



It's a Hull thing!



Park Life Year 1/2

Autumn 2022



Immersion



SPARCS

RP Day - Full day

Carousel learning day

Experiences

Visit East Park - look around the park - talk to the park rangers

History Museum - look at local history and the way that park has changed

Presentation of Learning

Art exhibition based on the artist Andy Goldsworthy

<div>History</div> <div>As Historians we will be studying our local park - East Park. We will look at what is meant by past and present and learn how East Park has changed over time. We will also look at how East Park has changed in our living memory. Since the opening of the park, we will plot significant changes to East Park on a timeline.</div>				
Curriculum Objective		Prior Knowledge	Disciplinary knowledge	Substantive knowledge
<p>NC1: Changes in living memory.</p> <p>NC4: Significant historical events, people and places in their own locality - <i>East Park</i></p>		<p><u>Year 1</u></p> <ul style="list-style-type: none"> Talked about the special events that have happened to themselves and as a family in the past and present. Talk about changes from when they were a baby to now. <p><u>Year 2</u></p> <ul style="list-style-type: none"> Amy Johnson came from Hull. Amy Johnson was a female pilot. Amy Johnson was alive in the past. 	<p><u>Year 1</u></p> <ul style="list-style-type: none"> Talk about changes that have occurred in their own lives and use given relevant dates to represent Explore sources of evidence to make observations and simple comparisons Order 4 given dates and key events on a timeline <p><u>Year 2</u></p> <ul style="list-style-type: none"> Talk about changes that have occurred in their own lives and choose relevant dates to represent Handle and describe sources of evidence to make observations and comparisons Match and order 4 given dates and key events on a timeline 	<ul style="list-style-type: none"> The past is something that has already happened. The present is something that is happening now. East Park opened in 1887. The Splash Boat opened in 1929. The Lido was removed in 1988. The Watchtower was removed in 1998. The Animal Education Centre opened in 2006. The Water Play Area opened in 2021.
Sequence of Learning				
<p>Past and Present</p> <ul style="list-style-type: none"> Recap past and present from F2/Y1 and the language used. Sort pictures of events, objects and people into the past and present. Explain how we know something is from the past/present. 	<p>East Park Past and Present</p> <ul style="list-style-type: none"> Sort pictures of East Park in the past and present. Discuss how East Park has changed overtime. 	<p>East Park Timeline</p> <ul style="list-style-type: none"> Place the following events on a timeline: <ul style="list-style-type: none"> ⇒ East Park opened in 1887. ⇒ The Splash Boat opened in 1929. ⇒ The Animal Education Centre opened in 2006. ⇒ The Water Play Area opened in 2021. 	<p>East Park Changes in Living Memory</p> <ul style="list-style-type: none"> Ask the children to discuss key events in their life so far. Show the children a range of events, people and objects and get them to discuss whether they think they are from before they were born or after they were born. Share with the children pictures of East Park with a date. Children to discuss whether it was before they were born or whether it is in their living memory. 	<p>Assessment</p> <p><u>Substantive knowledge</u></p> <p>Quiz on substantive knowledge</p> <p><u>Disciplinary knowledge</u></p> <p>Act out timeline of events of East Park</p>
past	present	chronological	change	

Geography

As Geographers we will be learning about our local area and will particularly focus on our local park. We will look at locational and directional language and compass points. We will use this to navigate ourselves to different locations. We will learn how to make a map, including a key, of East Park and how these can be used to locate, navigate and show key features. We will look at aerial photographs of East Park and identify the human and physical features.

