



Adventurous Explorers



Globe Trotters Year 1/2

Summer 2024

History

As **Historians**, we will begin to understand what an explorer is. We will look at a range of explorers: Sylvia Earle, Neil Armstrong and Roald Amundsen and look at their contributions as explorers to the world in the past and their impact on our modern world.

Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge	
<p>NC3: To know about significant individuals who have contributed to international achievements</p>	<p>Year 1 will know:</p> <ul style="list-style-type: none"> Talk about everyday changes Talk about a significant event from the past in relation to a key world events (E.g. Queen's coronation) <p>Year 2 will know:</p> <ul style="list-style-type: none"> As a class or small group, ask and answer questions about an individual/event Talk and explore significant historical figures from the past Talk about why people acted as they did in the past 	<p>Year 1</p> <ul style="list-style-type: none"> As a class or small group, ask and answer questions about an individual/event Talk and explore significant historical figures from the past Talk about why people acted as they did in the past <p>Year 2</p> <ul style="list-style-type: none"> Ask and answer questions about an individual/event Describe significant historical figures from the past Talk about and describe why people acted as they did in the past Start to understand that past events/people have an impact on everyday life 	<ul style="list-style-type: none"> To explore means to travel to (or through) an unfamiliar area to find out something about it. An explorer is a person who explores a new or unfamiliar area. Roald Amundsen was the first person to explore the South Pole. Roald Amundsen wanted to be the first person to explore the South Pole. Neil Armstrong was the first man on the moon. Neil Armstrong wanted to explore a new place. Sylvia Earle was an oceanographer that explored the seas. Sylvia Earle wanted to save the world's oceans. 	
Sequence of Learning				
<p>What is an explorer?</p> <ul style="list-style-type: none"> Look at what is an explorer. Look at the places explorers have explored. Discuss why we explore. 	<p>Roald Amundsen</p> <ul style="list-style-type: none"> Where did Roald Amundsen travel to? Why did he travel to the South Pole? What impact has Roald Amundsen had on the world? 	<p>Neil Armstrong</p> <ul style="list-style-type: none"> Where did Neil Armstrong travel to? Why did he travel to the moon? What impact has Neil Armstrong had on the world? 	<p>Sylvia Earle</p> <ul style="list-style-type: none"> Where did Sylvia Earle travel to? Why did she explore the oceans? What impact has Sylvia Earle had on the world? 	<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 poster on explorers</p>
explore	explorer	astronaut	oceanographer	

Geography

As **Geographers**, we will learn about what is further than England. We will learn about the continent of Europe and the names and locations of other continents. We will name and locate the oceans of the world on a world map. Using globes and atlases, we will learn about the Equator and how this impacts on the weather for different places around the world.

Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge
<p>NC1: I can name and locate the world's seven continents and five oceans.</p> <p>NC4: I can 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>NC6: I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p>	<p>Year 1 will know:</p> <ul style="list-style-type: none"> Look at world maps and globes and look for places they know Describe places that I have visited Describe some changes in the season and weather Identify hot, cold, dry and wet Identify similarities and differences between my location and somewhere else I have studied in the world <p>Year 2 will know:</p> <ul style="list-style-type: none"> With adult support name and locate the worlds 7 continents and 5 oceans of the world 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 With support use world maps, atlases and globes to identify the United Kingdom and its cities, continents and oceans 	<p>Year 1</p> <ul style="list-style-type: none"> With adult support name and locate the worlds 7 continents and 5 oceans of the world 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 With support use world maps, atlases and globes to identify the United Kingdom and its cities, continents and oceans <p>Year 2</p> <ul style="list-style-type: none"> Name and locate the worlds 7 continents and 5 oceans of the world 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 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. Asia, Africa, North America, South America, Antarctica, Europe, and Australia are all continents. There are 5 oceans. Pacific Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean and the Southern Ocean are all oceans. Different places have different climates. Countries nearer the equator are usually hotter. Countries closer to the poles are usually colder. The UK has 4 seasons - Autumn, Winter, Spring, Summer.

