



Adventurous Explorers



An African Adventure Year 1/2

Summer 2023



Immersion



SPARCS

Carousel learning day

Whole school Food week -
Exploring food and traditional food
from Africa. Making fruit kebabs/
fruit salad.

Experiences

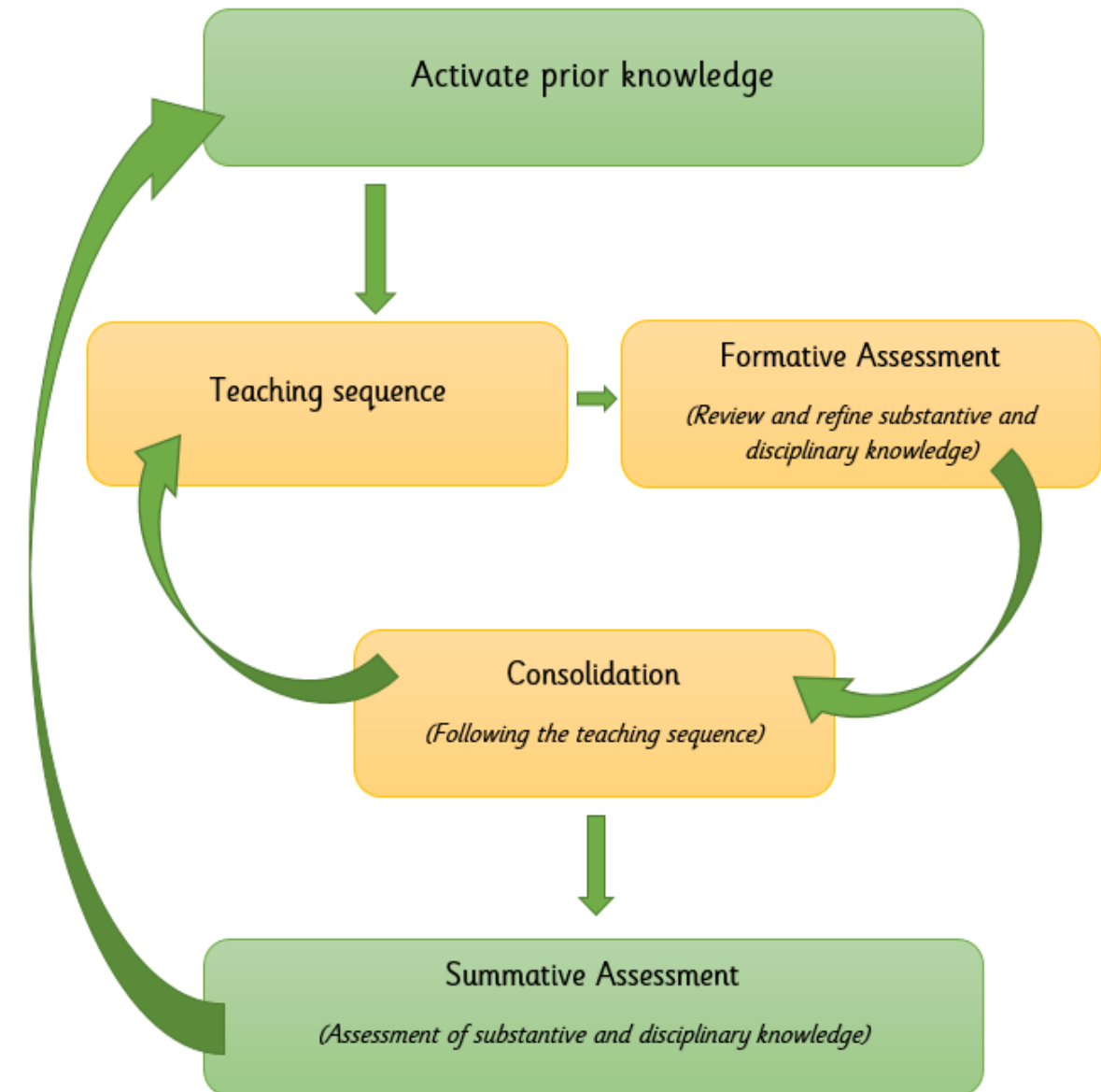
Yorkshire Wildlife Park - Look at
the animals native to Africa.

Presentation of Learning

Share learning on Twitter.



Learning and Teaching Sequence



At Bellfield, we all follow the same sequence for learning and teaching

History

As historians we will be looking in detail at Nelson Mandela and William Wilberforce. We will look at who the individuals were and will make a comparison of similarities and differences. We will then look at the impact they have had on the world today.