Curriculum Objective		Prior Knowledge	Disciplinary knowledge	Substantive knowledge
<p>NC7: To use simple compass directions and locational and directional language</p> <p>NC8: To use aerial photographs and plan perspectives to recognise 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><u>Year 1</u></p> <ul style="list-style-type: none"> Know that I live in Hull and that Hull is in England Talk about the human and physical features of location (such as city, town village, rural) Use compass directions (north, east, south and west) and locational language to describe the location of features on a map Use simple grid references (A1, B1) Explore aerial images to recognise landmarks and basic features Explore where the school is in relation to the local area <p><u>Year 2</u></p> <ul style="list-style-type: none"> We live in Hull. Bellfield Primary is in Hull. Hull is in England. Hull is a city. 	<p><u>Year 1</u></p> <ul style="list-style-type: none"> Know that I live in Hull and that Hull is in England Talk about the human and physical features of location (such as city, town, village, rural) Use compass directions (north, east, south and west) and locational language to describe the location of features on a map Use simple grid references (A1, B1) Explore aerial images to recognise landmarks and basic features Explore where the school is in relation to the local area <p><u>Year 2</u></p> <ul style="list-style-type: none"> Know that I live in Hull and that Hull is a city within England Talk about and describe the human and physical features of a location (such as city, town, village, rural) Use compass directions (north, east, south and west) and locational language to describe the location of features and routes on a map Devise a simple key and use grid references Use aerial images to recognise landmarks to describe basic features Explore and describe where the school is in relation to the local area and other key landmarks 	<ul style="list-style-type: none"> North, East, South and West are the four compass points. Left, right, forwards and backwards are words we use to describe the location of something. A map is a picture of a place, usually drawn from above. Bellfield Primary is in Hull. Hull is in the UK. A key shows a symbol or colour for something important on a map. Human features are those made by humans. Physical features are those that are naturally made.
Sequence of Learning				
<p>Locational Language and Compass Points</p> <ul style="list-style-type: none"> Recap locational language used in F2/Y1. Introduce compass points. Draw a map to show how to get from the classroom to the hall. Write instructions on how to get the hall from the classroom using locational language and compass directions. 	<p>Locating Places on a Map</p> <ul style="list-style-type: none"> Locate Hull on a map of the UK. Locate East Park on a map of Hull. Locate Bellfield Primary on a map of Hull. Use compass points and locational language to identify places on a map. 	<p>Map of East Park</p> <ul style="list-style-type: none"> Create a map of East Park with a key. Use compass directions to navigate from one place to another. 	<p>Human and Physical Features of East Park</p> <ul style="list-style-type: none"> Discuss what human and physical features are. On a walk of the local area, discuss what human and physical features can be seen. Identify the human and physical features of East Park in photographs and aerial photographs. 	<p style="text-align: center;"><u>Assessment</u></p> <p><u>Substantive knowledge</u></p> <p>Make a poster to present to others in the class</p> <p><u>Disciplinary knowledge</u></p> <p>Act out how to get to East Park from school using locational language and discussing human and physical features they may see on the way</p>
direction	locate	key	aerial photograph	

Design and Technology.

As Designers we will research, draw, sketch and design a moving picture, creating a new 'splash boat' for the park. We will look at a range of ways to make pictures move and incorporate a slider in our design.

Curriculum Objective		Prior Knowledge	Disciplinary knowledge	Substantive knowledge
<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>NC8: To explore and use mechanisms, such as levers, sliders, wheels and axles, in their products</p>		<p><u>Year 1</u></p> <ul style="list-style-type: none">Hold scissors correctly and use them to cut along a straight, curved and zigzag line with increasing accuracyExplore using glue/sellotape and masking tape to join two or more materials <p><u>Year 2</u></p> <ul style="list-style-type: none">Cut materials safely using tools providedUse materials to practise gluing to make and strengthen productsExplored a range of different mechanisms	<p><u>Year 1</u></p> <ul style="list-style-type: none">Cut materials safely using provided toolsUse materials to practise gluing to make and strengthen products <p><u>Year 2</u></p> <ul style="list-style-type: none">Measure and mark out to the nearest centimetreCut materials accurately and safely by selecting appropriate toolsDemonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen)	<ul style="list-style-type: none">A mechanism are the parts that allows something to move.A slider is a mechanisms that moves backwards and forwards.The Splash Boat is in East Park.
Sequence of Learning				
<p>Research of Real Designs</p> <ul style="list-style-type: none">Look at the Splash Boat and how it moves.	<p>Design Ideas</p> <ul style="list-style-type: none">Look at different mechanisms.Test different mechanisms.Consider the purpose of different mechanisms.Design own moving pictures - Which mechanism is the most suitable to make a moving Splash Boat?	<p>Making</p> <ul style="list-style-type: none">Make a slider for their moving picture.Use scissors to safely cut and shape materials.Look at ways to join materials.Think about how the moving picture could be made stronger and more stable and add additional parts if necessary.	<p>Evaluation and Improving</p> <ul style="list-style-type: none">Put the moving picture through a range of tests.Evaluate what works well and what doesn't work.Consider how things can be improved.	<p><u>Substantive</u></p> <p>Quiz on substantive knowledge</p> <p><u>Disciplinary</u></p> <p>Explain to another class how to make a moving picture</p>
Splash Boat	mechanism	slider	improve	