Sequence of Learning

Continents	Oceans	Hot and Cold Places	Seasonal and Daily Weather	<u>Assessment</u>
<ul style="list-style-type: none"> Label the continents on a map of the world. 	<ul style="list-style-type: none"> Label the oceans on a map of the world. 	<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. 	<ul style="list-style-type: none"> Look at the four seasons of the UK. Look at the weather for a week and record findings. 	<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>
continent	oceans	equator	weather	

Art

As **Artists**, we will creating a piece of impressionist art using Renoir and Monet as inspiration. Children will begin by creating a mood board identifying shapes, patterns and colours that they have been inspired by when looking at a range of art by Renoir and Monet. Children will then replicate their chosen piece of art as closely as they can adding colour using a range of brushes and pencils. Children will then look at the techniques used by Renoir and Monet such as painting (using a range if paintbrush sizes) and collages. Children will then have the opportunity to look at the time period of the artists and will learn key information about Renoir and Monet. Children will then sketch their ideas for their final piece of Impressionism art using their mood board as inspiration. In the final stage, children will use drawing and painting and collaging to create their own individual piece of impressionist art in their chosen style.

Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge
<p>NC1:To use a range of materials creatively to design and make products</p> <p>NC2: To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>NC3: To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>NC4: To talk 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 will know:</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 using thick and thin brushes. Explore how to overlap and place materials to create collage. <p><u>Year 2 will know:</u></p> <ul style="list-style-type: none"> Draw lines of different thicknesses. Use thick and thin brushes. Arrange materials on a page Combine materials through. twisting, scrunching, cutting, tearing and gluing. 	<p>Year 1</p> <ul style="list-style-type: none"> Draw lines of different thicknesses. Use thick and thin brushes. Arrange materials on a page Combine materials through. twisting, scrunching, cutting, tearing and gluing. <p>Year 2</p> <ul style="list-style-type: none"> Use thick and thin brushes. Use the techniques of rolling, cutting, moulding and carving Sort and arrange materials on a page Mix materials to create texture 	<ul style="list-style-type: none"> Impressionism art is creating something to reflect on real life happening before our eyes. Pierre Renoir was an Impressionist Artist. Claude Monet was an Impressionist Artist. Collage is the process of sticking various different materials onto a backing. Tone refers to the lightness or darkness of colours used. Texture refers to the visual 'feeling' the piece gives off.

Sequence of Learning

<p><u>Mood Board and Annotation</u></p> <ul style="list-style-type: none"> Give children a range of images which represent impressionist art and give them the chance to explore and discuss these images. Children to create their own mood board using images that stand out to them. Children to annotate their mood board with ideas of how they feel about the shapes, patterns and colours and recreate sketches of their favourite parts. <p><u>Replication of research</u></p> <ul style="list-style-type: none"> Children to choose their favourite image from the mood board and replicate a pencil drawing using as much detail as they possibly can. Children to add colour using a range of brushes and pencils. 	<p><u>Techniques and historical content</u></p> <ul style="list-style-type: none"> Teach children some of the techniques used by Renoir and Monet and how to create tone and texture using pencils. Children to explore being spontaneous in their drawings. Children to look into the time period time period of the artists and learn key information about Renoir and Monet . 	<p><u>Sketching</u></p> <ul style="list-style-type: none"> Children to use their mood board and learnt techniques to sketch ideas for their final piece of impressionist art. 	<p><u>Creation</u></p> <ul style="list-style-type: none"> Children to draw, paint and collage to create their own individual piece of impressionist art in their chosen style. Children to evaluate their sketches. 	<p><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>
Impressionism	tone	texture	collage	

Design Technology

As **Designers**, we will be designing and making a flag to represent Bellfield. Children will cut and join materials using a simple running stitch to create a flag which is suitable for use. We will look at the purpose of a flag and consider how to make a model of one. We will carefully look at the design of a flag and how we can design our own. We will explore a range of flags and their purpose to ensure we know what to include on ours.. On completion of our model, we will test and evaluate with the opportunity to make changes based on the evaluation.

Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge	
<p>NC1: To design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>NC2: To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>NC3: To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>NC4: To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>NC6: To evaluate their ideas and products against design criteria</p>	<p><u>Year 1 will know:</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 Join textiles using glue Design and decorate textiles using chosen technique <p><u>Year 2 will know:</u></p> <ul style="list-style-type: none"> To cut materials safely using provided tools Shape textiles using templates Join textiles using running stitch 	<p>Year 1</p> <ul style="list-style-type: none"> To cut materials safely using provided tools Shape textiles using templates Join textiles using running stitch <p>Year 2</p> <ul style="list-style-type: none"> Measure and mark out to the nearest centimetre Cut materials accurately and safely by selecting appropriate tools Join textiles using running stitch independently Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing). 	<ul style="list-style-type: none"> A flag represents something. Flags are made out of fabric. A running stitch is a stitch that goes straight across. To join two bits of material together you can use a running stitch. 	
Sequence of Learning				
<p>Research of Real Designs</p> <ul style="list-style-type: none"> Look at flags and their purpose. Explore what you can see. 	<p>Design Ideas</p> <ul style="list-style-type: none"> Look at different materials. Test materials on their suitability to make a flag. Consider the purpose of different materials. Design their own flag - What materials are the most suitable to use? Look at a range of stitches - What stitch is the most suitable to use? 	<p>Making</p> <ul style="list-style-type: none"> Shape textiles using templates. Join the material with a running stitch. Use a variety of tools to cut and finish materials. Consider how to use the tools safely. Look at ways to join materials in a variety of ways. Colour and decorate textiles 	<p>Evaluation and Improving</p> <ul style="list-style-type: none"> Evaluate the flag against the success criteria. Evaluate what worked well. Consider how things can be improved. Think about how the flag could be made stronger and more stable and add additional parts if necessary. 	<p>Substantive</p> <p>Quiz on substantive knowledge</p> <p>Disciplinary</p> <p>Explain to others class how to make final piece</p>
flag	running stitch	join	improvements	

