



It's Never Dull in Hull



Year 1/2



Immersion



SPARCS

RP Day - Full day

Family Groups - making large scale work for whole school display

Carousel learning day

Experiences

Visit town - look at some of the Moths still in the town

Transport museum - different vehicles of the past

Amy Johnson statue

Presentation of Learning

Junk modelling afternoon to craft planes.

History

"As Historians we will be studying a significant person from the past and from our local area - Amy Johnson. We will talk about how she changed the minds of others and the impact her solo flight had on the community and the wider world. We will be looking at when and where we were born and create a timeline to show the important aspects of our lives so far. We will create a timeline to show the life of Amy Johnson. We will invite people from our community in to talk to us about their 'timelines' and 'lives' to compare and contrast with our own".

Curriculum Objective	Prior Knowledge	Skills	Vocabulary
<p>Pupils should be taught about:</p> <p>NC1: Changes in living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>NC4: Significant historical events, people and places in their own locality</p> <p><i>Amy Johnson</i></p>	<p>Children will have already learned:</p> <ul style="list-style-type: none"> To talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p>Year 1 Ask questions and with support answer some simple historical questions.</p> <p>Handle sources of evidence and make observations and simple comparisons.</p> <p>Sequence 3 or 4 artefacts/sources.</p> <p>Exposure to BC/ AD, years/ centuries relating to period studied.</p> <p>Understand some ways we find out about the past.</p> <p>Year 2 Ask and answer simple historical questions.</p> <p>Use sources - observe and handle to answer questions about the past.</p> <p>Sequence artefacts closer together.</p> <p>Sequence events on a timeline for people beyond living memory.</p> <p>Exposure to BC/ AD, years/ centuries relating to period studied.</p>	<p>Famous</p> <p>Significant</p> <p>Nationally</p> <p>Locally</p> <p>Important</p> <p>Achievement</p> <p>Change</p> <p>Impact</p> <p>Significance</p> <p>Memorial</p>

Sequence of Learning

<p>Who was Amy Johnson?</p> <ul style="list-style-type: none"> To know when Amy Johnson was born. To know where she was born. To locate key dates in their lives on a timeline, 	<p>What makes Amy Johnson so special?</p> <ul style="list-style-type: none"> Describe what Amy Johnson achieved and why it is so important. Provide reasons for why Amy did what she did. 	<p>How does the life of Amy Johnson compare to my life?</p> <ul style="list-style-type: none"> Find similarities and differences between their own life and that of Amy Johnson. Make comparisons between the way of life now compared to the life of Amy Johnson (home life, jobs, toys etc.) 	<p>What impact did Amy Johnson have on our City?</p> <ul style="list-style-type: none"> To know the legacy she has left behind. To discuss the impact she had on the roles of women in job roles. 	<p>End of Unit outcome</p> <p>Should we still remember Amy Johnson?</p> <ul style="list-style-type: none"> To use their knowledge and understanding of the impact Amy Johnson had on our city.
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Geography

"As Geographers we will be studying human and physical geography. We will be learning about our local area and how we can navigate ourselves to and from different locations. We will learn how to make a map, including a key, of our classroom and local area and how these can be used to locate, navigate and show key features. We will map the route that Amy Johnson took on her solo flight. We will look at aerial photographs of our local area in the past and present day and see how landmarks have changed over time"

Curriculum Objective	Prior Knowledge	Skills	Vocabulary
<p>Pupils should be taught about:</p> <p>NC6: To use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>NC7: To use simple compass directions and locational and directional language to describe the location of features and route on a map.</p> <p>NC8: To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>NC9: To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Children will have already learned:</p> <ul style="list-style-type: none"> To describe their immediate environment using knowledge from observations, discussion, stories, non-fiction texts and maps Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Explain some similarities and differences between life in this country and like in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate maps Know some similarities and differences between the natural world around them and contrasting environments 	<p><u>Year 1</u> Ask questions and with support answer some simple questions about UK</p> <p>Use maps, globes and atlases to ask and answer questions in relation to the topic</p> <p>Name and locate places that are familiar to them and know how where we live fits into the wider world</p> <p>Understand some ways we find out about places</p> <p><u>Year 2</u> Ask questions and with support answer some simple questions about UK and capital cities</p> <p>Use maps, globes and atlases to ask and answer questions in relation to the topic—focusing on the 4 countries of the UK</p> <p>Name and locate places that are familiar to them and know how where we live fits into the wider world</p> <p>Understand some ways we find out about places and use maps, globes and atlases as a source for finding out information</p>	<p>Country</p> <p>Sea</p> <p>Map</p> <p>World</p> <p>Atlas</p> <p>Capital city</p> <p>City</p> <p>Town</p> <p>Globe</p> <p>Location</p>