<p style="text-align: center;"><u>Art</u></p> <p style="text-align: center;">As Artists we will be studying natural materials to create artwork. We will look at what natural and manmade materials are. We will look at the artist ‘Andy Goldsworthy’ and try to recreate some of his sculptural natural artwork. We will sketch our artwork and use the work of our studied artist as inspiration for our own creations.</p>				
Curriculum Objective		Prior Knowledge	Disciplinary knowledge	Substantive knowledge
<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>NC4: To learn about the work of a range of artists, craftsmen and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>		<p><u>Year 1</u></p> <ul style="list-style-type: none"> Explore a range of mark making tools to make lines and shapes Explore a range of materials, deciding on the most suitable for their own ideas <p><u>Year 2</u></p> <ul style="list-style-type: none"> To know what a sketch looks like To create different lines To know what a sculpture is To know that different materials can be used to make a sculpture To know the names of some materials 	<p><u>Year 1</u></p> <ul style="list-style-type: none"> Draw lines of different thicknesses Sculpt from a range of materials <p><u>Year 2</u></p> <ul style="list-style-type: none"> Add texture and pattern Combine shapes to create sculptures 	<ul style="list-style-type: none"> Andy Goldsworthy is an artist. Andy Goldsworthy makes sculptures with natural materials. Natural materials are found naturally around us. Manmade materials have been made by people. Andy Goldsworthy creates land art. A sketch is a rough drawing made to help the making of a final piece. A line is a mark made. There are lots of different types of lines.
Sequence of Learning				
<p>Andy Goldsworthy</p> <ul style="list-style-type: none"> Research into Andy Goldsworthy and what he does. Look at the resources that he uses to create his artwork and why he uses them. Discuss how the artwork make the children feel. 	<p>Natural and Manmade Materials</p> <ul style="list-style-type: none"> Look at natural and manmade materials. Talk about what they are and give examples. Look at why Andy Goldsworthy uses natural resources in his artwork. 	<p>Sketching</p> <ul style="list-style-type: none"> Explore sketching techniques and create lines using different thicknesses. Create a sketch of the artwork that they are going to make. Make a list of materials that they are going to use. 	<p>Final Piece</p> <ul style="list-style-type: none"> Children to create their own piece of artwork in the style of Andy Goldsworthy. Children to talk about the artwork that they have produced. Talk about the materials used and why they used the materials they did. Children to suggest improvements to their artwork. 	<p style="text-align: center;"><u>Assessment</u></p> <p><u>Substantive knowledge</u></p> <p>Quiz on substantive knowledge</p> <p><u>Disciplinary knowledge</u></p> <p>Art exhibition of photos to partner class to talk about resources used and the ideas behind the artwork</p>
artist	natural	line	sculpture	

Music—Year 1

As musicians we will be focussing on beat and thinking about the question, How can we make friends when we sing together? We will listen to and talk about a wide a range of musical styles. We will use glockenspiels when learning songs and in our improvisation and composing and we will listen and appraise other music and talk about what we like and dislike about these styles of