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.
Let's Perform Together - 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>Understanding Music</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>Responding</p> <ul style="list-style-type: none"> Describe tempo as fast or slow. Describe dynamics as loud and quiet. <p>Singing</p> <ul style="list-style-type: none"> Sing, rap, rhyme, chant and use spoken word. Sing in unison. <p>Compose</p> <ul style="list-style-type: none"> Create a story, choosing and playing classroom instruments and/or soundmakers. <p>Perform</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>Substantive</p> <p>Year 1 End of Unit 5 theory quiz</p> <p>Disciplinary</p> <p>Perform finished version of choice to another class</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>Substantive</p> <p>Year 1 End of Unit 6 theory quiz</p> <p>Disciplinary</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. In Summer A, we will be exploring improvisation and thinking about the question, ‘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. In Summer B, we will be exploring ‘Our Big Concert’ and will be thinking about the question, ‘How does music teach us to look after our 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"> • 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	

PE—Year 1

Summer 1 Sending and receiving games
Summer 2 - Locomotion

Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge
<p>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</p> <p>NC2: participate in team games, developing simple tactics for attacking and defending</p>	<ul style="list-style-type: none"> Rolling a ball is along the floor Throwing a ball with control to your partners means your partner catches it. 	<ul style="list-style-type: none"> Travel by rolling forwards, backwards and sideways. Jump in a variety of ways and land with increasing control and balance. Move with some control and awareness of space. Use rolling, hitting, running, jumping, catching and kicking skills in combination. 	<ul style="list-style-type: none"> To roll a ball with control means it goes to it's chosen destination. For my target to receive a ball I need to throw with control. Practising rolling and throw will increase accuracy. For my target to receive a ball I need to be in control of my body. Explosive movement means powerful and to gain height. Hand eye coordination is helping my balance.

Sequence of Learning

To roll an object with control and stop it	To roll with control To receive with consistency	To throw with control	To throw and control an object with a partner	<p>Substantive Quiz on substantive knowledge</p> <p>Disciplinary Take a video throwing with control.</p> <p>Take a video moving effectively.</p>
control, coordination	speed, accuracy	/concentrate, practise	technique, teamwork	
To move forward fluently	To select appropriate movements to link explosive movements	To control movement effectively	To control movement effectively	
arm swing, push off	explosion, height	agility, stopwatch	speed, balance	

PE—Year 2

Summer 1— Locomotion agility

Summer 2 - Athletics

Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge
<p>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</p>	<ul style="list-style-type: none"> To throw a ball with accuracy. To know a range of ways to move around. To know how to land a jump safely. To demonstrate the ability to speed up and slow down. 	<ul style="list-style-type: none"> To throw accurately. To demonstrate different ways of moving. To understand self awareness. Throw a javelin into the distance. Slow down and speed up running pace. 	<ul style="list-style-type: none"> Receiving feedback on a technique is helpful towards the distance and effectiveness. Awareness is making sure you are aware of the space around you. Accelerate is to speed up. Decelerate is to slow down. Chest pass, over head, bounce pass are different ways to throw a ball. Side step, crawl, tip toe are different ways to move.

