

KS1- Year - Cycle 1- 2023-2024							
KS1	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC DRIVER	Key Driver - History			Key Driver - Geography		Key Driver – History	
	Topic – significant historical events, people and places in their own locality. (Cookridge) Enriching experience-			Topic –Africa Enriching experience- African dancers/musicians workshop		Topic – Space. The lives of significant individuals in the past who have contributed to national and international achievements. Used to compare aspects of life in different periods. (Neil Armstrong and Helen Sharman)	
ENGLISH	Whole Class Texts		Whole Class Texts	Whole Class Texts	Whole Class Texts	Whole Class Texts	Whole Class Texts
	Me on a map Everything Castles Zog – Julia Donaldson – Lexile – 580L		How Airports work Big foot and Little foot (Elf on the Shelf)	African Savannah The Hunter	Tales from Africa-Frog wedding (Year Two) Meerkat Mail-(Year One) Tales from Africa- Cheetah’s whisker	Everything Space Hello, Opportunity First Kid on Mars	Helen Sharma Space Boy (Year Two) Beegu (Year One)
	Writing Genres		Writing Genres	Writing Genres	Writing Genres	Writing Genres	Writing Genres
	YEAR 1		YEAR 1	YEAR 1	YEAR 1	YEAR 1	YEAR 1
	Non-Narrative: Information Leaflet – Cookridge Narrative: Historical Narrative – Cookridge Castle Poetry- Zog		Non-Narrative: Balanced argument -Airport expansion Narrative: Adventure Narrative- Big Foot (Breary Marsh) Writing for pleasure-(Elf on the Shelf)	Non-Narrative: Diary- African Expedition Narrative: Descriptive narrative- A hunt in Africa	Non-Narrative: Persuasive letter- Meerkat Mail Narrative: Traditional narrative -Tales from Africa- Cheetah’s whisker	Non-Narrative: Recount-Moon Landing Narrative: Historical narrative- Rescue mission for Opportunity space rover	Non-Narrative: Newspaper report- Helen Sharma Narrative: Viewpoint narrative -Beegu
	YEAR 2		YEAR 2	YEAR 2	YEAR 2	YEAR 2	YEAR 2
	Non-Narrative: Information Leaflet – Cookridge Narrative: Historical Narrative – Cookridge Castle Poetry- Zog		Non-Narrative: Balanced argument -Airport expansion Narrative: Adventure Narrative- Big Foot (Breary Marsh) Writing for pleasure-(Elf on the Shelf)	Non-Narrative: Diary- African Expedition Narrative: Descriptive narrative- A hunt in Africa	Non-Narrative: Persuasive letter- Tales from Africa- Frog Wedding Narrative: Traditional narrative- Cheetah’s whisker	Non-Narrative: Recount-Moon Landing Narrative: Historical narrative- First human on Mars	Non-Narrative: Newspaper report- Helen Sharma’s visit to space Narrative: Viewpoint narrative- Space Boy’s friend arrives on Earth
	1 poetry block over the term - Zog			1 poetry block over the term – Performance Africa Poems		1 poetry block over the term- Space themed	
MATHS	Maths - Year 1 - Basic Fluency FOCUS		Maths - Year 1 – Number FOCUS		Maths - Year 1 – Calculation - FOCUS	Maths - Year 1 - Measure/Geometry/Statistics	
	Maths - Year 2 - Basic Fluency FOCUS		Maths - Year 2 – Number FOCUS		Maths - Year 2 – Calculation - FOCUS	Maths - Year 2 - Measure/Geometry/Statistics	
	We use White Rose Maths scheme to help with coverage and sequencing For the objectives covered and the sequence they are taught in please click https://www.cookridgeprimary.co.uk/statutory/curriculum-offer/core-subject-frameworks/						
HISTORY	<u>Chronological Understanding</u> a - Sequence artefacts and events that are close together in time and order dates from earliest to latest on simple timelines c - Describe memories and changes that have happened in their own lives. d - Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. <u>Historical Interpretations</u> a - Observe or handle evidence to ask and answer simple questions about the past on the basis of simple observation d - Explain that there are different types of evidence and sources that can be used to help represent the past. <u>Knowledge and Understanding</u> a - Recognise and identify similarities and differences between different periods, including present day <u>Presenting, Organising and Communicating</u> a - Communicate their knowledge about the past by talking, writing, drawing and using drama/role play			<u>Historical Interpretations</u> c - Start to use stories or accounts to distinguish between fact and fiction. <u>Knowledge and Understanding</u> b - Know and recount episodes from stories and significant events in history. c - Understand that there are reasons why people in the past acted as they did. d - Describe significant individuals from the past.		<u>Historical Interpretations</u> b - Observe and use pictures, photographs and artefacts to find out about the past. <u>Chronological Understanding</u> a - Sequence artefacts and events that are close together in time and order dates from earliest to latest on simple timelines <u>Knowledge and Understanding</u> a - Recognise and identify similarities and differences between different periods, including present day b - Know and recount episodes from stories and significant events in history. c - Understand that there are reasons why people in the past acted as they did. d - Describe significant individuals from the past. <u>Presenting, Organising and Communicating</u> a - Communicate their knowledge about the past by talking, writing, drawing and using drama/role play	

GEOGRAPHY	<p><u>Locational Knowledge</u> b - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. c - Use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.</p> <p><u>Place Knowledge</u> a - Compare the UK with a contrasting country in the world. b - Compare a local city/town in the UK with a contrasting city/town in a different country. c - Use key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano. <u>Human and Physical Geography</u> b - Use basic geographical vocabulary to refer to key physical and human features, <u>Geographical Skills and Fieldwork</u> a - Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage. c - Devise a simple map; and use and construct basic symbols in a key. e - Use key vocabulary to demonstrate knowledge and understanding</p> <p><u>Locational Knowledge</u> a - Name and locate the world’s seven continents and five oceans. <u>Geographical Skills and Fieldwork</u> a - Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage. b - Use simple compass directions and locational and directional language to describe the location of features and routes on a map c - Devise a simple map; and use and construct basic symbols in a key. e - Use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.</p>					
SCIENCE	<p>Science: <u>Working scientifically:</u> Scln1.1: I can ask simple questions and recognise that they can be answered in different ways.</p> <p>Scln2.1: I can use simple equipment to observe scientific investigation closely.</p> <p>Scln3.1: I can perform simple tests.</p> <p>Scln4.1: I can identify and classify scientifically.</p> <p>Scln5.1: I can use my observations and ideas to suggest answers to questions.</p> <p>Scln6.1: I can gather and record data to help in answering questions.</p>	<p><u>Everyday materials (Y1)</u> SC1.1: I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock (Y1)</p> <p>SC2.1: I can distinguish between an object and the material from which it is made. (Y1)</p> <p>SC3.1 : I can describe the simple physical properties of everyday materials (Y1)</p> <p>SC4.1 : I can compare and group together the materials on the basis of their simple physical properties. (Y1)</p>	<p><u>Use of Every day materials (Y2)</u> SC5.1: I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. (Y2)</p> <p>SC6.1: I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Y2)</p>	<p><u>Animals including humans (Y1)</u> SC7.1: Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>SC8.1: Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>SC9.1: Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p>	<p><u>Living things and their habitats (Y2)</u> SC10.1: I can explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>SC11.1 : I can identify and name a variety of plants and animals in their habitats, including microhabitats.</p>	<p><u>Living things and their habitats (Y2)</u> SC12.1: I can 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.</p> <p>SC13.1: I can 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.</p>
	<p><u>Working scientifically: coverage (Fluency)</u></p> <p>Scln1.1: I can ask simple questions and recognise that they can be answered in different ways.</p> <p>Scln2.1: I can use simple equipment to observe scientific investigation closely.</p> <p>Scln3.1: I can perform simple tests.</p> <p>Scln4.1: I can identify and classify scientifically.</p> <p>Scln5.1: I can use my observations and ideas to suggest answers to questions.</p> <p>Scln6.1: I can gather and record data to help in answering questions.</p>					
FOREST SCHOOL	<p>Forest School is a child-centred inspirational learning pedagogy, that offers opportunities for holistic growth through regular sessions. It is a long-term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.</p> <p>The process helps and facilitates more than knowledge-gathering, it helps learners develop socially, emotionally, spiritually, physically and intellectually. It creates a safe, non-judgemental nurturing environment for learners to try stuff out and take risks. Forest School inspires a deep and meaningful connection to the world and an understanding of how a learner fits within it. Our approach to risk means that learners constantly expand on their abilities by solving real-world issues, building self-belief and resilience. We believe that risk is more than just potential for physical harm, but a more holistic thing, there are risks in everything we do, and we grow by overcoming them. Forest School therefore, helps participants to become, healthy, resilient, creative and independent learners.</p> <p>Here at Cookridge, we use Forest School as a vehicle for promoting and developing the skills mentioned above which directly impacts on pupils’ progress and attainment across the national curriculum. Pupils have access to weekly sessions with Level 3 trained practitioners who deliver sessions focussing on speech and language, health and wellbeing and resilience whilst also running Forest School skill sessions, seasonal and nature inspired lessons and cross curricular themed days to support pupils’ development throughout their time at school. Planning is done in a way which enriches the curriculum, helps develop the needs of the pupils and is highly flexible based on their interests, nature and the seasons.</p>					