Curriculum Objective		Prior Knowledge		Disciplinary knowledge	Substantive knowledge
<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>		<ul style="list-style-type: none">To know some nursery rhymes off by heart.To know that we can move with the pulse of the music.To know that the words of songs can tell stories and paint pictures.To know a performance is sharing music.		<p><u>Understanding Music</u></p> <ul style="list-style-type: none">Find and keep a steady beat together.Understand the difference between creating a rhythm pattern and a pitch pattern. <p><u>Responding</u></p> <ul style="list-style-type: none">Talk about feelings created by the music.Begin to understand about different styles of music. <p><u>Singing</u></p> <ul style="list-style-type: none">Sing songs from memory.Copy back intervals of an octave and fifth (high, low).Sing in unison. <p><u>Compose</u></p> <ul style="list-style-type: none">Create musical sound effects and short sequences of sounds in response to music and video stimulus. <p><u>Perform</u></p> <ul style="list-style-type: none">Prepare a song to perform.Play some simple instrumental parts.	<ul style="list-style-type: none">Pulse is the beat of the music.Rhythm is the pattern of sounds in music.Pitch is whether notes are high or low.Dynamics is how loud or quiet a piece of music is.Tempo is how fast or slow a piece of music is.Rap is where the singer is speaking instead of singing.Orchestras are made up of large groups of musicians who play lots of different instruments together.
Understanding Music					
<u>Find the Beat</u>	<u>1-2-3-4-5</u>	<u>Head, Shoulders, Knees and Toes</u>	<u>Shapes</u>	<u>We Talk to Animals</u>	<u>Substantive</u> Year 1 End of Unit 1 theory quiz
rap	jazz	hip hop	tempo	pop	<u>Disciplinary</u>
<u>Twinkle, Twinkle, Little Star</u>	<u>In The Orchestra</u>	<u>Daisy Bell (Bicycle Built For Two)</u>	<u>Dancing Dinosaurs</u>	<u>Rock-a-bye Baby</u>	Perform finished version of choice to another class
reggae	orchestra	waltz	pop	gospel	<u>Substantive</u> Year 1 End of Unit 2 theory quiz
					<u>Disciplinary</u> Perform finished version of choice to another class

Music—Year 2

As musicians we will be focussing on beat and thinking about the question, How does music help us to make friends? We will be exploring the social side to music and how the central role of listening to music, even when performing, leads to caring and aiding the development of empathy. We will listen to and talk about a wide a range of musical styles. And discuss how music can bring people closer together.

Curriculum Objective		Prior Knowledge		Disciplinary knowledge	Substantive knowledge
<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>		<ul style="list-style-type: none">To listen and appraise some pieces of music.To develop preferences for forms of expression.To create movement in response to music.To know some key vocabulary and understand the meaning. (rhythm, rap, pitch, pulse)		<p><u>Understanding Music</u></p> <ul style="list-style-type: none">Find and keep a steady beat together.Make simple rhythm patterns using long and short.Make simple melodic patterns using high and low. <p><u>Responding</u></p> <ul style="list-style-type: none">Talk about feelings c, thoughts and emotions created by the music.Read and respond to chanted rhythms patterns, including minims, crotchets, quavers and crotchet rests. <p><u>Singing</u></p> <ul style="list-style-type: none">Sing together as a group and in unison.Move to the music. <p><u>Compose</u></p> <ul style="list-style-type: none">Create musical sound effects and short sequences of sounds in response to music and video stimulus. <p><u>Perform</u></p> <ul style="list-style-type: none">Prepare a song to perform.Play some simple instrumental parts.Create and perform own chanted rhythm patterns.	<ul style="list-style-type: none">Pulse is the beat of the music.Rhythm is the pattern of sounds in music.Pitch is whether notes are high or low.Dynamics is how loud or quiet a piece of music is.Tempo is how fast or slow a piece of music is.Minim is a note played for two beats.Crotchet is a musical note with time value of one beat.Quaver is a musical note played for a half of a beat.
Understanding Music					
Music is in my soul (Part 1)	Music is in my soul (Part 2)	Hey friends (part 1)	Hey friends (Part 2)	Hello	<u>Substantive</u> Year 2 End of Unit 1 theory quiz
Soul	Notation	Bolero	Graphic score	Improvise	
Sparkle in the sun (part 1)	Sparkle in the sun (Part 2)	Listen (Part 1)	Listen (part 2)	The Orchestra song	<u>Disciplinary</u> Perform finished version of choice to another class
Solo	melodic	Unison	dynamics	Orchestra	<u>Substantive</u> Year 2 End of Unit 2 theory quiz
					<u>Disciplinary</u> Perform finished version of choice to