Sequence of Learning

<p>Where is my school and what is unique about it?</p> <ul style="list-style-type: none"> Use maps and aerial photographs to locate the school using directional language and compass directions. Place our City on a map of the UK. Fieldwork around the school using a map to note human and physical features that are unique to the school. <p>Where is my house?</p> <ul style="list-style-type: none"> Use resources to locate my house. Identify the human and physical features on the route to 	<p>Where is Hull?</p> <ul style="list-style-type: none"> To locate and place Hull on a map of the UK. To locate the city on a variety of maps and aerial photos. <p>Our City</p> <ul style="list-style-type: none"> To use digital maps and aerial photographs to place known landmarks. 	<p>Geographical changes over time</p> <ul style="list-style-type: none"> Use aerial photos to recognise landmarks and basic physical and human features. Compare the similarities and difference on a variety of maps and photographs to explain how and why things have changed. 	<p>How do we get there?</p> <ul style="list-style-type: none"> How to use simple compass directions. To use directional language to describe a route. <p>Fieldwork skills</p> <ul style="list-style-type: none"> Devise a simple map of the school and surrounding grounds. Create a simple key Use basic symbols on the map. 	<p>End of Unit outcome</p> <p style="text-align: center;">How do you get from home to school?</p> <p>Children can show:</p> <ul style="list-style-type: none"> To use their knowledge and understanding of maps and directional language to provide a map with key and written instructions (including compass directions) to get from their home to school.
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Humanities



History	WT/EWYFS	End of KS1
To investigate and interpret the past		<ul style="list-style-type: none"> Handle and use sources of evidence to make observations and simple comparisons Ask questions such as: What was it like for people? What happened? How long ago? Why did this event occur? What happened after the event? Why did people/ someone act like they did? Would it be the same today? Understand some ways we find out about the past Understand and show how the past has been represented
To build an overview of world history		<ul style="list-style-type: none"> Describe historical events Describe significant people from the past Recognise that there are reasons why people in the past acted as they did
To understand chronology	<p>Talk about the past and present events in their own lives</p> <p>Talk about past and present events in lives of family members</p>	<ul style="list-style-type: none"> Sequence 3 or 4 artefacts/ events/sources and sequence events within lifetime or period being studied on a simple time line Label time lines with words/ pictures or phrases such as: past, present, older and newer Talk about changes that have occurred in their own lives Use dates where appropriate
To communicate historically		<ul style="list-style-type: none"> Use words and phrases such as: a long time ago, recently, years, decades, centuries, similar, difference, affect and cause when talking about and writing about the past Show an understanding of the concept of nation and a nation's history Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace
Vocabulary		<p>Understand and use:</p> <p>period, significant, impact, affect, cause, perceive, successor, generation, decade, similar, difference, interpret, proceed, media, concept</p>

Geography	WT/EWYFS	End of KS1
To investigate places	To know about similarities and differences in relation to places around us	<ul style="list-style-type: none"> Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?) Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Name and locate the world's 7 continents and oceans
To investigate patterns	To talk about features of their own immediate environment and how environments might vary from one another	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom
Geographical content		<p>Use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</p> <p>key human features, including: city, town, village, factory, farm, house, office and shop</p> <p>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map</p> <p>Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1)</p> <p>Use geographical vocabulary:</p> <p>symbol, cycle, erode, label, locate, survey, route, orient, area, globe, community, environment</p>

Art

"As Artists we will take photographs of Hull landmarks to use as inspiration for our own art work. We will sketch our favourite landmark and plan how to make it out of straws, paper and card. Once completed, we will make a clay version of our landmark. We will develop our techniques of rolling, cutting, moulding and carving. We will display these in an art exhibition to parents where they will be available to purchase."