COMPUTING	<p>Computing:</p> <p>Digital Literacy ESAFETY/PSHE CROSS CURRICULAR</p> <p>KS1 DL2 – I can use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>Computing</p> <p>Digital Literacy TECHNOLOGY IN THE HOME AND IN THE CITY</p> <p>KS1 DL1 – I can recognise common uses of information technology beyond school</p>	<p>Computing:</p> <p>Computer Science ALGORITHMS</p> <p>KS1 CS1 – I can understand what algorithms (procedure or formula to solve a problem) are; how they are implemented as programs (group of algorithms) on digital devices; and that programs execute by following precise and unambiguous instructions</p>	<p>Computing:</p> <p>Computer Science BEE BOTS</p> <p>KS1 CS2 – I can create and debug simple programs</p> <p>KS1 CS3 – I can use logical reasoning to predict the behaviour of simple programs</p>	<p>Computing:</p> <p>Computer Science Coding</p> <p>KS1 CS2 – I can create and debug simple programs</p> <p>KS1 CS3 – I can use logical reasoning to predict the behaviour of simple programs</p>	<p>Computing:</p> <p>Information Technology ANIMATION</p> <p>KS1 IT1 - use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>

Key Stage 1 Long Term Plan

ART	<p>ART</p> <p>Ourselves. Self-portraits collage, Key artist Paul Klee, Van Gogh. Exploring line</p> <p>To use drawing and painting to develop and share their ideas, experiences and imagination.</p> <p>FOCUS: DRAWING & PAINTING:</p> <p>Children can:</p> <p>A. Begin to control lines to create simple drawings from observations.</p> <p>B. Use thick felt-tip pens/chalks/charcoal/wax crayon/pastel.</p> <p>C. Learn to hold drawing and painting tools correctly.</p> <p>D. Mix primary colours to make secondary colours.</p> <p>FOCUS: WORK OF OTHER ARTISTS:</p> <p>Children can:</p> <p>A. Describe the artwork of artists such as Paul Klee, Georgia O’Keefe and Picasso, Van Gogh, Matisse.</p>	<p>ART</p> <p>Design and decoration.</p> <p>Artist focus William Morris</p> <p>Decorate their castle</p> <p>Children can</p> <p>A. Explore work of famous designer</p> <p>B. Paint from nature</p> <p>C. Use key vocabulary to demonstrate understanding in this strand. Idea, starting point, observe, focus, design, improve.</p>	<p>Art</p> <p>Printmaking</p> <p>Texture</p> <p>Moonwalking- using flexi print to create spaceman’s foot print.</p> <p>Children can</p> <p>A. try different methods to improve</p> <p>B. Use a variety of shapes, including lines and texture.</p> <p>C. Respond positively to ideas and starting points.</p>	<p>ART</p> <p>Drawing. Pattern</p> <p>Durer’s Rhino- exploring texture and pattern in Durer’s famous print.</p> <p>Children can</p> <p>A. Describe differences and similarities and make links to their own work.</p> <p>B. Use dots and lines to demonstrate pattern and texture.</p> <p>C. Take inspiration from famous, notable artists to create their own work and compare.</p>	<p>Art</p> <p>‘Carnival of the animals’</p> <p>Music link</p> <p>Creating sculptures inspired by the music of Saint-Sean</p> <p>Explore work from different cultures e.g. Chinese origami, Aboriginal Art.</p> <p>Children can</p> <p>A. Use a variety of materials for sculpting</p> <p>B. Use a combination of materials that have been cut, torn and glued.</p> <p>C. Explore ideas and collect information.</p>	<p>Art</p> <p>Artist focus Niki-Davies Okundaya</p> <p>African textile artist</p> <p>FOCUS: TEXTILES, COLLAGES & PRINTING</p> <p>Children can:</p> <p>A. Investigate a range of textures using rubbings</p> <p>B. Develop collages, based on simple shapes in different papers and materials.</p> <p>C. Weave using recycled materials</p> <p>D. Simple batik work.</p> <p>E. Simple printmaking techniques</p>
	<p>DT</p> <p>Build a local landmark</p> <p>Design</p> <p>a. use their knowledge of existing products and their own experience to help generate their ideas;</p> <p>b. design products that have a purpose and are aimed at an intended user;</p> <p>c. explain how their products will look and work through talking and simple annotated drawings;</p> <p>e. work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment.</p> <p>f understand and follow simple design criteria</p> <p>Make</p> <p>a. with support, follow a simple plan or recipe;</p> <p>b. begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer;</p> <p>c. select from a range of materials, textiles and components according to their characteristics;</p> <p>d.learn to use hand tools and kitchen equipment safely and appropriately and learn to follow hygiene procedures;</p> <p>e.use a range of materials and components, including textiles and food ingredients;</p> <p>f. with help, measure and mark out;</p> <p>g. cut, shape and score materials with some accuracy;</p> <p>h. assemble, join and combine materials, components or ingredients;</p> <p>m. begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations.</p> <p>Evaluate</p> <p>a. explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations;</p> <p>b.explain positives and things to improve for existing products;</p> <p>c.explore what materials products are made from;</p> <p>d. talk about their design ideas and what they are making;</p> <p>e. as they work, start to identify strengths and possible changes they might make to refine their existing design;</p> <p>f. evaluate their products and ideas against their simple design criteria;</p> <p>g. start to understand that the iterative process sometimes involves repeating different stages of the process.</p> <p>Technical Knowledge</p> <p>a. build simple structures, exploring how they can be made stronger, stiffer and more stable;</p> <p>b talk about and start to understand the simple working characteristics of materials and components;</p> <p>c. explore and create products using mechanisms, such as levers, sliders and wheels.</p>	<p>DT</p> <p>Design and create African masks</p> <p>Design</p> <p>a. use their knowledge of existing products and their own experience to help generate their ideas;</p> <p>b. design products that have a purpose and are aimed at an intended user;</p> <p>c. explain how their products will look and work through talking and simple annotated drawings;</p> <p>d design models using simple computing software; e plan and test ideas using templates and mock-ups</p> <p>e. work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment.</p> <p>f understand and follow simple design criteria;</p> <p>Make</p> <p>a. with support, follow a simple plan or recipe;</p> <p>b. begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer;</p> <p>c. select from a range of materials, textiles and components according to their characteristics;</p> <p>d.learn to use hand tools and kitchen equipment safely and appropriately and learn to follow hygiene procedures;</p> <p>e.use a range of materials and components, including textiles and food ingredients;</p> <p>f. with help, measure and mark out;</p> <p>g. cut, shape and score materials with some accuracy;</p> <p>h. assemble, join and combine materials, components or ingredients;</p> <p>i. demonstrate how to cut, shape and join fabric to make a simple product;</p> <p>j. manipulate fabrics in simple ways to create the desired effect;</p> <p>k. use a basic running stitch;</p> <p>m. begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations.</p> <p>Evaluate</p> <p>a. explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations;</p> <p>b.explain positives and things to improve for existing products;</p> <p>c.explore what materials products are made from;</p> <p>d. talk about their design ideas and what they are making;</p> <p>e. as they work, start to identify strengths and possible changes they might make to refine their existing design;</p> <p>f. evaluate their products and ideas against their simple design criteria;</p> <p>g. start to understand that the iterative process sometimes involves repeating different stages of the process.</p> <p>Technical Skills</p> <p>a. build simple structures, exploring how they can be made stronger, stiffer and more stable;</p> <p>b talk about and start to understand the simple working characteristics of materials and components;</p> <p>c. explore and create products using mechanisms, such as levers, sliders and wheels.</p>	<p>DT</p> <p>Research, design and build a spacecraft</p> <p>Design</p> <p>a. use their knowledge of existing products and their own experience to help generate their ideas;</p> <p>b. design products that have a purpose and are aimed at an intended user;</p> <p>c. explain how their products will look and work through talking and simple annotated drawings;</p> <p>e. work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment.</p> <p>f understand and follow simple design criteria</p> <p>Make</p> <p>a. with support, follow a simple plan or recipe;</p> <p>b. begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer;</p> <p>c. select from a range of materials, textiles and components according to their characteristics;</p> <p>d.learn to use hand tools and kitchen equipment safely and appropriately and learn to follow hygiene procedures;</p> <p>e.use a range of materials and components, including textiles and food ingredients;</p> <p>f. with help, measure and mark out;</p> <p>g. cut, shape and score materials with some accuracy;</p> <p>h. assemble, join and combine materials, components or ingredients;</p> <p>m. begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations.</p> <p>Evaluate</p> <p>a. explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations;</p> <p>b.explain positives and things to improve for existing products;</p> <p>c.explore what materials products are made from;</p> <p>d. talk about their design ideas and what they are making;</p> <p>e. as they work, start to identify strengths and possible changes they might make to refine their existing design;</p> <p>f. evaluate their products and ideas against their simple design criteria;</p> <p>g. start to understand that the iterative process sometimes involves repeating different stages of the process.</p> <p>Technical Knowledge</p> <p>a. build simple structures, exploring how they can be made stronger, stiffer and more stable;</p> <p>b talk about and start to understand the simple working characteristics of materials and components;</p> <p>c. explore and create products using mechanisms, such as levers, sliders and wheels.</p>			