Curriculum Objective		Prior Knowledge	Disciplinary knowledge	Substantive knowledge
<p>NC3: The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>		<p><u>Year 1</u></p> <ul style="list-style-type: none"> Talk about a significant event from the past in relation to a key world event. <p><u>Year 2</u></p> <ul style="list-style-type: none"> Talk and explore significant historical figures from the past As a class or small group, ask and answer questions about and individual/event Talk about why people acted as they did in the past 	<p><u>Year 1</u></p> <ul style="list-style-type: none"> Talk and explore significant historical figures from the past As a class or small group, ask and answer questions about and individual/event Talk about why people acted as they did in the past <p><u>Year 2</u></p> <ul style="list-style-type: none"> Describe significant historical figures from the past Ask and answer questions about and individual/event Talk about and describe why people acted as they did in the past 	<ul style="list-style-type: none"> William Wilberforce was born in Hull. William Wilberforce fought to stop slavery. Nelson Mandela was born in South Africa. Nelson Mandela fought for black and white people to live together.
Sequence of Learning				
<p><u>William Wilberforce</u></p> <ul style="list-style-type: none"> When was he born? (August 24th, 1759) Where was he born? (Hull) What was his job? (MP) Why is he famous? (Fought to stop slavery) 	<p><u>Nelson Mandela</u></p> <ul style="list-style-type: none"> When was he born? (July 18th, 1918) Where did he live? (South Africa) What was his job? (First black South African President) Why is he famous? (Fought for black and white people to live together) 	<p><u>Nelson Mandela and William Wilberforce</u></p> <ul style="list-style-type: none"> Sort facts into Nelson Mandela and William Wilberforce. Decide whether the facts about each person are true or false. 		<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>Create poster on disciplinary knowledge</p>
slavery	equality	freedom		

<div>Geography</div> <div>As Geographers we will look at where Africa is in relation to the United Kingdom. We will learn to plot the United Kingdom and Africa on a map and compare and contrast the 2 locations. We will name and locate the 7 continents and oceans and locate where Africa is in relation to these. We will look at the landscape of Sierra Leone in Africa and discuss the physical features. We will 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</div>				
Curriculum Objective		Prior Knowledge	Disciplinary knowledge	Substantive knowledge
<p>NC1: To name and locate the world’s seven continents and five oceans</p> <p>NC3: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of small area in a contrasting non-European country.</p> <p>NC4: 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</p> <p>NC5a: Use basic geographical vocabulary to refer to: key physical features.</p> <p>NC6: Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p>		<p><u>Year 1</u></p> <ul style="list-style-type: none"> Look at world maps and globes and look for places they know Describe some changes in the season and weather Identify hot, cold, dry and wet Explore physical feature vocabulary – beach, river and forest Explore human feature vocabulary – house, school, city, shop, farm Identify similarities and differences between my location and somewhere else I have studied in the world <p><u>Year 2</u></p> <ul style="list-style-type: none"> With adult support name and locate the worlds 7 continents and 5 oceans of the world Know some geographical similarities and differences between Hull and London and London and Africa (Non-European) Talk about 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 Talk about the human and physical features of location (such as city, town village, rural) With support use world maps, atlases and globes to identify the United Kingdom and its cities, continents and oceans 	<p><u>Year 1</u></p> <ul style="list-style-type: none"> With adult support name and locate the worlds 7 continents and 5 oceans of the world Know some geographical similarities and differences between Hull and London and London and Africa (Non-European) Talk about 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 Talk about the human and physical features of location (such as city, town village, rural) With support use world maps, atlases and globes to identify the United Kingdom and its cities, continents and oceans <p><u>Year 2</u></p> <ul style="list-style-type: none"> Name and locate the worlds 7 continents and 5 oceans of the world. Understand and describe some geographical similarities and differences between Hull and London and London and Africa (Non-European) Describe 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 Talk about and describe the human and physical features of a location (such as city, town, village, rural) Use world maps, atlases and globes to identify the United Kingdom and its cities, continents and oceans 	<ul style="list-style-type: none"> There are 7 continents. There are 5 oceans. Human features are those made by humans. Physical features are those that are naturally made. The climate is the weather conditions of a place. Different places have different climates. Countries nearer the equator are usually hotter. Countries closer to the poles are usually colder.
Sequence of Learning				
<p><u>Continents and Oceans</u></p> <ul style="list-style-type: none"> Name and label the seven continents locate these on a map. Name and label the five oceans of the world on a map. 	<p><u>Physical Features</u></p> <ul style="list-style-type: none"> Plot the United Kingdom and Sierra Leona on a world map. Use photos to identify some different land features of the United Kingdom and Sierra Leone such as savannahs, valleys, mountains and beaches and describe their features. 	<p><u>Human Features</u></p> <ul style="list-style-type: none"> Compare and contrast human features of the United Kingdom with Sierra Leone: houses, people, culture. 	<p><u>Climate</u></p> <ul style="list-style-type: none"> Explore how different places around the world have different climates based on the location of the poles and equator. <p><u>Weather Patterns</u></p> <ul style="list-style-type: none"> Explore the climate and weather of the United Kingdom and Sierra Leone. Look at the wet and dry seasons of Sierra Leona and compare with the climate of the United Kingdom. 	<p>Assessment</p> <p><u>Substantive knowledge</u></p> <p>Quiz on substantive knowledge</p> <p><u>Disciplinary knowledge</u></p> <p>Create fact file of disciplinary knowledge</p>