Curriculum Objective	Prior Knowledge	Skills	Vocabulary
<p>Pupils should be taught about:</p> <p>NC1: To use a range of materials creatively to design and make products</p> <p>NC2: To use drawing, painting and sculpture to share their ideas, experiences and imagination</p> <p>NC3: To develop techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Children will have already learned:</p> <ul style="list-style-type: none"> Hold a pencil effectively, using a tripod grip Use a range of tools, including scissors and paint brushes Begin to show accuracy and care when drawing Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used 	<p><u>Year 1</u></p> <p>Use the techniques of rolling and cutting.</p> <p>Create sculptures by combining shapes with support.</p> <p>Sculpt from rolled up paper and card.</p> <p>Sculpt with clay materials.</p> <p><u>Year 2</u></p> <p>Use the techniques of rolling, cutting, moulding and carving.</p> <p>Create sculptures by combining shapes independently.</p> <p>Sculpt from rolled up paper, straws and card.</p> <p>Sculpt with clay materials.</p>	<p>Rough</p> <p>Hard</p> <p>Soft</p> <p>Smooth</p> <p>Shiny</p> <p>Sharp</p> <p>Size</p> <p>Solid</p> <p>Proportion</p> <p>Frame</p>

Sequence of Learning

<p>Landmarks of Hull for inspiration</p> <ul style="list-style-type: none"> Visit the City and sketch some of the landmarks. Use a variety of drawing skills (dots, lines, tones) to sketch landmarks. 	<p>Choose a landmark to sculpt</p> <ul style="list-style-type: none"> After sketching, children choose a landmark they would like to recreate as a model. Create a labelled sketch of their idea and the materials they will need. 	<p>Sculpt a landmark</p> <ul style="list-style-type: none"> Use a range of materials to make a sculpture. Refer to their design to know what they should do. Consider how to cut and attach components. 	<p>How can we create our chosen landmark in clay?</p> <ul style="list-style-type: none"> Develop techniques for moulding and shaping. (rolling, stretching, patting) Practise cutting the clay using a range of tools. Explore how to make marks on the clay to add detail (carving) Use all the techniques practised to produce clay replica landmark. 	<p>End of Unit outcome</p> <ul style="list-style-type: none"> Use the skills acquired through the unit to make their own house out of a selection of materials.
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Design and Technology

"As Designers we will carefully study planes similar to the one Amy Johnson flew. We will look at the purpose of the plane and consider how to make a model of one. We will carefully look at the design of a plane and consider how to design our plane which tells a story or represents a significant event. We will explore a range of mechanisms such as levers, wheels and axels. We will include at least one of these in our design. On completion of our model, we will test and evaluate with the opportunity to make changes based on the evaluation."

Curriculum Objective	Prior Knowledge	Skills	Vocabulary
<p>Pupils should be taught about:</p> <p>NC1: To design a purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>NC2: To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>NC3: To select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing</p> <p>NC4: To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>NC5: To explore and evaluate a range of existing products</p> <p>NC6: To evaluate their ideas and products against design criteria</p> <p>NC7: To build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>Children will have already learned:</p> <ul style="list-style-type: none"> Use a range of tools, including scissors Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used Make props using materials when role playing for a purpose 	<p>Year 1</p> <p>Cut materials safely using scissors.</p> <p>Measure and mark out with support.</p> <p>With guidance, design a product that has a clear purpose.</p> <p>Explore objects and designs to identify likes and dislikes.</p> <p>Year 2</p> <p>Cut materials safely using tools provided.</p> <p>Measure and mark out to the nearest centimetre.</p> <p>With support, use materials to practise gluing materials to make and strengthen products.</p> <p>Design products that have a clear purpose and intended user.</p> <p>Explore objects and designs to identify likes and dislikes.</p>	<p>Cut</p> <p>Fold</p> <p>Join</p> <p>Edge</p> <p>Surface</p> <p>Weak/Strong</p> <p>Slot</p> <p>Cutting</p> <p>Finishing</p> <p>Moving</p> <p>Vehicle</p>