Cooking	Cooking Make soup, pasta salad, coronation chicken, quiche a. explain where in the world different foods originate from; b. understand that all food comes from plants or animals; c. understand that food has to be farmed, grown elsewhere (e.g. home) or caught; d. name and sort foods into the five groups in the Eatwell Guide; e. understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why; f. use what they know about the Eatwell Guide to design and prepare dishes. l. cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups; e.use a range of materials and components, including textiles and food ingredients; a. with support, follow a simple plan or recipe; b. begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer;		Cooking Make astronaut pudding, space snacks, explorers bread, seaweed salad a. explain where in the world different foods originate from; b. understand that all food comes from plants or animals; c. understand that food has to be farmed, grown elsewhere (e.g. home) or caught; d. name and sort foods into the five groups in the Eatwell Guide; e. understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why; f. use what they know about the Eatwell Guide to design and prepare dishes. l. cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups; e.use a range of materials and components, including textiles and food ingredients; a. with support, follow a simple plan or recipe; b. begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer;		Cooking Make Moroccan cous cous, fried plantain, mango and cucumber salad, falafels. a. explain where in the world different foods originate from; b. understand that all food comes from plants or animals; c. understand that food has to be farmed, grown elsewhere (e.g. home) or caught; d. name and sort foods into the five groups in the Eatwell Guide; e. understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why; f. use what they know about the Eatwell Guide to design and prepare dishes. l. cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups; e.use a range of materials and components, including textiles and food ingredients; a. with support, follow a simple plan or recipe; b. begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer;	
	MUSIC: Year 1: singing games and rhymes focused on s-m playing a steady beat MMC listening Year 2: singing games and rhymes focused on l-s-m dot notation Lego rhythms long and short percussion playalongs MMC listening	MUSIC: Year 1: <i>Nativity Songs</i> <i>long and short</i> <i>MMC listening</i> Year 2: <i>Nativity Songs</i> <i>The Nutcracker</i> <i>Listening Maps</i>	MUSIC: Year 1: s-m songs with actions adding sounds to stories: Whatever Next simple graphic scores Year 2: l-s-m songs with actions speech rhythm grid (space words) MMC listening	MUSIC: Year 1: s-m songs with actions tuned percussion simple drones MMC listening Year 2: l-s-m songs with actions stick notation drones on tuned percussion MMC listening	MUSIC: Year 1: s-m songs with handsigns The Carnival of the Animals dot notation Year 2: l-s-m songs with handsigns drones on tuned percussion MMC listening	MUSIC: Year 1: s-m songs with handsigns lego rhythms Animal/Seascape composition MMC listening Year 2: l-s-m songs with handsigns structure: musical kebabs MMC listening
PE	PE - Teacher led – Fundamental skills and gymnastics Gymnastics: NC 1: 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 Fundamental skills NC 1: 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		PE - Teacher led – Invasion games and Dance Invasion games: C 1: 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 NC 2: participate in team games, developing simple tactics for attacking and defending Dance: NC 3: perform dances using simple movement patterns.		PE - Teacher led – Net and wall, and athletics Net and wall: NC 1: 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 NC 2: participate in team games, developing simple tactics for attacking and defending Athletics: NC 1: 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	

PSHE:	<p>PSHE: Year 1: Unit: Relationships Topic: Ourselves and others; similarities and differences; individuality; our bodies KQ: What is the same and different about us? Planning Links: Be Yourself – Lesson 1,2,3,4,6 Growing Up – Lesson 4</p> <p>Year 2: Unit: Relationships Topic: Friendship; feeling lonely; managing arguments KQ: What makes a good friend? Planning Links: TEAM – Lesson 3 VIPs – Lesson 3</p> <p>(Mind mate: Feeling good and being me: Celebrate strengths:)</p> <p>British Values: an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour</p>	<p>PSHE: Year 1: Unit: Relationships Topic: Ourselves and others; people who care for us; groups we belong to; families KQ: Who is special to us? Planning Links: TEAM – Lesson 1 VIPs – Lesson 1, 2</p> <p>Year 2: Unit: Relationships Topic: Behaviour; bullying; words and actions; respect for others KQ: What is bullying? Planning Links: TEAM – Lesson 2,4 VIPs – Lesson 4</p> <p>(Mind mate lesson: Friends and family: Recognise how others show feelings and know how to respond)</p> <p>(Mind mate lesson: Friends and family: impact of behaviour on others)</p> <p>British Values: an understanding of the importance of identifying and combatting discrimination</p>	<p>PSHE: Year 1 Unit: Health and Wellbeing Topic: Being healthy; hygiene; medicines; people who help us with health KQ: What helps us stay healthy? Planning Links: It's My Body – Lesson 1, 4 Safety First – Lesson 6 Think Positive – Lesson 2</p> <p>Year 2: Unit: Living in the Wider World Topic: People and jobs; money; role of the internet KQ: What jobs do people do? Planning Links: Digital Wellbeing – Lesson 1,2 3 Aiming High – Lesson 3,4,5 Money Matters – Lesson 2</p> <p>(Mind mate lesson: Life changes: New school/class making new friends)</p> <p>(Mind mate lesson: Life changes: Loss: losing loved objects/pet/person)</p> <p>British Values: an understanding that the freedom to hold other faiths and beliefs is protected in law</p>	<p>PSHE: Year 1 Unit: Living in the Wider World Topic: Money; making choices; needs and wants KQ: What can we do with money? Planning Links: Money Matters – Lesson 1,3,4,5,6</p> <p>Year 2: Unit: Health and Wellbeing Topic: Keeping safe; recognising risk; rules KQ: What helps us to stay safe? Planning Links: Safety First – Lesson 1,2,4,5 Growing Up – Lesson 2</p> <p>(Mind mate lesson: Strong emotions: recognise what is fair/unfair right/wrong)</p> <p>(Mind mate lesson: Strong emotions: uncomfortable feelings)</p> <p>British Values: an understanding that the freedom to hold other faiths and beliefs is protected in law</p>	<p>PSHE: Year 1 Unit: Health and Wellbeing Topic: Keeping safe; people who help us KQ: Who helps to keep us safe? Planning Links: Safety First – Lesson 3 Digital Wellbeing – Lesson 3</p> <p>Year 2: Unit: Health and Wellbeing Topic: Being healthy: eating, drinking, playing and sleeping KQ: What helps us grow and stay healthy? Planning Links: It's My Body – Lesson 2,3,6</p> <p>(Mind mate lesson: Being the same, being different: Celebrating differences)</p> <p>(Mind mate lesson: Being the same, being different: beginning to understand empathy)</p> <p>British Values: an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour</p>	<p>PSHE: Year 1 Unit: Living in the Wider World Topic: Ourselves and others; the world around us; caring for others; growing and changing KQ: What can we do with money? Planning Links: One World – Lesson 1,2,3,4 Diverse Britain – Lesson 3,4,6 Aiming High – Lesson 1,2,6</p> <p>Year 2: Unit: Health and Wellbeing Topic: Feelings; mood; times of change; loss and bereavement; growing up KQ: How do we recognise our feelings? Planning Links: Think Positive –Lesson 1,3,4,5,6</p> <p>(Mind mate lesson: solving problems/making it better: Setting goals and targets)</p> <p>(Mind mate lesson: solving problems/making it better: not giving up/ perseverance)</p> <p>British Values: an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour</p>