Art

As Artists we will be using the artwork of Martin Bulinya as inspiration for our own African paintings. We will mix paint to create a background and then draw the figures on top of the backgrounds. We will look at the patterns he uses on the clothing and the textures that he creates with his paint and will add this using felt tips. We will talk about his work and analyse and evaluate some of his paintings.

Curriculum Objective		Prior Knowledge	Disciplinary knowledge	Substantive knowledge
<p>NC2: To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>NC4: About the work of a range of artists, craft makers 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 using lines and colour Explore a range of mark making tools to make lines and shapes Explore primary colours Explore mixing primary colour and talk about the changes <p><u>Year 2</u></p> <ul style="list-style-type: none"> Mix primary colours to make secondary colours Make a colour wheel to show primary and secondary colours Use thick and thin brushes Colour work neatly 	<p><u>Year 1</u></p> <ul style="list-style-type: none"> Mix primary colours to make secondary colours Make a colour wheel to show primary and secondary colours Colour work neatly <p><u>Year 2</u></p> <ul style="list-style-type: none"> Add texture and pattern Use a range of tones to colour Add white to make tints and black to make tones 	<ul style="list-style-type: none"> Martin Bulinya is an artist. A tone is where black is added to a colour to make it darker. A tint is where white is added to a colour to make it lighter. Background is the space that surrounds your painting/drawing. The foreground is The area closest to the person looking at the picture. A pattern is a design in which lines, shapes, or colours are repeated.
Sequence of Learning				
<p>Martin Bulinya</p> <ul style="list-style-type: none"> Research into Martin Bulinya and what he does. Discuss what can be seen in the pictures. Talk about how the pictures make you feel. Discuss whether the pictures remind you of anything. 	<p>Colour (Year 1)</p> <ul style="list-style-type: none"> Look at primary and secondary colours. Explore how to make secondary colours. Make a colour wheel to show the primary and secondary colours. <p>Tints and Tones (Year 2)</p> <ul style="list-style-type: none"> Explore tints and tones Look at how adding white and black changes a colour 	<p>Pattern</p> <ul style="list-style-type: none"> Look at the patterns used in Martin Bulinya's artwork. Practise how to create patterns. Evaluate and get feedback on which is best to use for their painting. 	<p>Final Piece</p> <ul style="list-style-type: none"> Children to create their own piece of African artwork in the style of Martin Bulinya using paint, pencils and felt tips. Children to talk about the artwork that they have produced. 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>Create a piece of artwork in the style of Martin Bulinya to represent themselves</p>
artist	primary and secondary colours / tint and tone	pattern	background	

Design and Technology.

As Designers we will explore a range of fabric materials and look at creating our own African patterned fabric. We will explore a range of dyeing, printing and painting techniques. We will evaluate them all and select one that we feel is most suitable to use for our t-shirt design. We will use a cotton t-shirt and encourage the pupils to design and then make their own one using the chosen technique. These designs will be based on African prints and African patterns.