<div> <div>PE—Year 1</div> <div> Autumn 1 - Locomotion (Games) Autumn 2 - Indoor Athletics </div> </div>						
Curriculum Objective				Prior Knowledge	Disciplinary knowledge	Substantive knowledge
<ul style="list-style-type: none"> NC1: 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 				<ul style="list-style-type: none"> Practised a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Developing confidence, competence, precision and accuracy when engaging in activities that involve a ball. Practised jumping, running, hopping and skipping. Practise moving with developing control. 	<ul style="list-style-type: none"> Roll with accuracy Throw with accuracy Predict where to move to stop a ball Show elements of leadership in a group Use basic sprinting technique. Shift weight side to side. Use sideways movement for a purpose. Change direction quickly whilst moving. Demonstrate a variety of jumps. Self-select appropriate speed when moving. Use different techniques to throw an object. Throw with power. 	<ul style="list-style-type: none"> There are two types of throwing: overarm and underarm Accuracy is when being correct or precise. Pace is speeding up or slowing down. There are different running techniques to help with pace.
Sequence of Learning						
Explore Movement	Variety of Movement	Straight Line	Sideways	Changing Direction and Spatial Awareness	Changing Direction and Spatial Awareness	
space, awareness	moving, creativity	speed, effective	agility, shifting weight	change, speed	space, agility	
Jumping	Jumping	Running	Running	Throwing	Throwing	
distance, height	power, stretch	effective, speed	pace, change	power, accurate	control, accurate	

<div> <div>PE—Year 2</div> <div>Autumn 1—Games—Object control.</div> <div>Autumn 2—Indoor Athletics</div> </div>				
Curriculum Objective		Prior Knowledge	Disciplinary knowledge	Substantive knowledge
NC1—master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination and begin to apply these to a range of increasingly challenging situations.		<ul style="list-style-type: none"> Know some running techniques. Know how to pass a ball. Know the names of body parts. Know how to run and jump. 	<ul style="list-style-type: none"> Send and control on the move Show accuracy Jump with feet facing forward, below shoulders, bent knees and rock gently. Demonstrate ability to speed up and slow down. 	<ul style="list-style-type: none"> Accuracy is when being correct or precise. Pace is speeding up or slowing down. There are different running techniques to help with pace. A goal is when a ball goes through a specific space. Dribble is when you keep control of the ball between your feet/hand ro stick making small touches.
Sequence of Learning				
To roll and receive with control	To use equipment to send and receive	<ul style="list-style-type: none"> To control an object whilst moving using a body part. 	To use equipment to control and object whist moving.	<ul style="list-style-type: none">
stance	Accuracy	awareness	Precision	
To know basic techniques of jumping for distance	To know basic techniques of jumping for height	Develop awareness of running technique.	To use effective running technique.	
power	Stretch	Control	forward	

Computing—Year 1

As a Computer Technologists, we will complete a project which is focused on dragons and includes using augmented reality to bring trigger images to life. The activities in the project involve creating a slideshow about dragons, discussing and creating 'hoax' images, bringing a dragon to life, creating a storyboard about the dangers the dragon presents, designing a wanted poster, creating a news bulletin, describing the dragon using words to create a graphic and writing instructions on how to catch a dragon

Curriculum Objective		Prior Knowledge	Disciplinary knowledge	Substantive knowledge
<p>NC1: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>NC3: Use logical reasoning to predict the behaviour of simple programs</p>		<ul style="list-style-type: none"> To know how to unlock the ipad To know how to search for an app To know how to use their finger to navigate around the ipad screen 	<p><u>Information Technology</u></p> <ul style="list-style-type: none"> Create posters by adding images to frames, editing text by changing font style, colour and size. Create images with different layers by placing one image on top of another. Create a simple animation with moving characters and voice recordings. Combine words and images to create Word Art. Create a visual plan using images and text to tell a story. Create a simple presentation using slides. <p><u>Computer Science</u></p> <ul style="list-style-type: none"> Design and create programs for others to play. <p><u>Digital Literacy</u></p> <ul style="list-style-type: none"> Explain why work created using technology belongs to you and say why it belongs to you (e.g. 'it is my idea' or 'I designed it'). Describe why other people's work belongs to them and recognise that content on the internet may belong to other people. 	<ul style="list-style-type: none"> A presentation shares information with other people. A slide is a page in a presentation. A hoax is something that is made up. An image is a picture. A text box allows you to type on a page.
Sequence of Learning				
<u>Opening Slide</u>	<u>Dragon Hoax</u>	<u>Danger!</u>	<u>Wanted Dragon</u>	<p>Substantive</p> <p>Quiz on substantive knowledge</p> <p>Disciplinary</p> <p>Share presentation of learning with Year 2.</p>
Create a quality opening slide by adding images to frames, editing text by changing font style, colour and size with accuracy.	Combine words and images to create a quality hoax image.	Add text boxes to images to create simple sentences that are accurately written.	Combine words and images and continue to develop typing skills with increasing accuracy to create a Wanted Poster for a dragon.	
slide	hoax	text box	image	