Sequence of Learning

<p>Research of real designs</p> <ul style="list-style-type: none"> Look at planes from different periods. Consider the reasons behind the designs. (Look at the designs on the Moths and how they tell a story). <p>Design ideas</p> <ul style="list-style-type: none"> Using the research carried out, design their own plane considering how to decorate the plane to tell a story or represent something. Consider the purpose of different materials. 	<p>Construction</p> <ul style="list-style-type: none"> Use a range of tools to cut and shape materials. Use a variety of tools to cut and finish materials. Consider how to use the tools safely. Look at ways to join materials in a variety of ways. 	<p>Improving stability</p> <ul style="list-style-type: none"> To find out the weakest points of the plane and consider how to make it stronger, stiffer and more stable. Add additional parts to make it more stable. <p>Mechanisms</p> <ul style="list-style-type: none"> Include a mechanism in their plane (axels and wheels). Learn about how the wheel and axel works. 	<p>Evaluation</p> <ul style="list-style-type: none"> Put the plane through a range of tests. To evaluate what works and work doesn't work. To consider how things can be improved. <p>Improving</p> <ul style="list-style-type: none"> After testing, consider how the product can be improved. Make the changes and retest or draw a labelled sketch to show where the label would be made. 	<p style="text-align: center;">End of Unit outcome</p> <p style="text-align: center;">Completed DT booklet</p>
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Art and Design Technology

Assessment

Art		End of KS1
Sculpture		<p>Create sculptures by combing shapes</p> <p>Sculpt from rolled up paper, straws, paper, card and clay materials</p> <p>Use the techniques of rolling, cutting,</p>
Drawing	To experiment with texture and form	<p>Draw lines that are different sizes and thickness's</p> <p>Be able to colour their own work neatly, following the lines</p> <p>Use dots and lines to add texture and show pattern</p> <p>Use different tones when using</p>

DT		WT/EWYFS	End of KS1
To master practical skills	Materials	To use media and materials in original ways, thinking about uses and purposes	<ul style="list-style-type: none"> • Cut materials safely using tools provided. • Measure and mark out to the nearest centimetre. • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).
	Construction		<ul style="list-style-type: none"> • Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.
To design, make, evaluate and improve		Represent their ideas through using a range of design processes	<ul style="list-style-type: none"> • Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. • Use software to design.
To take inspiration from design throughout history			<ul style="list-style-type: none"> • Explore objects and designs to identify likes and dislikes of the designs. • Suggest improvements to existing designs. • Explore how products have been created.

Music

"As musician we will learnt to sing and play along to the song, Hey You! by Joanna Mangona - an Old-School Hip Hop tune. We will appraise the music and other hip hop inspired song/music. We will talk about the different instruments and how the style of music is created."

Curriculum Objective	Prior Knowledge	Skills	Vocabulary
<p>Pupils should be taught about:</p> <p>NC1: To use their voices expressively by singing songs and speaking chants and rhymes</p> <p>NC2: To play tuned and un-tuned instruments musically</p> <p>NC3: To listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>NC4: To experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>Children will have already learned:</p> <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs Perform songs, rhymes, poems, stories with others and, when appropriate, try to move in time with music 	<p><u>Year 1</u></p> <ul style="list-style-type: none"> Talk about the beat of a tune To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. Sing melodies accurately - following a simple melody Know when and how to play a glockenspiel Clap a simple rhythm Create a short musical pattern Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices - you can rap or say words in rhythm. Learn to start and stop singing when following a leader Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). Help to create a simple melody using one, two or three notes 	<p>Pulse/ Rhythm</p> <p>Pitch</p> <p>Rap</p> <p>Improvise/ Compose/ Perform</p> <p>Melody</p> <p>Bass/ Guitar/ Drums/ Decks</p> <p>Keyboard/ electric guitar/ saxophone/ trumpet</p> <p>Audience</p> <p>Dynamics/ tempo/ melody</p>