Curriculum Objective		Prior Knowledge	Disciplinary knowledge	Substantive knowledge
<p>NC1: To design a purposeful, functional, appealing product 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 according to their characteristics.</p> <p>NC6: To evaluate their ideas and products against design criteria.</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 accuracy Explore using glue/sellotape and masking tape to join two or more materials <p><u>Year 2</u></p> <ul style="list-style-type: none"> Begin to colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing). 	<p><u>Year 1</u></p> <ul style="list-style-type: none"> Begin to colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing) Cut materials safely using provided tools Use materials to practise gluing to make and strengthen products <p><u>Year 2</u></p> <ul style="list-style-type: none"> Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing) Cut materials accurately and safely by selecting appropriate tool Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). 	<ul style="list-style-type: none"> A pattern is a design in which lines, shapes, or colours are repeated. Printing is the process of transferring a pattern onto something,
Sequence of Learning				
<p>Research of Real Designs</p> <ul style="list-style-type: none"> Look at African patterned clothing and fabric. Explore what you can see. 	<p>Design Ideas</p> <ul style="list-style-type: none"> Look at different printing, dyeing and painting techniques. Test different techniques. Design own printer - What materials are the most suitable to use? 	<p>Making</p> <ul style="list-style-type: none"> Make a printer. Use scissors to carefully cut materials. Look at ways to join materials. Think about how the printer could be made stronger and more stable and add additional parts if necessary. 	<p>Evaluation and Improving</p> <ul style="list-style-type: none"> Evaluate the T-shirt against the success criteria. Evaluate what worked well. 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 others how to make final piece</p>
patterns	printing	joining	improve	

Music - Year 1

Having Fun with Improvisation - We will be focusing on improvisation and learning which songs we can sing to help us through the day.
Explore Sound and Create a Story - We will be exploring how music teaches us to look after the planet.

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">Use body percussion, instruments and voices.Find and keep a steady beat together.Understand the difference between creating a rhythm pattern and a pitch pattern.Copy back simple rhythmic patterns using long and short.Copy back simple melodic patterns using high and low. <p><u>Responding</u></p> <ul style="list-style-type: none">Describe tempo as fast or slow.Describe dynamics as loud and quiet. <p><u>Singing</u></p> <ul style="list-style-type: none">Sing, rap, rhyme, chant and use spoken word.Sing in unison. <p><u>Compose</u></p> <ul style="list-style-type: none">Create a story, choosing and playing classroom instruments and/or soundmakers. <p><u>Perform</u></p> <ul style="list-style-type: none">Prepare a song to perform.Communicate the meaning of the song.Play some simple instrumental parts on the glockenspiel.	<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.

Understanding Music					
<u>Getting Dressed</u>	<u>Dress Up</u>	<u>Brush Our Teeth</u>	<u>Get Ready</u>	<u>Up and Down</u>	<p><u>Substantive</u></p> <p>Year 1 End of Unit 5 theory quiz</p> <p><u>Disciplinary</u></p>
folk	swing	pop	lullaby	classical	
<u>The Bear Went Over The Mountain</u>	<u>In The Sea</u>	<u>Alice The Camel</u>	<u>Ten Green Bottles</u>	<u>Zootime</u>	<p>Perform finished version of choice to another class</p> <p><u>Substantive</u></p> <p>Year 1 End of Unit 6 theory quiz</p> <p><u>Disciplinary</u></p> <p>Perform finished version of choice to another class</p>
pop	20th and 21st Century Orchestral	marching band	country	reggae	

Music—Year 2

As Musicians we will be celebrating and learning about a wide range of musical styles. As an entry point we will be asking ‘How does music make us happy?’ We will be exploring how music can play a significant part in helping us get through our daily life. We will be listening and talking about different musicians and creating our own performance using notation, composing and singing.

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">Understand that the speed of a beat can change, creating a faster or slower pace. (tempo)Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.Copy back rhythms from memory or with notation.Copy back singing some simple high and low patterns.Sing a solo.Begin to create own musical ideas using given notes.Move in time with a steady beat.		<p><u>Understanding Music</u></p> <ul style="list-style-type: none">Find and keep a steady beat.Move, dance and perform actions along to the music.Continue to understand and talk about different styles of music. <p><u>Responding</u></p> <ul style="list-style-type: none">Discuss thoughts and feelings about the song. (Did you like the song? Did you dance to the songs? How did they make you feel)Copy and clap back rhythms of long and short. <p><u>Singing</u></p> <ul style="list-style-type: none">Demonstrate good singing posture.Sing with more pitch accuracy. <p><u>Compose</u></p> <ul style="list-style-type: none">Perform simple compositions using two, three, four or five notes.Start the tune on note one and end on note one.Create a melody in keeping with the style of the backing track. <p><u>Perform</u></p> <ul style="list-style-type: none">Add actions to a song.Sing unit songs from memory,	<ul style="list-style-type: none">Tempo is how fast or slow a piece of music is.BPM—beats per minute.Minim is a note played for 2 beats.Crotchet is a musical note with time value of one beat.
Understanding Music					
<u>I wanna play in a band (Part 1)</u>	<u>I wanna play in a band (part 2)</u>	<u>Music is all around (Part 1)</u>	<u>Music is all around (Part 2)</u>	<u>Saying Sorry.</u>	<p><u>Substantive</u></p> <p>Year 2 End of Unit 5 theory quiz</p> <p><u>Disciplinary</u></p> <p>Perform finished version of choice to another class</p> <p><u>Substantive</u></p> <p>Year 2 End of Unit 6 theory quiz</p> <p><u>Disciplinary</u></p> <p>Perform finished version of choice to another class</p>
Long and short	theme	score	imagination	traditional	
<u>The sunshine song (part 1)</u>	<u>The sunshine song (part 2)</u>	<u>Four white horses (part 1)</u>	<u>Four white horses (Part 2)</u>	<u>Down by the bay</u>	
Patterns	beats	High and low	Improvise	Ska	