Computing—Year 2

Curriculum Objective				
Curriculum Objective		Prior Knowledge	Disciplinary knowledge	Substantive knowledge
<p>NC4:Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>NC6: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>NC5:Recognise common uses of information technology beyond school</p>		<ul style="list-style-type: none"> To know how to unlock the ipad To know how to search for an app To know how to use their finger to navigate around the ipad screen. 	<p><u>Information Technology</u></p> <ul style="list-style-type: none"> Create posters by adding images to frames, editing text by changing font style, colour and size. Create images with different layers by placing one image on top of another. Combine words and images to create Word Art. Create a visual plan using images and text to annotate pictures. Create a simple presentation using slides. <p><u>Computer Science</u></p> <ul style="list-style-type: none"> Send and receive emails. <p><u>Digital Literacy</u></p> <ul style="list-style-type: none"> Explain why work created using technology belongs to you and say why it belongs to you (e.g. 'it is my idea' or 'I designed it'). Describe why other people's work belongs to them and recognise that content on the internet may belong to other people. 	<ul style="list-style-type: none"> A presentation shares information with other people. A slide is a page in a presentation. An email is messages distributed by electronic means. A text box allows you to type on a page. Inbox is a folder that receives incoming emails. Spam are unwanted emails. Copyyright is the protection of copying other people's work.
Sequence of Learning				
<p><u>Front Cover</u></p> <p>Create and design a front cover using a copyright free image to use on the front cover of a book.</p> <p>Change the text colour, font and size of the background colour of the page.</p>	<p><u>Using technology to communicate</u></p> <p>Use the app book creator to show different ways we use computers to communicate. Add images to different frames. Add subheadings and information.</p>	<p><u>Email—How does it work?</u></p> <p>Add a screenshot of an email client to the app book creator. Use the annotating tool to identify the features of an email client.</p>	<p><u>Sending emails</u></p> <p>Take a screenshot of one of the emails they have sent or received. Annotate the image of the email.</p>	<p><u>Substantive</u></p> <p>Quiz on substantive knowledge</p> <p><u>Disciplinary</u></p> <p>Create a booklet to share what they have learnt.</p>
Digital book	Platforms	Communicate	attachements	

Religious Education—Year 1				
Autumn A - Does God want Christians to look after the world? - We will be learning to re-tell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment.				
Autumn B - What gifts might Christians in my town have given Jesus if he had been born here instead of Bethlehem? - We will be learning to reflect on the Christmas story and decide what gifts would be meaningful for Jesus.				
Curriculum Objective		Disciplinary knowledge	Autumn A - Substantive knowledge	Autumn B - Substantive knowledge
<u>Autumn A</u> Religion: Christianity Concept: God/Creation		<ul style="list-style-type: none">Describe some of the teachings of a religion.Describe some of the main festivals or celebrations of a religion.Recognise, name and describe some religious artefacts, religious places and their practices.Identify the things that are important in their own lives and compare these to religious beliefs.Identify how and why they have to make their own choices in life.Explain how their actions affect others.	<ul style="list-style-type: none">The Bible is the Christian Holy Book.Creation story from the book of Genesis in the Bible in the Old Testament.God is the creator of the world according to the Bible.	<ul style="list-style-type: none">Mary was a young Jewish woman whom God chose to be the mother of his son, Jesus, and he sent his angel, Gabriel, to ask this of her.Jesus was born in Bethlehem.This is the Christian concept of incarnation: God becoming man or literally being “made flesh”.The star in the sky symbolises Jesus’ importance and how he could be a light for other nations.The gifts show that Jesus was a type of both king and God, and would die.
<u>Engagement (2 lessons)</u>	<u>Investigation (2 lessons)</u>	<u>Evaluation (1 lesson)</u>	<u>Expression (1 lesson)</u>	<u>Substantive</u> Quiz on substantive knowledge <u>Disciplinary</u> Create a poster of learnt knowledge
creation	world belief	actions	precious	
<u>Engagement (1 lesson)</u>	<u>Investigation (2 lessons)</u>	<u>Evaluation (1 lesson)</u>	<u>Expression (1 lesson)</u>	<u>Substantive</u> Quiz on substantive knowledge <u>Disciplinary</u> Act out the Christmas Story
special	gift	meaningful	reason	