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RE	<p>RE Year 1 – Unit 1.1 – Stories</p> <p>Beliefs and teachings: Children can:</p> <ul style="list-style-type: none"> A. A describe the main beliefs of a religion; <p>Rituals, ceremonies and lifestyles: Children can:</p> <ul style="list-style-type: none"> A. recognise, name and describe religious artefacts, places and practices; <p>How beliefs are expressed: Children can:</p> <ul style="list-style-type: none"> B. learn the name of important religious stories; C. retell religious stories and suggest meanings in the story 	<p>RE Year 1 – Unit 1.2 – Festivals</p> <p>Beliefs and teachings: Children can:</p> <ul style="list-style-type: none"> B. describe the main festivals of a religion <p>Rituals, ceremonies and lifestyles: Children can:</p> <ul style="list-style-type: none"> A. recognise, name and describe religious artefacts, places and practices; B. explain religious rituals and ceremonies and the meaning of them, including their own experiences of them; C. observe when practices and rituals are featured in more than one religion or lifestyle. <p>How beliefs are expressed: Children can:</p> <ul style="list-style-type: none"> A. learn the name of important religious stories; B. retell religious stories and suggest meanings in the story <p>Time to reflect and personal growth:</p> <ul style="list-style-type: none"> A. identify things that are important in their lives; B. understand that there are similarities and differences between people. 	<p>RE Year 1 – 1.3 – Religious leaders</p> <p>Beliefs and teachings: Children can:</p> <ul style="list-style-type: none"> A. describe the main beliefs of a religion <p>Rituals, ceremonies and lifestyles: Children can:</p> <ul style="list-style-type: none"> C. observe when practices and rituals are featured in more than one religion or lifestyle. <p>How beliefs are expressed: Children can:</p> <ul style="list-style-type: none"> B. retell religious stories and suggest meanings in the story C. Observe when practices and rituals are featured in more than one religion or lifestyle <p>Time to reflect and personal growth:</p> <ul style="list-style-type: none"> A. identify things that are important in their lives; B. ask questions about the puzzling aspects of life C. understand that there are similarities and differences between people. <p>Values (in your own lives and others lives):</p> <ul style="list-style-type: none"> A. look at how values affect a community and individuals 	<p>RE Year 1- Unit 1.4 Special events</p> <p>Beliefs and teachings: Children can:</p> <ul style="list-style-type: none"> B. describe the main festivals of a religion <p>Rituals, ceremonies and lifestyles: Children can:</p> <ul style="list-style-type: none"> A. recognise, name and describe religious artefacts, places and practices; B. explain religious rituals and ceremonies and the meaning of them, including their own experiences of them; C. observe when practices and rituals are featured in more than one religion or lifestyle. <p>How beliefs are expressed: Children can:</p> <ul style="list-style-type: none"> A. learn the name of important religious stories; B. retell religious stories and suggest meanings in the story <p>Time to reflect and personal growth:</p> <ul style="list-style-type: none"> A. identify things that are important in their lives; B. understand that there are similarities and differences between people. 	<p>RE Year 1 – Unit 1.5 – Belonging</p> <p>Beliefs and teachings: Children can:</p> <ul style="list-style-type: none"> A. describe the main beliefs of a religion <p>Rituals, ceremonies and lifestyles: Children can:</p> <ul style="list-style-type: none"> A. recognise, name and describe religious artefacts, places and practices; B. explain religious rituals and ceremonies and the meaning of them, including their own experiences of them; C. observe when practices and rituals are featured in more than one religion or lifestyle. <p>How beliefs are expressed: Children can:</p> <ul style="list-style-type: none"> A. learn the name of important religious stories; <p>Time to reflect and personal growth:</p> <ul style="list-style-type: none"> A. identify things that are important in their lives; B. ask questions about the puzzling aspects of life; C. understand that there are similarities and differences between people. <p>Values (in your own life and others lives)</p> <ul style="list-style-type: none"> A. look at how values affect a community and individuals 	<p>RE Year 1 – Unit 1.6 – Caring for others</p> <p>Beliefs and teachings: Children can:</p> <ul style="list-style-type: none"> A. describe the main beliefs of a religion <p>How beliefs are expressed: Children can:</p> <ul style="list-style-type: none"> B. learn the name of important religious stories; C. retell religious stories and suggest meanings in the story. <p>Time to reflect and personal growth:</p> <ul style="list-style-type: none"> A. identify things that are important in their lives; B. ask questions about the puzzling aspects of life; C. understand that there are similarities and differences between people. <p>Values (in your own life and others lives)</p> <ul style="list-style-type: none"> A. look at how values affect a community and individuals B. explain how actions can affect other people; C. understand that they have their own choices to make and begin to understand the concept of morals.
	<p>RE Year 2 – Unit 2.1 - Core beliefs</p> <p>Beliefs and teachings: Children can:</p> <ul style="list-style-type: none"> A. describe the main beliefs of a religion <p>Rituals, ceremonies and lifestyles: Children can:</p> <ul style="list-style-type: none"> A. recognise, name and describe religious artefacts, places and practices C. observe when practices and rituals are featured in more than one religion or lifestyle. <p>How beliefs are expressed: Children can:</p> <ul style="list-style-type: none"> A. name religious symbols and the meaning of them <p>Time to reflect and personal growth:</p> <ul style="list-style-type: none"> A. identify things that are important in their lives; B. ask questions about the puzzling aspects of life C. understand that there are similarities and differences between people. 	<p>RE Year 2 – Unit 2.2. - Welcoming new life</p> <p>Beliefs and teachings: Children can:</p> <ul style="list-style-type: none"> A. describe the main beliefs of a religion <p>Rituals, ceremonies and lifestyles: Children can:</p> <ul style="list-style-type: none"> A. recognise, name and describe religious artefacts, places and practices B. explain religious rituals and ceremonies and the meaning of them, including their own experiences of them C. observe when practices and rituals are featured in more than one religion or lifestyle. <p>How beliefs are expressed: Children can:</p> <ul style="list-style-type: none"> A. name religious symbols and the meaning of them B. learn the name of important religious stories; C. retell religious stories and suggest meanings in the story. <p>Time to reflect and personal growth:</p> <ul style="list-style-type: none"> A. identify things that are important in their lives; B. ask questions about the puzzling aspects of life C. understand that there are similarities and differences between people. 	<p>RE Year 2 – Unit 2.3 – Jesus' life</p> <p>Beliefs and teachings: Children can:</p> <ul style="list-style-type: none"> A. describe the main beliefs of a religion <p>Rituals, ceremonies and lifestyles: Children can:</p> <ul style="list-style-type: none"> B. explain religious rituals and ceremonies and the meaning of them, including their own experiences of them <p>How beliefs are expressed: Children can:</p> <ul style="list-style-type: none"> B. learn the name of important religious stories; C. retell religious stories and suggest meanings in the story. <p>Time to reflect and personal growth:</p> <ul style="list-style-type: none"> A. identify things that are important in their lives; B. ask questions about the puzzling aspects of life C. understand that there are similarities and differences between people. 	<p>RE Year 2 – Unit 2.6 – New life Lent, Easter</p> <p>Beliefs and teachings: Children can:</p> <ul style="list-style-type: none"> A. describe the main beliefs of a religion B. describe the main festivals of a religion <p>Rituals, ceremonies and lifestyles: Children can:</p> <ul style="list-style-type: none"> A. recognise, name and describe religious artefacts, places and practices B. explain religious rituals and ceremonies and the meaning of them, including their own experiences of them <p>How beliefs are expressed: Children can:</p> <ul style="list-style-type: none"> A. name religious symbols and the meaning of them B. learn the name of important religious stories; C. retell religious stories and suggest meanings in the story. 	<p>RE Year 2 – Unit 2.5 - Good choices:</p> <p>Beliefs and teachings: Children can:</p> <ul style="list-style-type: none"> A. describe the main beliefs of a religion <p>Rituals, ceremonies and lifestyles: Children can:</p> <ul style="list-style-type: none"> C. observe when practices and rituals are featured in more than one religion or lifestyle. <p>How beliefs are expressed: Children can:</p> <ul style="list-style-type: none"> A. name religious symbols and the meaning of them <p>Time to reflect and personal growth:</p> <ul style="list-style-type: none"> A. identify things that are important in their lives; B. ask questions about the puzzling aspects of life C. understand that there are similarities and differences between people. <p>Values (in your own life and others lives)</p> <ul style="list-style-type: none"> A. look at how values affect a community and individuals; B. explain how actions can affect other people; C. understand that they have their own choices to make and begin to understand the concept of morals. 	<p>RE Year 2 – Unit 2.6 - Prayer</p> <p>Beliefs and teachings: Children can:</p> <ul style="list-style-type: none"> A. describe the main beliefs of a religion <p>Rituals, ceremonies and lifestyles: Children can:</p> <ul style="list-style-type: none"> A. recognise, name and describe religious artefacts, places and practices; B. explain religious rituals and ceremonies and the meaning of them, including their own experiences of them; C. observe when practices and rituals are featured in more than one religion or lifestyle. <p>How beliefs are expressed: Children can:</p> <ul style="list-style-type: none"> A. name religious symbols and the meaning of them B. learn the name of important religious stories; C. retell religious stories and suggest meanings in the story. <p>Time to reflect and personal growth:</p> <ul style="list-style-type: none"> C. understand that there are similarities and differences between people. <p>Values (in your own life and others lives)</p> <ul style="list-style-type: none"> A. look at how values affect a community and individuals;

