



# Rule Britannia



## The Crown Year 1/2

Spring 2024

## History

As historians we will be looking at the lives of King Charles III and Queen Elizabeth II. Children will place key, significant events on a timeline and will ask and answer questions about the lives and the impact they have had on the United Kingdom and the wider world.

Curriculum Objective		Prior Knowledge	Disciplinary knowledge	Substantive knowledge
NC1: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life		<u>Year 1</u> <ul style="list-style-type: none"><li>Talk about a significant event from the past in relation to a key world events (E.g. Queen’s coronation</li><li>Talk about special events that have happened as a family in the past and present</li><li>Order given events on a timeline as a class and or group – linked to an experience or themselves</li></ul>	<u>Year 1</u> <ul style="list-style-type: none"><li>Talk about changes that have occurred in their own lives and use given relevant dates to represent</li><li>As a class or small group, ask and answer questions about an individual/ event</li><li>Talk and explore significant historical figures from the past</li><li>Order 4 given dates and key events on a timeline</li></ul>	<ul style="list-style-type: none"><li>Queen Elizabeth was Queen for 70 years.</li><li>Queen Elizabeth was married to Phillip.</li><li>Queen Elizabeth had 4 children.</li><li>King Charles lives in Buckingham Palace.</li><li>King Charles was born in 1948.</li><li>King Charles married Camilla in 2005.</li><li>Queen Elizabeth died in 2022.</li><li>King Charles’ coronation took place in 2023.</li></ul>
		<u>Year 2</u> <ul style="list-style-type: none"><li>Talk about changes that have occurred in their own lives and use given relevant dates to represent</li><li>As a class or small group, ask and answer questions about an individual/ event</li><li>Talk and explore significant historical figures from the past</li><li>Order 4 given dates and key events on a timeline</li></ul>	<u>Year 2</u> <ul style="list-style-type: none"><li>Talk about changes that have occurred in their own lives and choose relevant dates to represent</li><li>Ask and answer questions about an individual/event</li><li>Match and order 4 given dates and key events on a timeline</li><li>Start to understand that past events/ people have an impact on everyday life</li></ul>	
Sequence of Learning				
Ask and Answer Questions about Queen Elizabeth <ul style="list-style-type: none"><li>As a class come us with questions about King Charles. For example:<ul style="list-style-type: none"><li>⇒ How long was Queen Elizabeth queen for?</li><li>⇒ Who was Queen Elizabeth married to?</li><li>⇒ How many children did Queen Elizabeth have?</li></ul></li><li>Carry out research to answer questions.</li></ul>	Ask and Answer Questions about King Charles <ul style="list-style-type: none"><li>As a class come us with questions about King Charles. For example:<ul style="list-style-type: none"><li>⇒ Where does King Charles live?</li><li>⇒ Who is King Charles married to?</li><li>⇒ How many children does King Charles have?</li></ul></li><li>Carry out research to answer questions.</li></ul>	King Charles Timeline  On a timeline, children to plot: <ul style="list-style-type: none"><li>When was King Charles born?</li><li>When did King Charles get married to Camilla?</li><li>When did Queen Elizabeth die?</li><li>When was King Charles’ coronation?</li></ul>		<div>Assessment</div> <div>Substantive knowledge</div> <div>Quiz on substantive knowledge</div> <div>Disciplinary knowledge</div> <div>Act out the life of King Charles</div>
reign	monarch	coronation		

## Geography

As Geographers, children will be able to name and locate the four countries of the United Kingdom. Children will be able to identify the capital cities of each of these countries and will name the seas surrounding them. Children will use world maps to identify key human and physical features within Britain.