Religious Education—Year 2				
Autumn A - Is it possible to be kind to everyone all of the time? We will be looking at what we can learn from stories of religious traditions. Autumn B - Why do Christians believe God gave Jesus to the world? We will be looking and researching to see if God is important to everyone.				
Curriculum Objective		Disciplinary knowledge	Autumn A - Substantive knowledge	Autumn B - Substantive knowledge
<u>Autumn A</u> Religion: Christianity Concept: Gospel <u>Autumn B</u> Religion: Christianity Concept: Incarnation		<ul style="list-style-type: none">Describe some of the teachings of a religion.Describe some of the main festivals or celebrations of a religion.Recognise, name and describe some religious artefacts, religious places and their practices.Identify the things that are important in their own lives and compare these to religious beliefs.Identify how and why they have to make their own choices in life.Explain how their actions affect others.	<ul style="list-style-type: none">Parable is a simple story used to illustrate a moral, as told by Jesus in the Gospels.Christian is a person who has received Christian baptism or is a believer in Christianity.Gospels are the teaching or revelation of Christ, a set of principles or beliefs.	<ul style="list-style-type: none">Mary was a young Jewish woman whom God chose to be the mother of his son, Jesus, and he sent his angel, Gabriel, to ask this of her.Jesus was born in Bethlehem.This is the Christian concept of incarnation: God becoming man or literally being “made flesh”.The star in the sky symbolises Jesus’ importance and how he could be a light for other nations.The gifts show that Jesus was a type of both king and God, and would die.
<u>Engagement</u> (1 lesson)	<u>Investigation</u> (3 lessons)	<u>Evaluation</u> (1 lesson)	<u>Expression</u> (1 lesson)	<u>Substantive</u> Quiz on substantive knowledge <u>Disciplinary</u> Create a poster of learnt knowledge
<u>Curiosity</u>	<u>Samaritan</u>	<u>Beliefs</u> <u>teachings</u>	<u>appreciation</u>	
<u>Engagement</u> (1 lesson)	<u>Investigation</u> (3 lessons)	<u>Evaluation</u> (1 lesson)	<u>Expression</u> (1 lesson)	<u>Substantive</u> Quiz on substantive knowledge <u>Disciplinary</u> Act out the Christmas Story
<u>Incarnation</u>	<u>Respect</u>	<u>empathy</u>	<u>reasonings</u>	

PSHE—Year 1

Being Me in My World - As part of this unit we will look at rights and responsibilities, choices and consequences. We will talk about being special and how to make everyone feel safe in our class as well as recognising our own safety.

Celebrating Difference - In this unit, we will explore the similarities and differences between people and how these make us unique and special. We will learn what bullying is and what it isn't. We will talk about how it might feel to be bullied and when and who to ask for help. We will discuss friendship, how to make friends and that it is OK to have differences/be different from our friends. We will also discuss being nice to and looking after other children who might be being bullied.