KS1- Cycle 2- 2024-2025								
KS1	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
TOPIC DRIVER	Key Driver-History			Key Driver – History		Key Driver- Geography		
	Topic – Nurturing Nurses. The lives of significant individuals in the past who have contributed to national and international achievements. (Mary Seacole and Florence Nightingale)			Topic – London’s Burning. Events beyond living memory that are significant nationally. Enriching Experiences Fire engine visit		Topic- Seaside. Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Enriching Experiences- Visit to Bridlington		
ENGLISH	Whole Class Texts		Whole Class Texts	Whole Class Texts	Whole Class Texts	Whole Class Texts	Whole Class Texts	
	Colour Monster Funny bones 450		World of Festivals 530 The Little Christmas Elf 560L	Vlad and the Great Fire of London - 500 Great Fire of London unclassified Nick Hunter 520		Enchanted Wood 640L	Biography of a poet Bridlington brochure Dear Greenpeace 590	
	Writing Genres		Writing Genres	Writing Genres	Writing Genres	Writing Genres	Writing Genres	
	YEAR 1		YEAR 1	YEAR 1	YEAR 1	YEAR 1	YEAR 1	
	Narrative – “Colour Monster” (PSHE Link) Oracy/drama Narrative – Funny Bones (Science Link) Recount Non-Narrative –“How to help hedgehogs and protect polar bears” (Science Link) Fact File		Non-Fiction – The Gunpowder Pot (History Link) Historical recount Non narrative-World Festivals (RE Links) Information text Poetry- Performance Christmas poems Elf on the shelf- Letter writing	Narrative – Vlad and the Great Fire of London (History Link) Alternative characters Non-Fiction – Great Fire of London Unclassified (History Link) Newspaper report Non narrative -Diaries – Samuel Pepys	Non Narrative –Instructions for making a weather gauge/vane Poetry – Weather Poems (Science Link) Narrative- Creative Writing – Cloudy with a chance of meatballs- Descriptive writing	Narrative -Traditional Tales – Jack and the Beanstalk – Comparing different versions of the same story. Recount Non-Fiction – Plants (Science Link) Leaflet Narrative – Enchanted Wood – Alternate endings/characters/scenes	Poetry- Linked to a Biography of a poet Non fiction-Bridlington brochures (Geography Link) Narrative- Dear Greenpeace (Geography Link)	
	YEAR 2		YEAR 2	YEAR 2	YEAR 2	YEAR 2	YEAR 2	
	Oracy/Drama Narrative – Funny Bones (Science Link) Recount Non-Narrative –“How to help hedgehogs and protect polar bears” (Science Link) Fact File Narrative – ‘Colour Monster” (PSHE Link)		Non-Narrative: Recount - The Gunpowder Pot Narrative: Adventure Narrative – Christmas Elf	Non-Narrative: Diary: Samuel Pepys Narrative: Historical Narrative - Vlad and the Great Fire of London	Non-Narrative: Instructions - Making a weather gauge/vane Narrative: Descriptive Narrative – Cloudy with a chance of meatballs	Non-Narrative: Information Leaflet - Plants Narrative: Adventure Narrative – Enchanted Wood	Non-Narrative: Persuasive Letter - Greenpeace Narrative: Descriptive Narrative – The Lighthouse Keeper’s Lunch	
	1 poetry block over the term – Performance Christmas Poems			1 poetry block over the term – Weather Poems		1 poetry block over the term – Linked to a biography of a poet		
MATHS	Maths - Year 1 - Basic Fluency FOCUS		Maths - Year 1 – Number FOCUS		Maths - Year 1 – Calculation - FOCUS	Maths - Year 1 - Measure/Geometry/Statistics		
	Maths - Year 2 - Basic Fluency FOCUS		Maths - Year 2 – Number FOCUS		Maths - Year 2 – Calculation - FOCUS	Maths - Year 2 - Measure/Geometry/Statistics		
	We use White Rose Maths scheme to help with coverage and sequencing For the objectives covered and the sequence they are taught in please click https://www.cookridgeprimary.co.uk/statutory/curriculum-offer/core-subject-frameworks/							
HISTORY	History: <u>Chronological Understanding</u> a - Sequence artefacts and events that are close together in time and order dates from earliest to latest on simple timelines c - Describe memories and changes that have happened in their own lives. d - Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. <u>Historical Interpretations</u> d - Explain that there are different types of evidence and sources that can be used to help represent the past. History: <u>Historical Interpretations</u> a - Start to compare two versions of a past event. <u>Chronological Understanding</u> b - Sequence pictures from different periods. <u>Knowledge and Understanding</u> b - Know and recount episodes from stories and significant events in history. d - Describe significant individuals from the past. <u>Presenting, Organising and Communicating</u> a - Show an understanding of historical terms, such as monarch, parliament, government, war, remembrance.			History: <u>Historical Interpretations</u> c - Start to use stories or accounts to distinguish between fact and fiction. <u>Historical Investigation</u> a - Observe or handle evidence to ask and answer simple questions about the past on the basis of simple observation b - Choose and select evidence and say how it can be used to find out about the past. <u>Chronological Understanding</u> b - Sequence pictures from different periods. <u>Knowledge and Understanding</u> a - Recognise and identify similarities and differences between different periods, including present day b - Know and recount episodes from stories and significant events in history. <u>Presenting, Organising and Communicating</u> a - Communicate their knowledge about the past by talking, writing, drawing and using drama/role play History Fluency: <u>Historical Interpretations</u> b - Observe and use pictures, photographs and artefacts to find out about the past. d - Explain that there are different types of evidence and sources that can be used to help represent the past.			History: <u>Chronological Understanding</u> a - Sequence artefacts and events that are close together in time and order dates from earliest to latest on simple timelines <u>Historical Interpretations</u> b - Observe and use pictures, photographs and artefacts to find out about the past. d - Explain that there are different types of evidence and sources that can be used to help represent the past.	

GEOGRAPHY	Geography: <u>Locational Knowledge</u> b - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. c - Use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica. Geography Fluency: <u>Locational Knowledge</u> a - Name and locate the world’s seven continents and five oceans. <u>Geographical Skills and Fieldwork</u> a - Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.		Geography <u>Locational Knowledge</u> b - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <u>Geographical Skills and Fieldwork</u> e - Use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical Geography: <u>Place Knowledge</u> c - Use key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano. <u>Human and Physical Geography</u> a - Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <u>Geographical Skills and Fieldwork</u> e - Use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.		Geography Fluency: <u>Geographical Skills and Fieldwork</u> c - Devise a simple map; and use and construct basic symbols in a key. <u>Human and Physical Geography</u> b - Use basic geographical vocabulary to refer to key physical and human features, Geography: <u>Human and Physical Geography</u> b - Use basic geographical vocabulary to refer to key physical and human features, <u>Geographical Skills and Fieldwork</u> d - Use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods. e - Use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.	
	<u>Science</u> <u>Working scientifically: coverage</u> ScIn1.2: I can ask simple questions and recognise that they can be answered in different ways. ScIn2.2: I can use simple equipment to observe scientific investigation closely. ScIn3.2: I can perform simple tests. ScIn4.2: I can identify and classify scientifically. ScIn5.2: I can use my observations and ideas to suggest answers to questions. ScIn6.2: I can gather and record data to help in answering questions.	<u>Animals including humans (Y1)</u> SC1.1: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <u>Animals including humans (Y2)</u> SC2.2: I notice that animals, including humans, have offspring which grow into adults. (Y2) SC3.2: I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air). (Y2) SC4.2: I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Y2)	<u>Seasonal Changes (Y1)</u> SC5.2: I can observe changes across the four seasons. (Y1)	<u>Seasonal Changes (Y1)</u> SC6.2: I can observe and describe weather associated with the seasons and how day length varies. (Y1)	<u>Plants (Y1)</u> SC7.2: I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees (Y1) SC8.2: I can identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1)	<u>Plants: (Y2)</u> SC9.2: I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (Y2) SC10.2: I can observe and describe how seeds and bulbs grow into mature plants. (Y2)
SCIENCE	<u>Working scientifically: coverage</u> ScIn1.2: I can ask simple questions and recognise that they can be answered in different ways. ScIn2.2: I can use simple equipment to observe scientific investigation closely. ScIn3.2: I can perform simple tests. ScIn4.2: I can identify and classify scientifically. ScIn5.2: I can use my observations and ideas to suggest answers to questions. ScIn6.2: I can gather and record data to help in answering questions.					
