness	Week 38 2/7	Phase 2 choice
Week 17 8/1	Kindness	Week 39 9/7	Phase 2 choice
Week 18 15/1	Perseverance	Week 40 16/7	Phase 3 choice
Week 19 22/1	Honesty	Week 41 24/7	
Week 20 29/1	Justice		
Week 21 5/2	Flexibility		
Week 22 19/2	Determination		