<div> <div>PE - Year 1</div> <div>Summer 1 - Games - Sending and Receiving</div> <div>Summer 2 - Games - Sending and Receiving</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 in a range of activities.				<ul style="list-style-type: none"> Know when to stop in order to be safe during physical development lessons Learn how to throw a ball using both hands Run, skip, hop and jump with increasing control 	<ul style="list-style-type: none"> Select appropriate throw (underarm/overarm) Select the best way to send 	<ul style="list-style-type: none"> Roll with accuracy Throw with accuracy Can predict where to move to stop a ball Show elements of leadership in a group
Sequence of Learning						
Rolling	Rolling	Rolling	Throwing	Throwing and Catching	Throwing	<div> <div>Substantive</div> <div>Quiz on substantive knowledge</div> <div>Disciplinary</div> <div>Demonstrate to others</div> </div>
control	speed	accuracy	power	coordination	technique, teamwork	
Sending	Controlling an object	Sending and Receiving	Running	Throwing	Throwing	
accurate	coordination	balance	focus	move	Stop	

<p style="text-align: center;"><u>PE—Year 2</u></p> <p style="text-align: center;"><u>Summer 1—Locomotion / Agility</u></p> <p style="text-align: center;"><u>Summer 2—Locomotion</u></p>						
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 to a range of activities. 				<ul style="list-style-type: none"> Balance consistently using different body parts, Turn and spin with some control. Move in different ways. Perform with control, tension and balance. Copy and develop a range of movements. 	<ul style="list-style-type: none"> Evaluate and improve sprinting technique. Self-select appropriate speed when moving. Demonstrate good technique when jumping for height and distance. Identify different throws. Copy and develop a range of movements. Respond quickly to stimuli. Shift weight side to side. 	<ul style="list-style-type: none"> Know and describe effective sprinting movements. Evasion—the action of avoiding something. Agility—to move your body quickly and easily.
Sequence of Learning						
To know a variety of ways to move.	To move effectively in a straight line.	To apply changes of direction.	To change direction effectively.	To use evasion and special awareness skills.	To apply agility.	<u>Substantive</u> Quiz on substantive knowledge <u>Disciplinary</u> Demonstrate to others
Awareness	Technique	Co-ordination	speed	evade	Fluency	
To know a variety of ways to move.	To move effectively in a straight line.	To explore sideways movement.	To change direction effectively.	To use evasion and special awareness skills.	To apply agility.	
Direction	Hurdles	Power	Reaction	Space	Movement	

Religious Education - Year 1

Judaism - Is Shabbat important to Jewish children? We will talk about the Jewish Creation Story and the way Shabbat is commemorated. We will discuss why it might be important to give thanks and to share family time.

Judaism - Are Rosh Hashanah and Yom Kippur important to Jewish children? We will look at how Jews try to solve any problems that have arisen in the previous year. We will reflect on what we might like to solve in the recent past.