FOREST SCHOOLS	Forest School is a child-centred inspirational learning pedagogy, that offers opportunities for holistic growth through regular sessions. It is a long-term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting. The process helps and facilitates more than knowledge-gathering, it helps learners develop socially, emotionally, spiritually, physically and intellectually. It creates a safe, non-judgemental nurturing environment for learners to try stuff out and take risks. Forest School inspires a deep and meaningful connection to the world and an understanding of how a learner fits within it. Our approach to risk means that learners constantly expand on their abilities by solving real-world issues, building self-belief and resilience. We believe that risk is more than just potential for physical harm, but a more holistic thing, there are risks in everything we do, and we grow by overcoming them. Forest School therefore, helps participants to become, healthy, resilient, creative and independent learners. Here at Cookridge, we use Forest School as a vehicle for promoting and developing the skills mentioned above which directly impacts on pupils’ progress and attainment across the national curriculum. Pupils have access to weekly sessions with Level 3 trained practitioners who deliver sessions focussing on speech and language, health and wellbeing and resilience whilst also running Forest School skill sessions, seasonal and nature inspired lessons and cross curricular themed days to support pupils’ development throughout their time at school. Planning is done in a way which enriches the curriculum, helps develop the needs of the pupils and is highly flexible based on their interests, nature and the seasons.					

COMPUTING	<p>Computing:</p> <p>Digital Literacy ESAFETY/PSHE CROSS CURRICULAR</p> <p>KS1 DL2 – I can use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>Computing</p> <p>Digital Literacy TECHNOLOGY IN THE HOME AND IN THE CITY</p> <p>KS1 DL1 – I can recognise common uses of information technology beyond school</p>	<p>Computing:</p> <p>Computer Science ALGORITHMS</p> <p>KS1 CS1 – I can understand what algorithms (procedure or formula to solve a problem) are; how they are implemented as programs (group of algorithms) on digital devices; and that programs execute by following precise and unambiguous instructions</p>	<p>Computing:</p> <p>Computer Science BEE BOTS</p> <p>KS1 CS2 – I can create and debug simple programs</p> <p>KS1 CS3 – I can use logical reasoning to predict the behaviour of simple programs</p>	<p>Computing:</p> <p>Computer Science Coding</p> <p>KS1 CS2 – I can create and debug simple programs</p> <p>KS1 CS3 – I can use logical reasoning to predict the behaviour of simple programs</p>	<p>Computing:</p> <p>Information Technology ANIMATION</p> <p>KS1 IT1 - use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>
ART	<p>Art</p> <p>Taking a line for a walk –Picasso, Paul Klee. Scratch painting</p> <p>FOCUS: DRAWING & PAINTING: Children can:</p> <p>A. Begin to control lines to create simple drawings from observations.</p> <p>B. Use thick felt-tip pens/chalks/charcoal/wax crayon/pastel.</p> <p>C. Learn to hold drawing and painting tools correctly.</p> <p>D. Mix primary colours to make secondary colours.</p> <p>FOCUS: WORK OF OTHER ARTISTS: Children can:</p> <p>A. Describe the artwork of artists such as Paul Klee, Georgia O’Keefe and Picasso, Van Gogh, Matisse.</p>	<p>Art</p> <p>Make Divas Design Make</p> <p>FOCUS: Sculpture Children can:</p> <p>A. Investigate a range of textures using rubbings</p> <p>B. Develop collages, based on simple shapes in different papers and materials.</p> <p>C Use a variety of techniques e.g, rolling, cutting, pinching</p>	<p>Art</p> <p>Colour theory</p> <p>Explore warm and cool colours in artists work- Matisse.</p> <p>Paint a hot hands picture</p> <p>FOCUS: DRAWING & PAINTING: Children can:</p> <p>A. Recognise warm and cool colours.</p> <p>B Explore the relationship between mood and mark making/colour</p> <p>C Use key vocabulary to demonstrate knowledge in this strand- primary colours, secondary colours, neutral colours, warm/cool colours. Watercolour wash, acrylic</p>	<p>Art</p> <p>Andy Goldsworthy</p> <p>Make collagraph using natural materials. Printmaking. Sculpture</p> <p>FOCUS: SCULPTURE: Children can:</p> <p>A. use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;</p> <p>B. use a variety of techniques, e.g. rolling, cutting, pinching;</p> <p>C. use a variety of shapes, including lines and texture; use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p> <p>FOCUS: WORK OF OTHER ARTISTS: Children can:</p> <p>B. Use work of artists such as Niki de Saint Phalle (sculpture) to create own pieces</p> <p>A. Consider specific works such as Andy Goldsworthy’s ‘Stone circles’</p>	<p>Art -Painting</p> <p>Observational drawing and painting techniques</p> <p>‘Flower’ painters such as Georgia O’keefe, Van Gogh</p> <p>Children can</p> <p>A Describe differences and similarities and make links to their own work.</p> <p>b. Add black and white to vary tints and shades.</p> <p>C Use key vocabulary to demonstrate understanding in this strand-line drawing, detail, pastels, bold, size, space.</p>	<p>Art</p> <p>Collage</p> <p>FOCUS: TEXTILES, COLLAGES & PRINTING</p> <p>Children can:</p> <p>A. Investigate a range of textures using rubbings</p> <p>B. Develop collages, based on simple shapes in different papers and materials.</p> <p>C. Weave using recycled materials</p> <p>D. Simple batik work.</p> <p>E. Simple printmaking techniques</p>

Key Stage 1 Long Term Plan			
D & T	<p>DT Make candles</p> <p>Design a. use their knowledge of existing products and their own experience to help generate their ideas; b. design products that have a purpose and are aimed at an intended user; c. explain how their products will look and work through talking and simple annotated drawings; d design models using simple computing software; e plan and test ideas using templates and mock-ups e. work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment. f understand and follow simple design criteria;</p> <p>Make a. with support, follow a simple plan or recipe; b. begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer; c. select from a range of materials, textiles and components according to their characteristics; d.learn to use hand tools and kitchen equipment safely and appropriately and learn to follow hygiene procedures; e.use a range of materials and components, including textiles and food ingredients; f. with help, measure and mark out; g. cut, shape and score materials with some accuracy; h. assemble, join and combine materials, components or ingredients; i. demonstrate how to cut, shape and join fabric to make a simple product; j. manipulate fabrics in simple ways to create the desired effect; k. use a basic running stitch; m. begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations.</p> <p>Evaluate a. explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations; b.explain positives and things to improve for existing products; c.explore what materials products are made from; d. talk about their design ideas and what they are making; e. as they work, start to identify strengths and possible changes they might make to refine their existing design; f. evaluate their products and ideas against their simple design criteria; g. start to understand that the iterative process sometimes involves repeating different stages of the process.</p> <p>Technical Skills a. build simple structures, exploring how they can be made stronger, stiffer and more stable; b talk about and start to understand the simple working characteristics of materials and components; c. explore and create products using mechanisms, such as levers, sliders and wheels.</p>	<p>DT Make a weather vine</p> <p>Design a. use their knowledge of existing products and their own experience to help generate their ideas; b. design products that have a purpose and are aimed at an intended user; c. explain how their products will look and work through talking and simple annotated drawings; d design models using simple computing software; e plan and test ideas using templates and mock-ups e. work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment. f understand and follow simple design criteria;</p> <p>Make a. with support, follow a simple plan or recipe; b. begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer; c. select from a range of materials, textiles and components according to their characteristics; 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	<p>Cooking</p> <p>Make fruit salad, riata dip, pitta pockets, banana and date muffins</p> <p>a. explain where in the world different foods originate from; b. understand that all food comes from plants or animals; c. understand that food has to be farmed, grown elsewhere (e.g. home) or caught; d. name and sort foods into the five groups in the Eatwell Guide; e. understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why; f. use what they know about the Eatwell Guide to design and prepare dishes. l. cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups; e.use a range of materials and components, including textiles and food ingredients; a. with support, follow a simple plan or recipe; b. begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer;</p>	<p>Cooking</p> <p>Make fruit salad, tzatziki, wraps, blueberry and cinnamon muffins</p> <p>a. explain where in the world different foods originate from; b. understand that all food comes from plants or animals; c. understand that food has to be farmed, grown elsewhere (e.g. home) or caught; d. name and sort foods into the five groups in the Eatwell Guide; e. understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why; f. use what they know about the Eatwell Guide to design and prepare dishes. l. cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups; e.use a range of materials and components, including textiles and food ingredients; a. with support, follow a simple plan or recipe; b. begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer;</p>	<p>Cooking</p> <p>Make sandwiches, scones, gardeners salad, jam tarts, soup</p> <p>a. explain where in the world different foods originate from; b. understand that all food comes from plants or animals; c. understand that food has to be farmed, grown elsewhere (e.g. home) or caught; d. name and sort foods into the five groups in the Eatwell Guide; e. understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why; f. use what they know about the Eatwell Guide to design and prepare dishes. l. cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups; e.use a range of materials and components, including textiles and food ingredients; a. with support, follow a simple plan or recipe; b. begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer;</p>