Sequence of Learning

<p>Listen and Appraise: Hey You! by Joanna Mangona Me, Myself And I by De La Soul</p> <p>Musical Activities: Warm up the vocal chords Find the Pulse Start to learn the song by breaking it down into sections Play instrumental parts</p> <p>Perform: Sing the whole song with support And play instrumental parts along with support material</p>	<p>Listen and Appraise: Hey You! by Joanna Mangona Fresh Prince of Bel Air by Will Smith</p> <p>Musical Activities: Warm up the vocal chords Find the Pulse Sing extended version of the song Play instrumental parts Improvise</p> <p>Perform: Sing the song and improvise using voices/instruments within the song</p>	<p>Listen and Appraise: Hey You! by Joanna Mangona Rapper's Delight by The Sugarhill Gang</p> <p>Musical Activities: Warm up the vocal chords Find the Pulse Sing extended version of the song Play instrumental parts Compose</p> <p>Perform: Sing the song and perform compositions with the song</p>	<p>Listen and Appraise: Hey You! by Joanna Mangona U Can't Touch This by MC Hammer</p> <p>Musical Activities: Warm up the vocal chords Find the Pulse Sing song and include some instrumental and/or Vocal improvisation within the song Play your compositions within the song</p> <p>Perform: Choose what you perform today. Start to prepare for the end-of-unit performance</p>	<p>Listen and Appraise: Hey You! by Joanna Mangona It's Like That by Run DMC</p> <p>Musical Activities: Warm up the vocal chords Find the Pulse Vocal warm-ups. Sing the song Blackbird Choose and play two performance options, then decide which one to practise for the end-of-unit performance</p> <p>Perform: Perform finished version of choice</p>
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Music

"As a musician we will learn to sing and play along to the song, Hands, Feet, Heart by Joanna Mangona - an African music inspired song. We will appraise the music and African songs/music. We will talk about the different instruments and how the style of music is created."

Curriculum Objective	Prior Knowledge	Overview	Vocabulary
<p>Pupils should be taught about:</p> <p>NC1: To use their voices expressively by singing songs and speaking chants and rhymes</p> <p>NC2: To play tuned and un-tuned instruments musically</p> <p>NC3: To listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>NC4: To experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>Children will have already learned:</p> <ul style="list-style-type: none"> How to play the notes C and some will have learned to play G How to sing in unison How to listen and appraise new and well known songs How to move in time to music and how to identify the best/rhythm of a piece of music To sing 4 different styles of songs 	<p><u>Year 2</u></p> <ul style="list-style-type: none"> Talk about the beat of a tune Sing melodies accurately - following a simple melody To learn how they can enjoy moving to music To learn how songs can tell a story or describe an idea Know when and how to play a glockenspiel Clap a simple rhythm Create a short musical pattern Recognise and talk about changes in timbre, dynamics and pitch Create a range of different sounds (long and short, loud and quiet, high and low) Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices - you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader. Treat instruments carefully and with respect. Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). Play the part in time with the steady pulse. Help create three simple melodies with the Units using one, three or five different notes. Learn how the notes can be written down and changed if necessary 	<p>Pulse/ Rhythm</p> <p>Pitch</p> <p>Rap</p> <p>Improvise/ Compose/ Perform</p> <p>Melody</p> <p>Bass/ Guitar/ Drums/ Decks</p> <p>Keyboard/ electric guitar/ saxophone/ trumpet</p> <p>Audience</p> <p>Dynamics/ tempo/ melody</p>