Curriculum Objective		Prior Knowledge	Disciplinary knowledge	Substantive knowledge
<u>Summer 1</u> Religion: Judaism Concept: Shabbat <u>Summer 2</u> Religion: Judaism Concept: Rosh Hasanah and Yom Kippur		<ul style="list-style-type: none"> Christian, Islam, Hinduism and Sikhism are religions. Different religions have different beliefs and teachings. People of different religions worship in different places. 	<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. Relate emotions to some of the experiences to that of religious figures. 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"> Judaism is a religion. Tenakh is the Jewish Holy book. Jews believe God created the world in 6 days and rests on the seventh day (Sabbath) A synagogue is the Jewish place of worship. The start of shabbat is marked with a special meal and ceremony in the home. A kippah is a skull cap Jews wear as a sign of respect to God, Rosh Hashanah is the Jewish New Year. The celebrates the creation of the universe. Yom Kippur is the Day of Atonement. Yom Kippur remembers the day Moses asked God to forgive the people of Israel for their sins
Engagement (1 lesson)	Investigation (2 lessons)	Evaluation (1 lesson)	Expression (1 lesson)	<u>Substantive</u> Quiz on substantive knowledge <u>Disciplinary</u> Act out a Shabbat meal
special	Shabbat	Synagogue	reflection	
Engagement (1 lesson)	Investigation (3 lessons)	Evaluation (1 lesson)	Expression (1 lesson)	<u>Substantive</u> Quiz on substantive knowledge <u>Disciplinary</u> Create a poster of learnt knowledge
forgiveness	Rosh Hashanah	Yom Kippur	perseverance	

Religious Education—Year 2

Judaism—We will be focussing on how special is the relationship Jews have with God? We will be learning to understand the special relationship between Jews and God and the promises they make to each other.

Islam—We will be also exploring the key question, does going to a mosque give Muslims a sense of belonging? We will be learning to understand why Muslims visit the mosque and explore whether this gives them a sense of belonging.

Curriculum Objective		Prior Knowledge	Disciplinary Knowledge	Spring B - Substantive knowledge
Summer A Religion: Judaism Concept: The Covenant Summer B Religion: Islam Concept: Community and Belonging		<ul style="list-style-type: none"> I can explain how it feels to belong. I can use the right words to describe what Muslims do and feel when they attend prayer at the mosque. Describe some of the teachings of a religion. Identify some of the things in their own lives and compare these to some religious beliefs. 	<ul style="list-style-type: none"> I can explain why Abraham is so important to Jews. I can explain why Moses is important to Jews. I can talk about the mezuzah and explain its special meaning. I can recall some of the ten commandments. I understand why the ten commandments help Jews keep a special relationship with God. I can explain why agreements are important and why they should be kept. I can begin to explain the significance of one thing Jews do and say how it shows their special relationship with God. I can understand how meeting in a certain place could make me feel like I belong. I can explain what happens when Muslims pray alone or at the mosque. 	<ul style="list-style-type: none"> An agreement is when you reach a mutual understanding of the same opinion or feeling. A covenant is an agreement between God and all living creatures. Mezuzah is a piece of parchment, known as a klaf, contained in a decorative case and inscribed with specific Hebrew verses from the Torah. A ceremony is a formal religious or public occasion. A prophet is an inspired teacher or proclaimer from the will of God.
Engagement (1 lesson)	Investigation (3 lessons)	Evaluation (1 lesson)	Expression (1 lesson)	<u>Substantive</u> Quiz on substantive knowledge. <u>Disciplinary</u> Make promise mobiles to hang and display in classroom.
Agreement	Covenant	Relationships	Mezuzahs	
Engagement (1 lesson)	Investigation (3 lessons)	Evaluation (1 lesson)	Expression (1 lesson)	<u>Substantive</u> Quiz on substantive knowledge. <u>Disciplinary</u> Children to act out a ceremony.
Belonging	Worship	Prophet	Ceremony	

PSHE—Year 1

Relationships - We will learn how to identify the members of our family and understand that there are lots of different types of families. We will consider our own personal attributes as a friend, family member and as part of a community, and we will celebrate these. We will also learn that touch can be used in kind and unkind ways.

Changing Me - We will start to understand the life cycle of animals and humans. We will look at changes that occur as we get older and will discuss how we have changed so far. We will learn the correct names for male and female private parts. We will learn that nobody has the right to hurt these parts of the body. We will practise a range of skills to help manage our feelings and learn how to access help if we are worried about change, or if someone is hurting us.