Key Stage 1 Long Term Plan	<div>MUSIC</div> <div><p>Music: SINGING: Year 1: singing games and rhymes focused on s-m</p><p>playing a steady beat</p><p>long and short</p><p>MMC listening</p><p>Year 2: singing games and rhymes focused on l-s-m</p><p>dot notation</p><p>Lego rhythms</p><p>long and short</p><p>percussion playalongs</p><p>MMC listening</p></div> <div><p>Music: Year 1: Nativity Songs</p><p>graphic symbols and scores</p><p>Year 2: Nativity Songs</p><p>The Nutcracker</p><p>Listening Maps</p></div> <div><p>Music: Year 1: s-m songs with actions speech rhythm grid (G F of L words) Firework Music</p><p>Year 2: l-s-m songs with actions</p><p>speech rhythm grid (G F of L words)</p><p>Firework Music</p></div> <div><p>Music: Year 1: s-m songs with actions</p><p>Weather Songs tuned percussion simple drones</p><p>MMC listening</p><p>Year 2: l-s-m songs with actions</p><p>Weather Songs</p><p>stick notation</p><p>drones on tuned percussion</p><p>MMC listening</p></div> <div><p>Music: Year 1: s-m songs with handsigns adding sounds to stories: Jack and the beanstalk</p><p>dot notation</p><p>Year 2: l-s-m songs with handsigns</p><p>Soundwalk</p><p>exploring pitch on tuned percussion</p></div> <div><p>Music: Year 1: s-m songs with handsigns</p><p>lego rhythms MMC listening</p><p>developing a soundscape from pictures (beaches)</p><p>Year 2: l-s-m songs with handsigns</p><p>structure: musical kebabs (beach pictures)</p><p>MMC listening</p></div>	PE	<div><p>PE - Teacher led – Fundamental skills and gymnastics</p><p>Gymnastics:</p><p>NC 1: 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</p><p>Fundamental skills</p><p>NC 1: 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</p></div> <div><p>PE - Teacher led – Invasion games and dance</p><p>Invasion games:</p><p>NC 2: participate in team games, developing simple tactics for attacking and defending</p><p>Dance:</p><p>NC 3: perform dances using simple movement patterns.</p></div> <div><p>PE - Teacher led – Net and wall, and striking and field</p><p>Net and wall:</p><p>NC 1: 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</p><p>NC 2: participate in team games, developing simple tactics for attacking and defending</p><p>Athletics:</p><p>NC 1: 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</p></div>	PSHE	<div><p>PSHE: Year 1: Unit: Relationships Topic: Ourselves and others; similarities and differences; individuality; our bodies KQ: What is the same and different about us? Planning Links: Be Yourself – Lesson 1,2,3,4,6 Growing Up – Lesson 4</p><p>Year 2: Unit: Relationships Topic: Friendship; feeling lonely; managing arguments KQ: What makes a good friend? Planning Links: TEAM – Lesson 3 VIPs – Lesson 3</p><p>(Mind mate: Feeling good and being me: Celebrate strengths:)</p><p>British Values: an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour</p></div> <div><p>PSHE: Year 1: Unit: Relationships Topic: Ourselves and others; people who care for us; groups we belong to; families KQ: Who is special to us? Planning Links: TEAM – Lesson 1 VIPs – Lesson 1, 2</p><p>Year 2: Unit: Relationships Topic: Behaviour; bullying; words and actions; respect for others KQ: What is bullying? Planning Links: TEAM – Lesson 2,4 VIPs – Lesson 4</p><p>(Mind mate lesson: Friends and family: Recognise how others show feelings and know how to respond)</p><p>(Mind mate lesson: Friends and family: impact of behaviour on others)</p><p>British Values: an understanding of the importance of identifying and combatting discrimination</p></div> <div><p>PSHE: Year 1 Unit: Health and Wellbeing Topic: Being healthy; hygiene; medicines; people who help us with health KQ: What helps us stay healthy? Planning Links: It's My Body – Lesson 1, 4 Safety First – Lesson 6 Think Positive – Lesson 2</p><p>Year 2: Unit: Living in the Wider World Topic: People and jobs; money; role of the internet KQ: What jobs do people do? Planning Links: Digital Wellbeing – Lesson 1,2,3 Aiming High – Lesson 3,4,5 Money Matters – Lesson 2 (Mind mate lesson: Life changes: New school/class making new friends)</p><p>(Mind mate lesson: Life changes: Loss: losing loved objects/pet/person)</p><p>British Values: an understanding that the freedom to hold other faiths and beliefs is protected in law</p></div> <div><p>PSHE: Year 1 Unit: Living in the Wider World Topic: Money; making choices; needs and wants KQ: What can we do with money? Planning Links: Money Matters – Lesson 1,3,4,5,6</p><p>Year 2: Unit: Health and Wellbeing Topic: Keeping safe; recognising risk; rules KQ: What helps us to stay safe? 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PSHE	<div><p>PSHE: Year 1: Unit: Relationships Topic: Ourselves and others; similarities and differences; individuality; our bodies KQ: What is the same and different about us? Planning Links: Be Yourself – Lesson 1,2,3,4,6 Growing Up – Lesson 4</p><p>Year 2: Unit: Relationships Topic: Friendship; feeling lonely; managing arguments KQ: What makes a good friend? Planning Links: TEAM – Lesson 3 VIPs – Lesson 3</p><p>(Mind mate: Feeling good and being me: Celebrate strengths:)</p><p>British Values: an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour</p></div> <div><p>PSHE: Year 1: Unit: Relationships Topic: Ourselves and others; people who care for us; groups we belong to; families KQ: Who is special to us? Planning Links: TEAM – Lesson 1 VIPs – Lesson 1, 2</p><p>Year 2: Unit: Relationships Topic: Behaviour; bullying; words and actions; respect for others KQ: What is bullying? Planning Links: TEAM – Lesson 2,4 VIPs – Lesson 4</p><p>(Mind mate lesson: Friends and family: Recognise how others show feelings and know how to respond)</p><p>(Mind mate lesson: Friends and family: impact of behaviour on others)</p><p>British Values: an understanding of the importance of identifying and combatting discrimination</p></div> <div><p>PSHE: Year 1 Unit: Health and Wellbeing Topic: Being healthy; hygiene; medicines; people who help us with health KQ: What helps us stay healthy? Planning Links: It's My Body – Lesson 1, 4 Safety First – Lesson 6 Think Positive – Lesson 2</p><p>Year 2: Unit: Living in the Wider World Topic: People and jobs; money; role of the internet KQ: What jobs do people do? Planning Links: Digital Wellbeing – Lesson 1,2,3 Aiming High – Lesson 3,4,5 Money Matters – Lesson 2 (Mind mate lesson: Life changes: New school/class making new friends)</p><p>(Mind mate lesson: Life changes: Loss: losing loved objects/pet/person)</p><p>British Values: an understanding that the freedom to hold other faiths and beliefs is protected in law</p></div> <div><p>PSHE: Year 1 Unit: Living in the Wider World Topic: Money; making choices; needs and wants KQ: What can we do with money? Planning Links: Money Matters – Lesson 1,3,4,5,6</p><p>Year 2: Unit: Health and Wellbeing Topic: Keeping safe; recognising risk; rules KQ: What helps us to stay safe? Planning Links: Safety First – Lesson 1,2,4,5 Growing Up – Lesson 2</p><p>(Mind mate lesson: Strong emotions: recognise what is fair/unfair right/wrong)</p><p>(Mind mate lesson: Strong emotions: uncomfortable feelings)</p><p>British Values: an understanding that the freedom to hold other faiths and beliefs is protected in law</p></div> <div><p>PSHE: Year 1 Unit: Health and Wellbeing Topic: Keeping safe; people who help us KQ: Who helps to keep us safe? Planning Links: Safety First – Lesson 3 Digital Wellbeing – Lesson 3</p><p>Year 2: Unit: Health and Wellbeing Topic: Being healthy: eating, drinking, playing and sleeping KQ: What helps us grow and stay healthy? Planning Links: It's My Body – Lesson 2,3,6</p><p>(Mind mate lesson: Being the same, being different: Celebrating differences)</p><p>(Mind mate lesson: Being the same, being different: beginning to understand empathy)</p><p>British Values: an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour</p></div> <div><p>PSHE: Year 1 Unit: Living in the Wider World Topic: Ourselves and others; the world around us; caring for others; growing and changing KQ: What can we do with money? Planning Links: One World – Lesson 1,2,3,4 Diverse Britain – Lesson 3,4,6 Aiming High – Lesson 1,2,6</p><p>Year 2: Unit: Health and Wellbeing Topic: Feelings; mood; times of change; loss and bereavement; growing up KQ: How do we recognise our feelings? Planning Links: Think Positive –Lesson 1,3,4,5,6</p><p>(Mind mate lesson: solving problems/making it better: Setting goals and targets)</p><p>(Mind mate lesson: solving problems/making it better: not giving up/ perseverance)</p><p>British Values: an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour</p></div>				