Curriculum Objective		Prior Knowledge	Disciplinary knowledge	Substantive knowledge
<p><b>NC2:</b> To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</p> <p><b>NC5a:</b> Use basic geographical vocabulary to refer to: key physical features.</p> <p><b>NC5b:</b> Use basic geographical vocabulary to refer to: key human features.</p> <p><b>NC6:</b> 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"> <li>Look at world maps and globes and look for places they know.</li> <li>Explore physical feature vocabulary – beach, river and forest</li> <li>Explore human feature vocabulary – house, school, city, shop, farm</li> </ul> <p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>Name and locate the four countries and capital cities of the United Kingdom</li> <li>Talk about the human and physical features of location (such as city, town village, rural)</li> <li>With support use world maps, atlases and globes to identify the United Kingdom and its cities</li> </ul>	<p><u>Year 1</u></p> <ul style="list-style-type: none"> <li>Name and locate the four countries and capital cities of the United Kingdom</li> <li>Talk about the human and physical features of location (such as city, town village, rural)</li> <li>With support use world maps, atlases and globes to identify the United Kingdom and its cities</li> </ul> <p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>Name, locate and identify characteristics the four countries and capital cities of the United Kingdom and the surrounding seas</li> <li>Talk about and describe the human and physical features of a location (such as city, town, village, rural)</li> <li>Use world maps, atlases and globes to identify the United Kingdom and its cities</li> </ul>	<ul style="list-style-type: none"> <li>There are four countries in the United Kingdom (England, Scotland, Wales, Northern Ireland)</li> <li>The North Sea, English Channel and the Irish Sea surround the United Kingdom.</li> <li>London, Edinburgh, Belfast and Cardiff are all capital cities.</li> <li>Human features are those made by humans.</li> <li>Physical features are those that are naturally made.</li> </ul>
Sequence of Learning				
<p><b>Countries and Seas of the UK</b></p> <ul style="list-style-type: none"> <li>Look at a map of the United Kingdom.</li> <li>Identify what is land and water on a map of the United Kingdom.</li> <li>Locate the four countries of the United Kingdom and the surrounding seas.</li> </ul>	<p><b>Capital Cities of the UK</b></p> <ul style="list-style-type: none"> <li>Recap the countries of the United Kingdom.</li> <li>Discuss what a capital city is.</li> <li>Locate the four capital cities on a map of the United Kingdom.</li> <li>Discuss the characteristics of the capital cities.</li> </ul>	<p><b>Human and Physical Features</b></p> <ul style="list-style-type: none"> <li>Look at the famous landmarks of Hull, London and Britain.</li> <li>Discuss whether the landmarks are human or physical.</li> </ul>		<p style="text-align: center;"><u><b>Assessment</b></u></p> <p><u><b>Substantive knowledge</b></u></p> <p>Quiz on substantive knowledge</p> <p><u><b>Disciplinary knowledge</b></u></p> <p>Make a poster to present to others in the class</p>
locate	capital cities	landmark		



<p style="text-align: center;"><u>Art</u></p> <p>As artists, children will be creating a piece of art inspired by Pop Art, Hockney and Roy Lichtenstein. Firstly, children will create a mood board using images of Hockney’s and Lichtenstein’s art work, identifying pieces of art work that they like and dislike. Children will then practise using the techniques from Lichtenstein and Hockney, with a focus on bright colour and using black outlines around key shapes. Children will have an opportunity to practise using paintbrushes to create block areas of colour. Children will then sketch their own piece of art work using Lichtenstein and Hockney as inspiration, using the local area as inspiration for some of their art work. Finally, children will create their own individual piece of Pop Art, using bright colours, paint and outlining.</p>				
Curriculum Objective		Prior Knowledge	Disciplinary knowledge	Substantive knowledge
<p><b>NC2:</b> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p><b>NC3:</b> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p><b>NC4:</b> 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"> <li>Explore using lines and colour</li> <li>Explore a range of mark making tools to make lines and shapes</li> <li>Explore using thick and thin brushes</li> </ul> <p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>Draw lines of different thicknesses</li> <li>Colour work neatly</li> <li>Use thick and thin brushes</li> </ul>	<p><u>Year 1</u></p> <ul style="list-style-type: none"> <li>Draw lines of different thicknesses</li> <li>Colour work neatly</li> <li>Use thick and thin brushes</li> </ul> <p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>Add texture and pattern</li> <li>Use a range of tones to colour</li> <li>Use thick and thin brushes</li> </ul>	<ul style="list-style-type: none"> <li>Pop art is a style of art is based on simple, bold images painted in bright colours.</li> <li>David Hockney is a pop artist.</li> <li>Roy Lichtenstein is a pop artist.</li> <li>A sketch is a rough drawing made to help the making of a final piece.</li> <li>A pattern is a design in which lines, shapes, or colours are repeated.</li> <li>An outline is a line that goes around the outside of something .</li> </ul>
Sequence of Learning				
<p><u>Mood board and techniques</u></p> <ul style="list-style-type: none"> <li>Give children a range of images which represent pop art and give them the chance to explore and discuss these images.</li> <li>Children to create their own mood board using images that stand out to them.</li> <li>Children to annotate their mood board discussing what they like and dislike.</li> <li>Children to choose their favourite image from the mood board and replicate using as much detail as they possibly can.</li> <li>Teach some of the techniques used by Lichtenstein and Hockney (bright colour and black outlines)</li> </ul>	<p><u>Sketching</u></p> <ul style="list-style-type: none"> <li>Children to use their mood board and learnt techniques to sketch ideas for their final piece of pop art.</li> </ul>	<p><u>Creation</u></p> <ul style="list-style-type: none"> <li>Children to draw and paint to create their own individual piece of pop art in their chosen style.</li> <li>Children to evaluate their sketches.</li> </ul>		<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 gallery peer critique</p>
pop art	outline	creation		



## Design Technology

As Designers, we will use structures and levers to design and make our own castles with moving draw bridges. As designers we will look at a range of products before we design our own. We will evaluate our design and make improvements.