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><tr><td>H1</td><td>H2</td><td>H3</td><td>H4</td><td>H5</td><td>H6</td><td>H7</td><td>H8</td></tr><tr><td>H9</td><td>H10</td><td>H11</td><td>H12</td><td>H13</td><td>H14</td><td>H15</td><td>H16</td></tr><tr><td>H17</td><td>H18</td><td>H19</td><td>H20</td><td>H21</td><td>H22</td><td>H23</td><td>H24</td></tr><tr><td>H25</td><td>H26</td><td>H27</td><td>H28</td><td>H29</td><td>H30</td><td>H31</td><td>H32</td></tr><tr><td>H33</td><td>H34</td><td>H35</td><td colspan="5"></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	H1	H2	H3	H4	H5	H6	H7	H8	H9	H10	H11	H12	H13	H14	H15	H16	H17	H18	H19	H20	H21	H22	H23	H24	H25	H26	H27	H28	H29	H30	H31	H32	H33	H34	H35						<p><u>Relationships</u></p> <ul style="list-style-type: none">Know what a family is.Know that different people in a family have different responsibilities (jobs).Know some of the characteristics of healthy and safe friendship.Know that friends sometimes fall out • Know some ways to mend a friendship.Know that unkind words can never be taken back and they can hurt.Know some reasons why others get angry. <p><u>Changing Me</u></p> <ul style="list-style-type: none">Know the names and functions of some parts of the body.Know that we grow from baby to adult.Know who to talk to if they are feeling worried.Know that sharing how they feel can help solve a worry.Know that remembering happy times can help us move on.				<p><u>Relationships</u></p> <ul style="list-style-type: none">Know that everyone’s family is different.Know that there are lots of different types of families.Know that families are founded on belonging, love and care.Know how to make a friend.Know the characteristics of healthy and safe friends.Know that physical contact can be used as a greeting.Know about the different people in the school community and how they help.Know who to ask for help in the school community. <p><u>Changing Me</u></p> <ul style="list-style-type: none">Know that animals including humans have a life cycle.Know that changes happen when we grow up.Know that people grow up at different rates and that is normal.Know the names of male and female private body parts.Know that there are correct names for private body parts and nicknames, and when to use them.Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these.Know who to ask for help if they are worried or frightened.Know that learning brings about change.		<ul style="list-style-type: none">A family is a group of one or more parents and their children living together.Everyone’s families are different.A life cycle is the series of changes in the life of a living thing.We start as babies and then grow into children and the teenagers and adults.As we grow older our bodies start to change.Boys and girls have different body parts.Our private parts are private to us.	
R1	R2	R3	R4	R5	R6	R7	R8																																																																																
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Sequence of Learning																																																																																							
<u>Relationships - Families</u>		<u>Relationships - Making Friends</u>		<u>Relationships - Greetings</u>		<u>Relationships - People Who Help Us</u>		<u>Relationships - Being My Own Best Friend</u>		<p><u>Substantive</u> Quiz on substantive knowledge</p> <p><u>Disciplinary</u> Act out different scenarios to class</p>																																																																													
family		friendship		touch		helpful		feelings																																																																															
<u>Changing Me - Life Cycles</u>		<u>Changing Me - Changing Me</u>		<u>Changing Me - My Changing Body</u>		<u>Changing Me - Boys and Girls Bodies</u>		<u>Changing Me - Learning and Growing</u>		<p><u>Substantive</u> Quiz on substantive knowledge</p> <p><u>Disciplinary</u> Poster on life cycles</p>																																																																													
life cycle		change		grow		vagina, vulva, penis, testicles, anus		feelings																																																																															

PSHE—Year 2

Relationships— We will be able to identify different members of our family, understand our relationships with each of them and know why it is important to share and cooperate. We will learn about the different forms of physical contact within families and that's some of it is acceptable and some is not.

Changing me— We will learn about the cycles of life in nature. We will learn about the natural process of growing from young to old. We will learn about different types of touch and explain which ones we like and which ones we don't like.