Sequence of Learning

<p>Listen and Appraise: Hands, Feet, Heart by Joanna Mangona The Click Song sung by Miriam Makeba</p> <p>Musical Activities: Warm up the vocal chords Find the Pulse Start to learn the song by breaking it down into sections Play instrumental parts</p> <p>Perform: Sing the whole song with support And play instrumental parts along with support material</p>	<p>Listen and Appraise: Hands, Feet, Heart by Joanna Mangona The Lion Sleeps Tonight sung by Soweto Gospel Choir</p> <p>Musical Activities: Warm up the vocal chords Find the Pulse Sing extended version of the song Play instrumental parts Improvise</p> <p>Perform: Sing the song and improvise using voices/instruments within the song</p>	<p>Listen and Appraise: Hands, Feet, Heart by Joanna Mangona Bring Him Back Home by Hugh Masekela</p> <p>Musical Activities: Warm up the vocal chords Find the Pulse Sing extended version of the song Play instrumental parts Compose</p> <p>Perform: Sing the song and perform compositions with the song</p>	<p>Listen and Appraise: Hands, Feet, Heart by Joanna Mangona You Can Call Me Al by Paul Simon</p> <p>Musical Activities: Warm up the vocal chords Find the Pulse Sing song and include some instrumental and/or Vocal improvisation within the song Play your compositions within the song</p> <p>Perform: Choose what you perform today. Start to prepare for the end-of-unit performance</p>	<p>Listen and Appraise: Hands, Feet, Heart by Joanna Mangona Hlokoloza by Arthur Mofokate</p> <p>Musical Activities: Warm up the vocal chords Find the Pulse Vocal warm-ups. Sing the song Blackbird Choose and play two performance options, then decide which one to practise for the end-of-unit performance</p> <p>Perform: Perform finished version of choice</p>
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Music

Assessment

Music	WT/EYFS	End of KS1
Perform	To sing songs and experiment with ways of changing them	<ul style="list-style-type: none"> • Sing melodies accurately - following a simple melody Know when and how to play a glockenspiel and a range of un-tuned percussion instruments • Use their voice and instruments to make long and short sounds • Imitate changes in pitch using their voice and a glockenspiel
Compose	<p>To represent their ideas, thoughts and feelings through music</p> <p>To make music and experiment with ways of changing it</p>	<ul style="list-style-type: none"> • Use long and short sounds to create a sequence • Clap a simple rhythm • Create a range of different sounds (long and short, loud and quiet, high and low) • Choose sounds to create an effect for a specified theme • Create a short musical pattern • Create a short rhythmic phrase
Transcribe		<ul style="list-style-type: none"> • Use symbols to represent a composition • Perform their own and others musical representations
Describing music		<ul style="list-style-type: none"> • Talk about the beat of a tune • Recognise and talk about changes in timbre, dynamics and pitch
Musical Genres		<ul style="list-style-type: none"> • Hip Hop, Reggae, Blues, Latin, Baroque, Folk, South African, Rock and Bhangra

PE

"As sport champions, we will learn different ways to move the ball including throwing, dribbling and kicking. We will develop our teamwork and turn taking through a range of mini games. As we develop our game skills, we will improve our agility, coordination and balance. We will begin to understand about strategy (attacking and defending)"

Curriculum Objective	Prior Knowledge	Skills		Vocabulary
<p>Pupils should be taught about:</p> <p>NC1: I can 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>NC2: I can participate in team games, developing simple tactics for attacking and defending</p>	<p>Children will have already learned:</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing Work and play cooperatively and take turns with others Explain the reasons for rules 	<p>Football and Ball-Skills</p> <ul style="list-style-type: none"> I can master basic movements including running, and kicking, as well as developing balance, agility and coordination, and begin to apply these in a range of activities I can participate in team games, developing simple tactics for attacking and defending 		<p>Dribble</p> <p>Move</p> <p>Speed</p> <p>Defender</p> <p>Passing</p> <p>Receiving</p> <p>Dodging</p> <p>Marking</p>
Sequence of Learning				
<p>Groovy Moving</p> <ul style="list-style-type: none"> Create an obstacle course for the children to move around whilst controlling a ball with their feet. Learn how to dribble at an appropriate speed to maintain control. <p>(Bibs, Footballs, cones, ropes, hoops)</p>	<p>Race into Space</p> <ul style="list-style-type: none"> Practise moving away from a defender to get into a space. Develop footwork for dodging. Practise passing to another player. <p>(Cones, bibs, footballs)</p>	<p>You can't catch me!</p> <ul style="list-style-type: none"> In team games, practise how to make or deny space when attacking and defending. Play mini games to practise this tactic. 	<p>Stop the Shot!</p> <ul style="list-style-type: none"> Practise shooting at and protecting target. Develop attacking and defending skills in mini games. 	<p>End of Unit outcome</p> <p style="text-align: center;">GAME TIME!</p> <p style="text-align: center;">Using teamwork and skills developed so far to hold a small match.</p>
<p>Don't 'wack it' with the racket.</p> <ul style="list-style-type: none"> Develop balance and co-ordination when holding a racket to hit a ball Develop the correct hand position to hold. <p>(cones, hoops, rackets, balls, beanbags)</p>	<p>Accurate bat skills</p> <ul style="list-style-type: none"> Hit a ball back that has been thrown underarm. Use a variety of equipment and size rackets/bats 	<p>Mini Cricket</p> <ul style="list-style-type: none"> Use a cricket bat to hit a ball. Hold the bat correctly. The other team field and accurately throw the ball back to the bowler. 	<p>Team time</p> <ul style="list-style-type: none"> Use a variety of cricket skills in a short game between pairs/small groups. 	<p>End of Unit outcome</p> <ul style="list-style-type: none"> Let's Play - Combine the skills to play a competitive team game.