Curriculum Objective		Prior Knowledge	Disciplinary knowledge	Substantive knowledge
<p><b>NC1:</b> To design a purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p><b>NC2:</b> To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>NC3:</b> To select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing</p> <p><b>NC4:</b> To select from and use a wide range of materials and components, including construction materials, textiles</p> <p><b>NC5:</b> To explore and evaluate a range of existing products</p> <p><b>NC6:</b> To evaluate their ideas and products against design criteria</p> <p><b>NC7:</b> To <u>build structures</u>, exploring how they can be made stronger, stiffer and more stable</p> <p><b>NC8:</b> To explore and use mechanisms, such as <b>levers</b>, sliders, wheels and axles, in their products</p>		<p><b>Year 1</b> will know:</p> <ul style="list-style-type: none"> <li>Scissors are used for cutting.</li> <li>How to hold scissors correctly.</li> <li>Glue can be used to join materials.</li> </ul> <p><b>Year 2</b> will know:</p> <ul style="list-style-type: none"> <li>What a mechanism is.</li> <li>Give some examples of everyday objects with mechanisms</li> <li>Explain how some mechanisms work</li> <li>How to create sketches or their ideas.</li> </ul>	<p><u>Year 1</u></p> <ul style="list-style-type: none"> <li>Hold scissors correctly and use them to cut along a straight, curved and zigzag line with increasing accuracy</li> <li>Explore using glue/sellotape and masking tape to join two or more materials</li> </ul> <p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>To cut materials safely using provided tools</li> <li>Use materials to practise gluing to make and strengthen products</li> </ul>	<ul style="list-style-type: none"> <li>Mechanisms are the parts that allows something to move.</li> <li>A lever is a bar that rests on a pivot to move something.</li> <li>A pivot is to turn on a central point.</li> </ul>
Sequence of Learning				
<p><b>Research of real designs</b></p> <ul style="list-style-type: none"> <li>Look at castles from different periods.</li> <li>Consider the reasons behind the designs. (Look at the history of castles).</li> </ul> <p><b>Design ideas</b></p> <ul style="list-style-type: none"> <li>Using the research carried out, design their own castle.</li> <li>Consider the purpose of different materials.</li> </ul>	<p><b>Construction</b></p> <ul style="list-style-type: none"> <li>Use a range of tools to cut and shape materials.</li> <li>Use a variety of tools to cut and finish materials.</li> <li>Consider how to use the tools safely.</li> <li>Look at ways to join materials in a variety of ways.</li> </ul>	<p><b>Improving stability</b></p> <ul style="list-style-type: none"> <li>To consider how to make the castle stronger, stiffer and more stable.</li> <li>Add additional parts to make it more stable.</li> </ul> <p><b>Mechanisms</b></p> <ul style="list-style-type: none"> <li>Include a mechanism in their castle (lever).</li> <li>Learn about how a lever mechanism works.</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>Put the castle through a range of tests.</li> <li>To evaluate what works and work doesn't work.</li> <li>To consider how things can be improved.</li> </ul> <p><b>Improving</b></p> <ul style="list-style-type: none"> <li>After testing, consider how the product can be improved.</li> <li>Make the changes and retest or draw a labelled sketch to show where the label would be made.</li> </ul>	<p style="text-align: center;"><u><b>Substantive</b></u></p> <p style="text-align: center;">Quiz on substantive knowledge</p> <p style="text-align: center;"><u><b>Disciplinary</b></u></p> <p style="text-align: center;">Explain to others class how to make final piece</p>
moving	lever	mechanism	cutting	

## Music—Year 1

As musicians we will be focussing on exploring sounds and listening and thinking about the questions, ‘How does music make the world a better place?’ and ‘How does music help us to understand our neighbours?’ 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 music.

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"><li>To know some nursery rhymes off by heart.</li><li>To know that we can move with the pulse of the music.</li><li>To know that the words of songs can tell stories and paint pictures.</li><li>To know a performance is sharing music.</li></ul>		<p><u>Understanding Music</u></p> <ul style="list-style-type: none"><li>Find and keep a steady beat together.</li><li>Very simple rhythm patterns using long and short</li><li>Very simple melodic patterns using high and low</li></ul> <p><u>Responding</u></p> <ul style="list-style-type: none"><li>Talk about feelings created by the music.</li></ul> <p><u>Singing</u></p> <ul style="list-style-type: none"><li>Sing songs from memory.</li><li>Sing and recognise high and low sounds</li><li>Sing in unison.</li></ul> <p><u>Compose</u></p> <ul style="list-style-type: none"><li>Create a graphic score using sounds, rhythms and pitch.</li><li>Understand the difference between creating a rhythm pattern and a pitch pattern</li></ul> <p><u>Perform</u></p> <ul style="list-style-type: none"><li>Prepare a song to perform.</li><li>Play some simple instrumental parts on the glockenspiel.</li></ul>	<ul style="list-style-type: none"><li>Dynamics is how loud or quiet a piece of music is.</li><li>Tempo is how fast or slow a piece of music is.</li><li>Pulse is the beat of the music.</li><li>Rhythm is the pattern of sounds in music.</li><li>Pitch is whether notes are high or low.</li></ul>
Understanding Music					
<u>If You're Happy And You Know It</u>	<u>Sing Me A Song</u>	<u>Sparkle</u>	<u>Rhythm In The Way We Walk</u>	<u>Big Bear Funk</u>	<p><u>Substantive</u></p> <p>Year 1 End of Unit 1 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 1 End of Unit 2 theory quiz</p> <p><u>Disciplinary</u></p> <p>Perform finished version of choice to another class</p>
pop	waltz	pop	reggae	funk	
<u>Days of the Week</u>	<u>Name Song</u>	<u>Cuckoo</u>	<u>Upside Down</u>	<u>Hush Little Baby</u>	
swing	pop	waltz	waltz	lullaby	