Curriculum Objective								Prior Knowledge		Disciplinary knowledge		Substantive knowledge	
R1	R2	R3	R4	R5	R6	R7	R8	<p><u>Relationships</u></p> <ul style="list-style-type: none">Name some people who are special to me. And explain how they help keep you safe and special.Explain why I have special relationships with some people.Explain about my own qualities in relationships.Give examples of behaviours in others that I appreciate and talk about behaviours that I do not like. <p><u>Changing Me</u></p> <ul style="list-style-type: none">I can name the main body parts.I can compare how I am now to when I was a baby.I can explain some changes that will happen when I get older.	<ul style="list-style-type: none">Identify members of my family and understand that there are lots of different types of families.Identify what being a good friend means to me.Know appropriate ways of physical contact to greet my friends and know which ways I prefer.Know who can help me in my school.Recognise my qualities as a person and a friend. <ul style="list-style-type: none">Understand life cycles of animals and humans.Know what has changed about me and what things have stayed the same.Tell you how my body has changed since I was a baby.Identify the parts of the body that make bodies different to girls/boys. Use the correct names for penis, testicles, vagina, vulva and anus.	<ul style="list-style-type: none">A family is a group of one or more parents and their children.Everyone’s families are different.A life cycle is a series of changes in the life of a living thing.			
R9	R10	R11	R12	R13	R14	R15	R16						
R17	R18	R19	R20	R21	R22	R23	R24						
R25	R26	R27	R28	R29	R30	R31	R32						
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H25	H26	H27	H28	H29	H30	H31	H32						
H33	H34	H35											
Sequence of Learning													
Families		Keeping Safe - exploring physical contact		Friends and conflicts		Secrets		Trust and Appreciation		<p><u>Substantive</u></p> <p>Quiz on substantive knowledge</p> <p><u>Disciplinary</u></p> <p>Celebrating my special relationships - relationship flag/bunting.</p>			
Family		Touch		Friends		Secret		Trust					
Life cycles in nature		Growing from Young to Old		The changing me		Boys and girls bodies		Assertiveness		<p><u>Substantive</u></p> <p>Quiz on substantive knowledge</p> <p><u>Disciplinary</u></p> <p>Making leaf mobiles on : What they like about being who they are.</p>			
Life cycle		Changes		Private		Penis/Vagina		feelings					

Computing - Year 1

Dance Party - In Computing, we will experiment with 'blocky code' and design simple programs including events and repeats in order to make animations dance. We will start to build knowledge and vocabulary of simple coding concepts. We will begin to understand the importance of algorithms in code, how to correct (debug) them and how coding simple animations can turn into great dance shows.

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>NC2: Create and debug simple programs</p> <p>NC3: Use logical reasoning to predict the behaviour of simple programs</p> <p>NC4: Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>NC5: Recognise common uses of information technology beyond school</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>		<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. 	<ul style="list-style-type: none"> Explain rules and give examples to keep us safe when we are using technology both in and beyond the home. Describe uses of technology beyond school. Use simple events (selections) in programs. Predict the outcomes of a program. Create simple programs using repeats. 	<ul style="list-style-type: none"> Rules are in place to keep us safe. A program is a set of instructions for a computer to complete.
Sequence of Learning				
<p><u>Keeping Healthy when using Technology</u></p> <p>Explain rules and give examples to keep us safe when we are using technology both in and beyond the home.</p>	<p><u>Events (selections)</u></p> <p>Use events and understand (selections) in programs.</p>	<p><u>Events (selections)</u></p> <p>Use simple events (selections) in programs.</p>	<p><u>Simple Programs</u></p> <p>Create simple programs and predict the outcomes of a program.</p>	<p><u>Substantive</u></p> <p>Quiz on substantive knowledge</p> <p><u>Disciplinary</u></p> <p>Share their creation with others.</p>
rules	events	program	repeat	

Computing—Year 2

As a computer technologists, we will be focussing on birds and using augmented reality to bring trigger images to life. We will design a front cover of a digital book, ask questions to find out information, create a video report, describe the importance of rare birds and design a poster.

Curriculum Objective		Prior Knowledge	Disciplinary knowledge	Substantive knowledge
<p>NC4: To use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>NC5: To recognise common uses of information technology beyond school.</p> <p>NC6: To 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>		<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 index finger to naviage around the ipad screen. To know the location of some keys to type. To know to turn the ipad landscape for a larger keyboard. To know how to screenshot. 	<ul style="list-style-type: none"> Create a digital book combining text, images, and sounds. Type words in a speech bubble using a keyboard. Create a simple animation with moving characters and voice recordings. 	<ul style="list-style-type: none"> A video report will include audio and videos to showcase a subject. Animation is a method in which figures are manipulated to appear as moving.
Sequence of Learning				
<p>A new species of bird. Explain a new species has been spotted in the school grounds. Use Quiver app to capture images and take screenshots of the bird in action.</p>	<p>Front cover Use app book creator to create a front cover.</p> <p>Speech Bubbles. Use app book creator, add pictures. Add speech bubbles, add the language for these questions using the record function.</p>	<p>Nature reporters. Create a report in the puppet pals app.</p>	<p>Pow. Use the app Strip designer to create a poster that includes text boxes, background, titles and speech clips to discuss protecting rare birds and types of birds,</p>	<p><u>Substantive</u> Quiz on substantive knowledge.</p> <p><u>Disciplinary</u> Create a rare animal using the online website Switch Zoo (www.switchzoo.com)</p>
Screenshot	Edit	Record	app	