Curriculum Objective								Prior Knowledge				Disciplinary knowledge		Substantive knowledge																																	
<table><tr><td>R1</td><td>R2</td><td>R3</td><td>R4</td><td>R5</td><td>R6</td><td>R7</td><td>R8</td></tr><tr><td>R9</td><td>R10</td><td>R11</td><td>R12</td><td>R13</td><td>R14</td><td>R15</td><td>R16</td></tr><tr><td>R17</td><td>R18</td><td>R19</td><td>R20</td><td>R21</td><td>R22</td><td>R23</td><td>R24</td></tr><tr><td>R25</td><td>R26</td><td>R27</td><td>R28</td><td>R29</td><td>R30</td><td>R31</td><td>R32</td></tr></table>								R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12	R13	R14	R15	R16	R17	R18	R19	R20	R21	R22	R23	R24	R25	R26	R27	R28	R29	R30	R31	R32	<p><u>Being Me in My World</u></p> <ul style="list-style-type: none">Know they have a right to learn and play, safely and happilyKnow that some people are different from themselvesKnow that hands can be used kindly and unkindlyKnow special things about themselvesKnow how happiness and sadness can be expressedKnow that being kind is good <p><u>Celebrating Differences</u></p> <ul style="list-style-type: none">Know what being unique meansKnow the names of some emotions such as happy, sad, frightened, angryKnow why having friends is importantKnow some qualities of a positive friendshipKnow that they don't have to be 'the same as' to be a friendKnow what being proud means and that people can be proud of different thingsKnow that people can be good at different thingsKnow that families can be differentKnow that people have different homes and why they are important to themKnow different ways of making friendsKnow different ways to stand up for myself				<p><u>Being Me in My World</u></p> <ul style="list-style-type: none">Understand their own rights and responsibilities with their classroomUnderstand that their choices have consequencesUnderstand that their views are importantUnderstand the rights and responsibilities of a member of a classUnderstand that they are safe in their classIdentify what it's like to feel proud of an achievementRecognise feelings associated with positive and negative consequencesIdentifying helpful behaviours to make the class a safe placeUnderstanding that they are special <p><u>Celebrating Difference</u></p> <ul style="list-style-type: none">Know what bullying meansKnow who to tell if they or someone else is being bullied or is feeling unhappyKnow that people are unique and that it is OK to be differentKnow skills to make friendshipsKnow that people have differences and similaritiesUnderstand how being bullied might feelIdentify emotions associated with making a new friendVerbalise some of the attributes that make them unique and special		<ul style="list-style-type: none">Responsibilities are things people should follow like the law or school rules.A right is a choice people make.A reward is something given in return of something good.A consequence is the result of something happening.Being safe means free from danger.Achieving something means doing something good which has been hard work.Bullying is unwanted behaviour repeated over time.Everyone is different.	
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<u>Being Me in My World - Special and Safe</u>		<u>Being Me in My World - My Class</u>		<u>Being Me in My World - Rights and Responsibilities</u>		<u>Being Me in My World - Rewards and Feeling Proud</u>		<u>Being Me in My World - Consequences</u>		<u>Substantive</u> Quiz on substantive knowledge																																					
safe		belonging		rights responsibilities		proud		consequences		<u>Disciplinary</u> Act out different scenarios e.g. feeling proud after an achievement																																					
<u>Celebrating Difference - The Same As</u>		<u>Celebrating Difference - Different From</u>		<u>Celebrating Difference - What is 'bullying'?</u>		<u>Celebrating Difference - What do I do about bullying?</u>		<u>Celebrating Difference - Making New Friends</u>		<u>Substantive</u> Quiz																																					
similar		different		deliberate		included		friendship		<u>Disciplinary</u> Anti-bullying poster to be displayed around school																																					

PSHE—Year 2

Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge																																																																								
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Sequence of Learning	
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Being Me in my own world - Hopes and fears for the year	Being me in my own world—rights and responsibilities.	Being me in my own world—Rewards and consequences.	Being me in my won world—rewards and consequences	Being me in my won world—our learning charter	Being me in my own world—Owning our learning charter	<u>Substantive</u> Quiz on substantive knowledge <u>Disciplinary</u> Act out different scenarios e.g.
worries	belonging	consequence	positive	Co-operate	Responsibilities.	
Celebrating differences—Boys and girls	Celebrating differences—Boys and girls	Celebrating differences—Why does bullying happen.	Celebrating differences—standing up for myself and others	Celebrating differences—Gender diversity	Celebrating differences—celebrating differences and still being friends.	<u>Substantive</u> Quiz <u>Disciplinary</u> Anti-bullying poster to be displayed around school
Stereotypes	Assumptions	Purpose	bully	Diversity	unique	