Music—Year 2

As **musicians** we will be focussing on emotions and pitch and thinking about the questions, ‘How does music make the world a better place?’ and ‘How does music teach us about our neighbourhood?’ 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><b>NC1:</b> To use their voices expressively by singing songs and speaking chants and rhymes</p> <p><b>NC2:</b> To play tuned and un-tuned instruments musically</p> <p><b>NC3:</b> To listen with concentration and understanding to a range of high-quality live and recorded music</p> <p><b>NC4:</b> To experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<ul style="list-style-type: none"><li>To listen and appraise some pieces of music.</li><li>To develop preferences for forms of expression.</li><li>To create movement in response to music.</li><li>To know some key vocabulary and understand the meaning.</li><li>(rhythm, rap, pitch, pulse)</li></ul>	<ul style="list-style-type: none"><li>Improvising is when you make up your own tunes on the spot. It is not written down and belongs to them.</li><li>Tempo is how fast or slow a piece of music is.</li><li>Rhythm is the pattern of sounds in music.</li><li>Minim is a note played for two beats.</li><li>Crotchet is a musical note with time value of one beat.</li><li>Quaver is a musical note played for half a beat.</li><li>Timbre is different instrumental and vocal sounds.</li></ul>	<ul style="list-style-type: none"><li>Improvising is when you make up your own tunes on the spot. It is not written down and belongs to them.</li><li>Tempo is how fast or slow a piece of music is.</li><li>Rhythm is the pattern of sounds in music.</li><li>Minim is a note played for two beats.</li><li>Crotchet is a musical note with time value of one beat.</li><li>Quaver is a musical note played for half a beat.</li><li>Timbre is different instrumental and vocal sounds.</li></ul>

Understanding Music

<u>Rainbows (Part 1)</u>	<u>Rainbows (Part 2)</u>	<u>Hands, Feet Heart (Part 1)</u>	<u>Hands, Feet Heart (Part 2)</u>	<u>All around the world</u>	<p><b>Substantive</b></p> <p>Year 2 End of Unit 1 theory quiz</p> <p><b>Disciplinary</b></p> <p>Perform finished version of choice to another class</p> <p><b>Substantive</b></p> <p>Year 2 End of Unit 2 theory quiz</p> <p><b>Disciplinary</b></p> <p>Perform finished version of choice to another class</p>
Pop	compose	Beat	Musicianship	High and low	
<u>Helping each other (Part 1)</u>	<u>Helping each other (Part 2)</u>	<u>The Music Man (Part 1)</u>	<u>The Music Man (Part 2)</u>	<u>Let’s sing together.</u>	
minims	crotchets	Marching band	Timbre	Improvise	



## PE - Year 1

Spring 1: Dance: Performance dance  
Spring 2: Games: Object Control Indoor

Curriculum Objective						Prior Knowledge	Disciplinary knowledge	Substantive knowledge
<p><u>Spring 1</u> NC3: perform dances using simple movement patterns.</p> <p><u>Spring 2</u> 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 NC2: participate in team games, developing simple tactics for attacking and defending</p>						<ul style="list-style-type: none"> <li>Practised a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>Developing confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>Practised jumping, running, hopping and skipping.</li> <li>Practise moving with developing control.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate effective and safe jumping and landing technique.</li> <li>Turn and spin with some control.</li> <li>Move in different ways.</li> <li>Consistently roll with control.</li> <li>Balance consistently using different body parts.</li> <li>Copy a 5 part sequence.</li> <li>Introduce a linking movement.</li> <li>Roll with accuracy</li> <li>Throw with accuracy</li> <li>Can predict where to move to stop a ball</li> <li>Show elements of leadership in a group</li> </ul>	<ul style="list-style-type: none"> <li>Receiving feedback on a sequence is helpful towards the final performance.</li> <li>A routine to a beat is where your sequences is fluid to the tune.</li> <li>Expression in dance is using your face.</li> <li>Practising the routine with gain more fluidity</li> </ul>
Sequence of Learning								
To know and use different methods of travelling	To use different gymnastic movements	To perform a simple sequence	To know and use different methods of moving on the ground	To perform a sequence of movements	To create a simple sequence using balance and a roll	<p><u>Substantive</u> Quiz on substantive knowledge</p> <p><u>Disciplinary</u> Take a video on the iPads of the dance routine</p> <p>Take a video on the iPads of controlling a ball whilst changing directions</p>		
level	precise	linking	rolling	control	balance			
To explore ways of moving an object	To use both sides of the body to move an object	To use different take-off and landing points	To create an original sequence	To control whilst changing direction	To control an object using a stick or bat			
control	concentration	space	roll	control	precise			