RE	<p>RE Year 1 – Unit 1.1 – Stories</p> <p>Beliefs and teachings: Children can: B. A describe the main beliefs of a religion;</p> <p>Rituals, ceremonies and lifestyles: Children can: D. recognise, name and describe religious artefacts, places and practices;</p> <p>How beliefs are expressed: Children can: E. learn the name of important religious stories; F. retell religious stories and suggest meanings in the story</p>	<p>RE Year 1 – Unit 1.2 – Festivals</p> <p>Beliefs and teachings: Children can: C. describe the main festivals of a religion</p> <p>Rituals, ceremonies and lifestyles: Children can: D. recognise, name and describe religious artefacts, places and practices; E. explain religious rituals and ceremonies and the meaning of them, including their own experiences of them; F. observe when practices and rituals are featured in more than one religion or lifestyle.</p> <p>How beliefs are expressed: Children can: C. learn the name of important religious stories; D. retell religious stories and suggest meanings in the story</p> <p>Time to reflect and personal growth: C. identify things that are important in their lives; D. understand that there are similarities and differences between people.</p>	<p>RE Year 1 – 1.3 – Religious leaders</p> <p>Beliefs and teachings: Children can: B. describe the main beliefs of a religion</p> <p>Rituals, ceremonies and lifestyles: Children can: D. observe when practices and rituals are featured in more than one religion or lifestyle.</p> <p>How beliefs are expressed: Children can: D. retell religious stories and suggest meanings in the story E. Observe when practices and rituals are featured in more than one religion or lifestyle</p> <p>Time to reflect and personal growth: D. identify things that are important in their lives; E. ask questions about the puzzling aspects of life F. understand that there are similarities and differences between people.</p> <p>Values (in your own lives and others lives): B. look at how values affect a community and individuals</p>	<p>RE Year 1- Unit 1.4 Special events</p> <p>Beliefs and teachings: Children can: C. describe the main festivals of a religion</p> <p>Rituals, ceremonies and lifestyles: Children can: D. recognise, name and describe religious artefacts, places and practices; E. explain religious rituals and ceremonies and the meaning of them, including their own experiences of them; F. observe when practices and rituals are featured in more than one religion or lifestyle.</p> <p>How beliefs are expressed: Children can: C. learn the name of important religious stories; D. retell religious stories and suggest meanings in the story</p> <p>Time to reflect and personal growth: C. identify things that are important in their lives; D. understand that there are similarities and differences between people.</p>	<p>RE Year 1 – Unit 1.5 – Belonging</p> <p>Beliefs and teachings: Children can: B. describe the main beliefs of a religion</p> <p>Rituals, ceremonies and lifestyles: Children can: D. recognise, name and describe religious artefacts, places and practices; E. explain religious rituals and ceremonies and the meaning of them, including their own experiences of them; F. observe when practices and rituals are featured in more than one religion or lifestyle.</p> <p>How beliefs are expressed: Children can: B. learn the name of important religious stories; Time to reflect and personal growth: D. identify things that are important in their lives; E. ask questions about the puzzling aspects of life; F. understand that there are similarities and differences between people.</p> <p>Values (in your own life and others lives) B. look at how values affect a community and individuals</p>	<p>RE Year 1 – Unit 1.6 – Caring for others</p> <p>Beliefs and teachings: Children can: D. describe the main beliefs of a religion</p> <p>How beliefs are expressed: Children can: E. learn the name of important religious stories; F. retell religious stories and suggest meanings in the story.</p> <p>Time to reflect and personal growth: D. identify things that are important in their lives; E. ask questions about the puzzling aspects of life; F. understand that there are similarities and differences between people.</p> <p>Values (in your own life and others lives) D. look at how values affect a community and individuals E. explain how actions can affect other people; F. understand that they have their own choices to make and begin to understand the concept of morals.</p>
	<p>RE Year 2 – Unit 2.1 - Core beliefs</p> <p>Beliefs and teachings: Children can: B. describe the main beliefs of a religion</p> <p>Rituals, ceremonies and lifestyles: Children can: B. recognise, name and describe religious artefacts, places and practices D. observe when practices and rituals are featured in more than one religion or lifestyle.</p> <p>How beliefs are expressed: Children can: B. name religious symbols and the meaning of them</p> <p>Time to reflect and personal growth: D. identify things that are important in their lives; E. ask questions about the puzzling aspects of life F. understand that there are similarities and differences between people.</p>	<p>RE Year 2 – Unit 2.2. - Welcoming new life</p> <p>Beliefs and teachings: Children can: B. describe the main beliefs of a religion</p> <p>Rituals, ceremonies and lifestyles: Children can: D. recognise, name and describe religious artefacts, places and practices E. explain religious rituals and ceremonies and the meaning of them, including their own experiences of them F. observe when practices and rituals are featured in more than one religion or lifestyle.</p> <p>How beliefs are expressed: Children can: D. name religious symbols and the meaning of them E. learn the name of important religious stories; F. retell religious stories and suggest meanings in the story.</p> <p>Time to reflect and personal growth: D. identify things that are important in their lives; E. ask questions about the puzzling aspects of life F. understand that there are similarities and differences between people.</p>	<p>RE Year 2 – Unit 2.3 – Jesus' life</p> <p>Beliefs and teachings: Children can: C. describe the main beliefs of a religion</p> <p>Rituals, ceremonies and lifestyles: Children can: D. explain religious rituals and ceremonies and the meaning of them, including their own experiences of them</p> <p>How beliefs are expressed: Children can: D. learn the name of important religious stories; E. retell religious stories and suggest meanings in the story.</p> <p>Time to reflect and personal growth: D. identify things that are important in their lives; E. ask questions about the puzzling aspects of life F. understand that there are similarities and differences between people.</p>	<p>RE Year 2 – Unit 2.6 – New life Lent, Easter</p> <p>Beliefs and teachings: Children can: C. describe the main beliefs of a religion D. describe the main festivals of a religion</p> <p>Rituals, ceremonies and lifestyles: Children can: C. recognise, name and describe religious artefacts, places and practices D. explain religious rituals and ceremonies and the meaning of them, including their own experiences of them</p> <p>How beliefs are expressed: Children can: D. name religious symbols and the meaning of them E. learn the name of important religious stories; F. retell religious stories and suggest meanings in the story.</p>	<p>RE Year 2 – Unit 2.5 - Good choices:</p> <p>Beliefs and teachings: Children can: B. describe the main beliefs of a religion</p> <p>Rituals, ceremonies and lifestyles: Children can: D. observe when practices and rituals are featured in more than one religion or lifestyle.</p> <p>How beliefs are expressed: Children can: B. name religious symbols and the meaning of them</p> <p>Time to reflect and personal growth: D. identify things that are important in their lives; E. ask questions about the puzzling aspects of life F. understand that there are similarities and differences between people.</p> <p>Values (in your own life and others lives) D. look at how values affect a community and individuals; E. explain how actions can affect other people; F. understand that they have their own choices to make and begin to understand the concept of morals.</p>	<p>RE Year 2 – Unit 2.6 - Prayer</p> <p>Beliefs and teachings: Children can: B. describe the main beliefs of a religion</p> <p>Rituals, ceremonies and lifestyles: Children can: D. recognise, name and describe religious artefacts, places and practices; E. explain religious rituals and ceremonies and the meaning of them, including their own experiences of them; F. observe when practices and rituals are featured in more than one religion or lifestyle.</p> <p>How beliefs are expressed: Children can: D. name religious symbols and the meaning of them E. learn the name of important religious stories; F. retell religious stories and suggest meanings in the story.</p> <p>Time to reflect and personal growth: D. understand that there are similarities and differences between people.</p> <p>Values (in your own life and others lives) B. look at how values affect a community and individuals;</p>