PE

PE		End of KS1
Games	<p>To safely negotiate space</p> <p>To show control and co-ordination in large and small movements</p>	<p>Understand the concept of different teams.</p> <p>Begin to use basic skills in succession. E.g. running and then kicking.</p> <p>Start to think about tactics e.g. what works well and what doesn't.</p>
Dance	<p>To safely negotiate space</p> <p>To show control and co-ordination in large and small movements</p> <p>To move confidently in a range of ways</p>	<p>Follow a simple sequence and remember parts of the sequence.</p> <p>Move with careful control and coordination.</p> <p>Create a simple sequence by linking basic moves together.</p> <p>Choose movements to communicate a mood, feeling or idea.</p>
Gymnastics	<p>To safely negotiate space</p> <p>To show control and co-ordination in large and small movements</p> <p>To move confidently in a range of ways</p>	<p>Watch an action and repeat it with accuracy.</p> <p>Move with some control and awareness of space.</p> <p>Put actions together to form a sequence.</p> <p>Travel by rolling forwards, backwards and sideways.</p> <p>Begin to understand what a balance is and complete a range of balances.</p> <p>Climb safely on equipment.</p> <p>Jump in a variety of ways and land with increasing control and balance.</p>

Autumn 1

Year 1 - Ball Skills

Year 2—Ball Skills

Autumn 2

Year 1 - Football

Year 2— Football

Computing - Year 1

"As computer technologists we will create a programme that is appropriate for our audience."

Curriculum Objective	Prior Knowledge	Overview		Vocabulary
<p>Pupils should be taught about:</p> <p>How to create content for an appropriate audience based on a familiar tale.</p> <p>The should be taught the IT and digital literacy skills to create their own content</p>	<p>Children will have already explored:</p> <ul style="list-style-type: none"> Using iPad's to play games of an age appropriate level Use interactive games on a large screen Explored a range of technological toys/games Talked about technology and how it can help to enhance our learning experiences 	<p><u>Year 1: Magical Storytelling</u></p> <p><u>Information Technology</u></p> <p>Combine images, text and voice recordings to retell a story.</p> <p>Combine images and edit text to create posters and invitations.</p> <p>Use digital drawing tools to draw characters from a story or for a game.</p> <p>Type words correctly using a keyboard.</p> <p>Create a simple animation with moving characters and voice recordings.</p> <p><u>Digital Literacy</u></p> <ul style="list-style-type: none"> Describe why other people's work belongs to them and recognise that content on the internet may belong to other people. 		<p>Images</p> <p>Text</p> <p>Recording</p> <p>Animation</p> <p>Keyboard</p> <p>App</p> <p>Sound clips</p>
Sequence of Learning				
<p>Design the front cover to the story of the Three Little Pigs using the Book Creator app..</p> <p>Create a visual storyboard of the Three Little Pigs using the Book Creator app. Add sound clips to each of the frames.</p>	<ul style="list-style-type: none"> Add text boxes to each of the different frames on the story board. Use the record feature to practice reading out the story that they have. Create three new frames on a new page to create the Three Pigs' houses. Add in speech bubbles for the characters and then record themselves as the characters. 	<ul style="list-style-type: none"> In Book Creator, make a wanted poster for the wolf. Save the page with the information in it and add it to their story book. Create a digital drawing of the Three Little Pigs. Add a caption to explain what they story is about and why it is the part they have chosen to draw. , 	<ul style="list-style-type: none"> Using Puppet Pals app, create an animation of The Three Little pigs. Add in the moveable parts and save it to the camera roll. Using Book Creator, create a back page for their book. Use the Read to Me feature to check it works and share with a partner to check how effective the app is. 	<p>End of Unit outcome</p> <p>To create a talking book that retells a familiar story.</p>