## PE - Year 2

Spring 1: Dance: Performance  
Spring 2: Games: Sending and receiving

Curriculum Objective				Prior Knowledge	Disciplinary knowledge	Substantive knowledge
<p><u>Spring A</u> NC3: perform dances using simple movement patterns.</p> <p><u>Spring B</u> 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 NC2: participate in team games, developing simple tactics for attacking and defending</p>				<ul style="list-style-type: none"> <li>To keep control of the ball between your feet/hand making small touches.</li> <li>Send and control on the move</li> <li>Demonstrate ability to speed up and slow down.</li> </ul>	<ul style="list-style-type: none"> <li>Show accuracy</li> <li>Demonstrate ability to speed up, slow down and add different levels.</li> <li>Throw to a receiving partner</li> <li>Talk to a partner</li> </ul>	<ul style="list-style-type: none"> <li>Receiving feedback on a sequence is helpful towards the final performance.</li> <li>A routine to a beat is where your sequences is fluid to the tune.</li> <li>Using different levels in my sequence is having different heights whilst moving.</li> <li>Practising the routine with gain more precision</li> <li>For my target to receive a ball I need to be in control of my body.</li> <li>Hand-eye coordination is keeping my eye on the ball to accurately receive it.</li> </ul>
Sequence of Learning						
To explore dance moves	To learn dance moves	To perform a sequence of movements	To create an original sequence	To perform a sequence of movements	To perform in time to music	<p><u>Substantive</u> Quiz on substantive knowledge</p> <p><u>Disciplinary</u> Take a video on the iPads of the dance routine Take a video on the iPads of the precision in striking</p>
Awareness, Technique	Response, effort	Control, sequence	Change, Timing	Feedback, energy	Routine, Precision	
To know the basic principles of sending and receiving	To know effective striking techniques	To roll with accuracy	To apply striking technique	To bounce a ball accurately	To apply striking skills	
Speed, Decision	Accuracy, power	Follow through, concentrate	Coordination, concentration	Focus, Hand-Eye coordination	Various sized balls, cones	

## PSHE—Year 1

**Dreams and Goals** - In this unit, we will talk about setting simple goals, how to achieve them as well as overcoming difficulties when we try. We will learn to recognise the feelings associated with facing obstacles to achieving our goals as well as when we achieve them. We will discuss partner working and how to do this well.

**Healthy Me** - As part of this unit, we learn about healthy and less healthy choices and how these choices make us feel. We will learn about hygiene, keeping ourselves clean and that germs can make us unwell. We will learn about road safety, and about people who can help us to stay safe.

Curriculum Objective								Prior Knowledge		Disciplinary knowledge		Substantive knowledge	
R1	R2	R3	R4	R5	R6	R7	R8	<u>Dreams and Goals</u> <ul style="list-style-type: none"><li>Know what a challenge is</li><li>Know that it is important to keep trying</li><li>Know what a goal is</li><li>Know how to set goals and work towards them</li><li>Know which words are kind</li><li>Know some jobs that they might like to do when they are older</li><li>Know that they must work hard now in order to be able to achieve the job they want when they are older</li><li>Know when they have achieved a goal</li></ul> <u>Healthy Me</u> <ul style="list-style-type: none"><li>Know what the word ‘healthy’ means</li><li>Know some things that they need to do to keep healthy</li><li>Know the names for some parts of their body</li><li>Know when and how to wash their hands properly</li><li>Know how to say no to strangers</li><li>Know that they need to exercise to keep healthy</li><li>Know how to help themselves go to sleep and that sleep is good for them</li><li>Know what to do if they get lost</li></ul>	<u>Dreams and Goals</u> <ul style="list-style-type: none"><li>Know how to set simple goals</li><li>Know how to achieve a goal</li><li>Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them</li><li>Know when a goal has been achieved</li><li>Know how to work well with a partner</li><li>Know that tackling a challenge can stretch their learning</li></ul> <u>Healthy Me</u> <ul style="list-style-type: none"><li>Know the difference between being healthy and unhealthy</li><li>Know some ways to keep healthy</li><li>Know how to make healthy lifestyle choices</li><li>Know that all household products, including medicines, can be harmful if not used properly</li><li>Know that medicines can help them if they feel poorly</li><li>Know how to keep safe when crossing the road</li><li>Know how to keep themselves clean and healthy</li><li>Know that germs cause disease/illness</li><li>Know about people who can keep them safe</li></ul>	<ul style="list-style-type: none"><li>A goal is something to aim for and achieve.</li><li>An obstacle is something that is in someone’s way.</li><li>Team work is working with others to achieve something.</li><li>Healthy means someone making the right choices that are good for the body and mind.</li><li>Unhealthy means making choices that are not good for the body and mind.</li><li>Personal hygiene is the way we care for our bodies</li><li>Safe medicines are medicines that we are allowed to take when we are ill.</li><li>Road safety is knowing how to cross the road safely.</li></ul>			
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											
Sequence of Learning													
<u>Dreams and Goals - Steps to Goals</u>		<u>Dreams and Goals - Achieving Together</u>		<u>Dreams and Goals - Stretchy Learning</u>		<u>Dreams and Goals - Overcoming Obstacles</u>		<u>Dreams and Goals - Celebrating My Success</u>		<u>Substantive</u> Quiz on substantive knowledge			
stepping stones		team work		challenge		overcome		achieve		<u>Disciplinary</u> Act out different scenarios to class			
<u>Healthy Me - -Being Healthy</u>		<u>Healthy Me - Healthy Choices</u>		<u>Healthy Me - Clean and Healthy</u>		<u>Healthy Me - Medicine Safety</u>		<u>Healthy Me - Road Safety</u>		<u>Substantive</u> Quiz on substantive knowledge			
unhealthy		balanced		hygiene		safe		Green Cross Code		<u>Disciplinary</u> Healthy poster to be displayed around school			



PSHE—Year 2

Dreams and Goals— Children will explore setting realistic goals and how they can achieve them. We will discuss perseverance when they find things difficult as well as recognising their strengths as a learner.

Healthy Me— We will learn about healthy food and what it looks like to have a healthy relationship with food and making healthy choices. We will explore what makes us feel relaxed and what makes us feel stressed. We will also learn about medicines, how they work and how to use them safely.

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>Dreams and Goals</u></p> <ul style="list-style-type: none"><li>Know how to set simple goals</li><li>Know how to achieve a goal</li><li>Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them</li><li>Know when a goal has been achieved</li><li>Know how to work well with a partner</li><li>Know that tackling a challenge can stretch their learning</li></ul> <p><u>Healthy Me</u></p> <ul style="list-style-type: none"><li>Know the difference between being healthy and unhealthy</li><li>Know some ways to keep healthy</li><li>Know how to make healthy lifestyle choices</li><li>Know that all household products, including medicines, can be harmful if not used properly</li><li>Know that medicines can help them if they feel poorly</li><li>Know how to keep safe when crossing the road</li><li>Know how to keep themselves clean and healthy</li><li>Know that germs cause disease/illness</li><li>Know about people who can keep them safe</li></ul>	<p><u>Dreams and Goals.</u></p> <ul style="list-style-type: none"><li>Know how to choose a realistic goal and think about how to achieve it. Know that it is important to persevere.</li><li>Know how to recognise what working together well looks like.</li><li>Know what good group working looks like.</li><li>Know how to share success with other people.</li></ul> <p><u>Healthy Me</u></p> <ul style="list-style-type: none"><li>Know what their body needs to stay healthy.</li><li>Know what relaxed means.</li><li>Know why healthy snacks are good for their bodies.</li><li>Know which foods give us energy.</li><li>Know how medicines work in their bodies.</li><li>Know that it is important to use medicines safely.</li></ul>	<ul style="list-style-type: none"><li>A goal is an aim or desired result.</li><li>Perseverance is doing something despite it’s difficulty.</li></ul>
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<u>Dreams and Goals -</u> Goals to Success.		<u>Dreams and Goals -</u> My learning strengths.		<u>Dreams and Goals -</u> Learning with others.		<u>Dreams and Goals -</u> A group challenge		<u>Dreams and Goals -</u> Celebrating our achievements		<p><u>Substantive</u> Quiz on substantive knowledge.</p> <p><u>Disciplinary</u> Act out different scenarios.</p> <p><u>Substantive</u> Quiz.</p> <p><u>Disciplinary</u> Create a healthy poster.</p>																																																																								
Motivation		persevere		achievement		success		proud																																																																										
<u>Healthy Me</u> Being Healthy		<u>Healthy Me</u> Being relaxed		<u>Healthy Me</u> Medicine safety		<u>Healthy Me</u> Healthy eating		<u>Healthy Me</u> Happy, healthy Me.																																																																										
Lifestyle		stress		Dangerous		Healthy		energy																																																																										

Religious Education—Year 1 - Christianity

Jesus as a Friend - Was it always easy for Jesus to show friendship? We will be learning to identify when it is easy and difficult to show friendship and to explore when Jesus may have found it difficult.

Easter - Palm Sunday - Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? We will be learning that Jesus is special to Christians and how His welcome on Palm Sunday shows this.