Computing - Year 2

"As computer technologists we will develop a helpful booklet for staying safe in an online world. We will focus on how to send and receive emails, be-

Curriculum Objective	Prior Knowledge	Overview	Vocabulary
<p>Pupils should be taught about:</p> <p>This project introduces children to the digital world. It looks at how we use technology to help us communicate, how email works and sending emails. It also covers online behaviour and cyberbullying.</p>	<p>Children will have already explored:</p> <ul style="list-style-type: none"> Children will build on their knowledge of the Internet from the previous year. They will also further their knowledge of cyber bullying. 	<p><u>Year 2: Footsteps in a digital footsteps Information Technology</u></p> <p>Create digital books combining text, images, and sounds.</p> <p>Type words correctly using a keyboard.</p> <p><u>Digital Literacy</u></p> <p>Explain why it is important to be considerate and kind to people online in ways that do not upset others and can give examples.</p> <p>Recognise that there may be people online who could make me feel sad, embarrassed or upset and give examples of when and how to speak to an adult you can trust.</p> <p>Give examples of bullying behaviour and how it could look online and how it can make someone feel.</p> <p>Talk about how someone can/would get help about being bullied online or offline</p>	<p>Keyboard</p> <p>Cyberbullying</p> <p>Responsibility</p> <p>Guidance</p> <p>Email</p> <p>Client</p> <p>Internet</p> <p>safety</p>

Sequence of Learning

<p>Using Pixabay and Book Creator, the children will develop a front cover for their book.</p> <p>Use the Book Creator app to show how we use technology to communicate in different ways. Use sub-headings and frames to add additional information.</p>	<ul style="list-style-type: none"> Look at a range of emails and email client apps. Discuss what the different parts of the email are used for and what their role is. Screen shot the email client and label this in the Book Creator. Practice giving instructions for how to send an email and record these in their Book Creator app. 	<ul style="list-style-type: none"> Using the Adobe Post app, create a poster that displays how to be considerate online. Add colour schemes and information to this. Use Adobe Post to create a graphic that gives guidance for people who are victims of cyberbullying. Add speech bubbles and text boxes to put in additional information. 	<ul style="list-style-type: none"> Finish off by filming themselves using the Imovie app to explain to the other children how to keep themselves online. Practice by rehearsing the lines that they want to get across. 	<p>End of Unit outcome</p> <p>To understand how to remain safe online when using emails, and to be able to identify cyberbullying online.</p>
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Other Curriculum Elements



Enterprise drivers

We will **work together** to advertise our own art exhibition where we will display our finished artwork. We will **communicate** with our parents to ensure they attend, **organising and planning** the event through posters and information booklets. We will **work as a team** and show **leadership** qualities when necessary. Through providing our parents with a price list for each piece of artwork, we will **problem solve** when adding up and giving change. This will help us to learn vital **financial literacy** skills for the future.

British Values and SMSC

Throughout the term, children will have the opportunity to **listen to others opinions, beliefs and thoughts**. Through the study of the Hull, children will discover how British Values have changed over a period of time. They will learn to **appreciate differences**.

RE

Year 1

Is Shabbat important to Jewish children?
Are Rosh Hashanah and Yom Kippur important to Jewish children?

Year 2

How special is the relationship Jews have with God?
What is the best way for a Jew to show commitment to God?

Jigsaw PSHE

Relationships - Year 1

"I can name someone who is special to me and tell you why I like them "

Relationships - Year 2

"I can give an example of something that causes conflict between me and my friends"

Changing Me - Year 1

"I know the main body parts that make boys and girls different and I recognise the correct names for these I know that some parts of my body are private "

Changing Me - Year 2

"I can correctly name the main parts of the body that make boys and girls different and I know these are parts we keep private I can tell you some-