Curriculum Objective		Prior Knowledge	Disciplinary knowledge	Spring B - Substantive knowledge
<p><u>Autumn A</u> Religion: Christianity Concept: Incarnation</p> <p><u>Autumn B</u> Religion: Christianity Concept: Incarnation</p>		<ul style="list-style-type: none"><li>Jesus is the son of God</li><li>Jesus is a special person to Christians</li><li>Jesus taught us to be a friend to others</li><li>Jesus died on the cross</li><li>Christians worship at church</li></ul>	<ul style="list-style-type: none"><li>Describe some of the teachings of a religion.</li><li>Describe some of the main festivals or celebrations of a religion.</li><li>Recognise, name and describe some religious artefacts, religious places and their practices.</li><li>Identify the things that are important in their own lives and compare these to religious beliefs.</li><li>Relate emotions to some of the experiences to that of religious figures.</li><li>Identify how and why they have to make their own choices in life.</li><li>Explain how their actions affect others.</li></ul>	<ul style="list-style-type: none"><li>Christians believe that Jesus is a good friend</li><li>Christians believe Jesus is sinless</li><li>Jesus helps people in times of need</li><li>Holy week starts with palm Sunday</li><li>Palm Sunday is the day where Jesus rode into Jerusalem.</li><li>Jesus was resurrected</li><li>Jesus was believed to be 33 when he died</li><li>Christians believe that Jesus was sent to save them</li></ul>
Engagement (1 lesson)	Investigation (2 lessons)	Evaluation (1 lesson)	Expression (1 lesson)	<p><u>Substantive</u></p> <p>Quiz on substantive knowledge</p> <p><u>Disciplinary</u></p> <p>Create a poster of learnt knowledge</p>
included	friendship	overcome	value	
Engagement (1 lesson)	Investigation (3 lessons)	Evaluation (1 lesson)	Expression (1 lesson)	<p><u>Substantive</u></p> <p>Quiz on substantive knowledge</p> <p><u>Disciplinary</u></p> <p>Act out the Easter Story</p>
special	Bible	resurrection	respect	

<div> <div>Religious Education—Year 2</div> <div> Judaism— In RE we will be looking at how important is it for Jewish people to do what God asks for them to do?  Christianity— How important is it to Christians that Jesus came back to life after his crucifixion? </div> </div>				
Curriculum Objective		Prior Knowledge	Disciplinary Knowledge	Spring B - Substantive knowledge
<u>Spring A</u>  Religion: Judaism Concept : Prayer at Home  <u>Spring B</u>  Religion: Christianity Concept: Salvation		<ul style="list-style-type: none"> <li>Describe some of the teachings of a religion. Recognise name and describe some artefacts.</li> <li>Describe some of the main festivals or celebrations of a religion.</li> <li>Identify the things that are important in their own lives and compare these to religious beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about why I do as some people ask but not others.</li> <li>I can talk about the Seder meal, or another Jewish practice and start to explain why they choose to do this.</li> <li>I can suggest what I think are the most and least important things Jews do that God asks them to do and add at least one reason.</li> <li>I can say what I believe happens to you when you die and tell you how I remember people close to me.</li> <li>I can recall what Christians believe happened on Easter Sunday.</li> <li>I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.</li> </ul>	<ul style="list-style-type: none"> <li>Respect is when you think about others feelings and rights</li> <li>The Seder meal is a feast to start Passover</li> <li>Passover and the Seder meal are a way Jews remember their relationship with God</li> <li>Jews follow the Sabbath laws</li> <li>A synagogue is the building for special worship</li> <li>A belief is thinking something is true without proof</li> <li>The cross is to symbolise Jesus’ crucifixion</li> <li>An Easter egg is a symbol of new life</li> <li>Christians believe in life after death</li> </ul>
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
Respect	Passover	Special	Importance	
Engagement (1 lesson)	Investigation (3 lessons)	Evaluation (1 lesson)	Expression (1 lesson)	<u>Substantive</u>  Create a poster  <u>Disciplinary</u>  Act out the Easter story
Memories	Symbols	Resurrection	Christians	



Computing—Year 1

In Spring A, learners will be introduced to early programming concepts. children will explore using individual commands, both with other pupils and as part of a computer program. They will identify what each command for the floor robot does, and use that knowledge to start predicting the outcome of programs. The unit is paced to ensure time is spent on all aspects of programming, and builds knowledge in a structured manner. Children are also introduced to the early stages of program design through the introduction of algorithms.

In Spring B, children are introduced to data and information. Labelling, grouping, and searching are important aspects of data and information. Searching is a common operation in many applications, and requires an understanding that to search data, it must have labels. This unit of work focuses on assigning data (images) with different labels in order to demonstrate how computers are able to group and present data.

Curriculum Objective		Prior Knowledge	Disciplinary knowledge	Substantive knowledge	Substantive knowledge
<p><u>Spring A</u> NC1: Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions NC2: create and debug simple programs NC3: use logical reasoning to predict the behaviour of simple programs NC5: recognise common uses of information technology beyond school</p> <p><u>Spring B</u> NC4: use technology purposefully to create, organise, store, manipulate and retrieve digital content 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"><li>Know what an iPad is.</li><li>Know that technology can help us.</li></ul>	<ul style="list-style-type: none"><li>Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</li><li>Create and debug simple programs</li><li>Use logical reasoning to predict the behaviour of simple programs</li><li>Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</li><li>Recognise common uses of information technology beyond school</li></ul>	<ul style="list-style-type: none"><li>A Bee-Bot is a robot that can be programmed to move.</li><li>A command is an order that can be given, Direction is the path something takes.</li><li>A program is a set of instructions that a computer follows to do something.</li></ul>	<ul style="list-style-type: none"><li>An object is something that can be seen and touched.</li><li>A label is a name applied to a group of things.</li><li>A search is where we look for something.</li><li>Properties are the characteristics we can use to describe something.</li></ul>
<u>Buttons</u>	<u>Directions</u>	<u>Forwards and backwards</u>	<u>Four directions</u>	<u>Routes</u>	<p><u>Assessment</u> <u>Substantive knowledge</u> Quiz on substantive knowledge <u>Disciplinary knowledge</u> Explain to someone how to move a floor robot</p>
outcome	instructions	precise	program	route	
<u>Label and match</u>	<u>Group and count</u>	<u>Describe an object</u>	<u>Comparing groups</u>	<u>Answering questions</u>	<p><u>Assessment</u> <u>Substantive knowledge</u> Quiz on substantive knowledge <u>Disciplinary knowledge</u> Explain to someone how to group data and answer questions on it</p>
groups	object	properties	different	record	

Computing—Year 2

In Spring A, children will develop algorithms for robots. This unit develops children’s’ understanding of instructions in sequences and the use of logical reasoning to predict outcomes. They will use given commands in different orders to investigate how the order affects the outcome. They will also learn about design in programming. Children will develop artwork and test it for use in a program. Finally, they will design algorithms and then test those algorithms as programs and debug them.

In Spring B, children will begin to understand what the term data means and how data can be collected in the form of a tally chart. They will learn the term ‘attribute’ and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. Children will use the data presented to answer questions.

Curriculum Objective		Prior Knowledge	Disciplinary knowledge	Substantive knowledge	Substantive knowledge
<p><u>Spring A</u> NC1: Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions NC2: create and debug simple programs NC3: use logical reasoning to predict the behaviour of simple programs</p> <p><u>Spring B</u> NC4: use technology purposefully to create, organise, store, manipulate and retrieve digital content 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"><li>Count singular ad groups of objects</li><li>Record information such as how many objects are in a group</li><li>Compare groups of objects verbally</li><li>Evaluate the results with a partner</li></ul>	<ul style="list-style-type: none"><li>Explain how robots can be controlled</li><li>Create a pictogram</li><li>Evaluate the errors</li><li>Create a tally chart</li><li>Share the data found with a partner</li></ul>	<ul style="list-style-type: none"><li>Decomposition is the process of breaking down the task into chunks to create a algorithm.</li><li>Debugging is the process of finding and fixing errors.</li></ul>	<ul style="list-style-type: none"><li>A pictogram is a type of chart that uses icons and images to represent data.</li><li>Data is information collected</li><li>Tally charts are drawn using 5 lines.</li></ul>
<ul style="list-style-type: none"><li><b>Giving instructions</b></li><li>Learners will follow instructions given to them and give instructions to others.</li><li>Learners will combine several instructions into a sequence that can then be issued to another learner to complete.</li><li>will think about how computers can only follow clear and unambiguous instructions.</li></ul>	<ul style="list-style-type: none"><li><b>Same but different</b></li><li>Consider the importance of the order of instructions within a sequence</li><li>They will create sequences using the same instructions in different orders.</li></ul> <p>test these sequences to see how the different orders affect the outcome.</p>	<ul style="list-style-type: none"><li><b>Making predictions</b></li><li>use logical reasoning to make predictions.</li><li>They will follow a program step by step and identify what the outcome will be</li></ul>	<ul style="list-style-type: none"><li><b>Mats and routes</b></li><li>Learners will design, create, and test a mat for a floor robot.</li><li>Pupils will design the code and algorithm.</li><li>Learners will outline what their task is by identifying the starting and finishing points of a route</li></ul>	<ul style="list-style-type: none"><li><b>Break it down</b></li><li>Break the task into chunks and create algorithms for each chunk.</li><li>Find and fix errors in their algorithms and programs.</li></ul>	<p><u>Assessment</u></p> <p><u>Substantive knowledge</u></p> <p>Quiz on substantive knowledge</p> <p><u>Disciplinary knowledge</u></p>
Precise	Sequence	Reasoning	Programming	Decomposition	Take a video of the robots moving two squares on the mats
<ul style="list-style-type: none"><li><b>Counting and comparing</b></li><li>The importance of organising data effectively for counting and comparing.</li><li>Create their own tally charts to organise data.</li><li>Compare totals in tally charts</li></ul>	<ul style="list-style-type: none"><li><b>Enter the data</b></li><li>Create pictograms manually and then progress to creating them using a computer.</li><li>Understand the advantages of using computers rather than manual methods.</li></ul>	<ul style="list-style-type: none"><li><b>Creating pictograms</b></li><li>Develop an understanding of the importance of a effective data collection.</li><li>Pupils will write a range of statements to describe their data that is collected.</li></ul>	<p>What is an attribute?</p> <ul style="list-style-type: none"><li>Group objects by attribute</li><li>Tally objects using a common attribute and present the data in a form of pictogram.</li></ul>	<ul style="list-style-type: none"><li><b>Presenting information</b></li><li>Understand they are other ways to present data.</li><li>Share data with a partner and discuss their findings.</li></ul>	<p><u>Assessment</u></p> <p><u>Substantive knowledge</u></p> <p>Quiz on substantive knowledge</p> <p><u>Disciplinary knowledge</u></p>
Compare	Pictogram	Data	Attribute	Consent	Go explain the data the learners have recorded to the Year 1 class