Sequence of Learning

<p><u>To know a variety of ways to move</u></p> <ul style="list-style-type: none"> 	<p><u>To move effectively in a straight line</u></p>	<p><u>To apply changes of direction effectively</u></p>	<p><u>To use evasion and special awareness skills apply to agility</u></p>	<p>Substantive Quiz on substantive knowledge</p> <p>Disciplinary Take a video of their skills in agility</p> <p>Take a video of the precision in throwing</p>
<p>Space, direction</p>	<p>Pump, speed</p>	<p>Coordination, sideways</p>	<p>Agility, evade</p>	
<p><u>To know the basic principles of jumping</u> <u>To use jumping movements</u></p>	<p><u>To respond quickly to stimulus</u> <u>To accelerate and decelerate to develop a running technique</u></p>	<p><u>To know different ways of throwing</u></p>	<p><u>To throw for distance effectively</u></p>	
<p>Balance, explosion</p>	<p>Power, Control</p>	<p>Quoits, Javelins</p>	<p>Safety, technique</p>	

Computing—Year 1

In Summer A, learners will develop their understanding of the various aspects of using a computer to create and manipulate text. They will become more familiar with using a keyboard and mouse to enter and remove text. Learners will also consider how to change the look of their text, and will be able to justify their reasoning in making these changes. Finally, learners will consider the differences between using a computer to create text, and writing text on paper. They will be able to explain which method they prefer and explain their reasoning for choosing this. In Summer B, learners will be introduced to on-screen programming through ScratchJr. Learners will explore the way a project looks by investigating sprites and backgrounds. They use programming blocks to modify and create programs. Learners will be introduced to the early stages of program design through the introduction of algorithms.

Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge A	Substantive knowledge B	
<p>Summer A 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> <p>Summer B 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>	<ul style="list-style-type: none"> Bee-Boot knowledge knowing effective instructions can successfully move a character. Knowledge retained that undo means delete. 	<ul style="list-style-type: none"> Talk to compare computer and writing. Send time on word becoming familiar with the features. Practise using the different keys on the key board. Practise using the cursor to click and double click. Drag programme blocks onto the programme. Talk openly to plan your design for your project. Test your project to ensure there are no errors. 	<ul style="list-style-type: none"> Pressing the backspace key deletes text. The Cap Lock key turns letters into capitals. Clicking and dragging the cursor will move an image. Typing on a computer makes writing faster. 	<ul style="list-style-type: none"> Scratch Jr blocks have numbers underneath Commands move the sprite Effective algorithms allow the programme to run. 	
<p>Exploring the keyboard</p> <ul style="list-style-type: none"> Familiarise themselves with a word processor and think about how they might use this application in the future. Identify and find keys, before adding text to their page by pressing keys on a keyboard. 	<p>Adding and removing text</p> <ul style="list-style-type: none"> Interact with the computer using a keyboard. Add text and will explore more of the keys found on a keyboard. Use the Backspace key to remove text from the computer. 	<p>Exploring the toolbar</p> <ul style="list-style-type: none"> Explore the different tools that can be used in word processors to change the look of the text. Use the Caps Lock key to add capital letters to their writing. Match simple descriptions to the related keys. Exploring the different buttons available on the toolbar in more detail, and use these to change their own text. 	<p>Making changes to text and explaining my choices</p> <ul style="list-style-type: none"> Understand when it is best to change the look of their text and which tool will achieve them. Begin to use their mouse cursor to select text. Justify their use of certain tools when changing text. Begin to use 'Undo' to remove changes. Select text using the cursor, through double-clicking and clicking and dragging. 	<p>Pencil or keyboard</p> <ul style="list-style-type: none"> Make comparisons between using a computer for writing and writing on paper. Discuss how the two methods are the same and different and think of examples to explain this. 	<p style="text-align: center;">Assessment Substantive knowledge Quiz on substantive knowledge Disciplinary knowledge Tell the Year 2 about what you have found out.</p>
keyboard	backspace	Caps Lock	cursor	comparison	
<p>Computing tools</p> <ul style="list-style-type: none"> Learners will become accustomed to the ScratchJr programming environment. Characters can move on screen using commands. 	<p>Joining blocks</p> <ul style="list-style-type: none"> Blocks can be joined together in ScratchJr. Adding backgrounds and deleting sprites. Follow given algorithms to create simple programs. 	<p>Make a change and adding sprites</p> <ul style="list-style-type: none"> Learn how to change these values and identify the effect on a block of changing a value. Add and delete sprites in ScratchJr. Each sprite has its own programming area Add programming blocks to give instructions to each of the sprites 	<p>Project design</p> <ul style="list-style-type: none"> Choose appropriate backgrounds and sprites for a 'Space race' project. Decide how each sprite will move. Create an algorithm based on the blocks available in ScratchJr that reflects this. 	<p>Following my design</p> <ul style="list-style-type: none"> Will use their project designs from the previous lesson to create their projects on-screen in ScratchJr. Make programs for each of their rocket sprites. Test whether their algorithms are effective when their programs are run. 	<p style="text-align: center;">Assessment Substantive knowledge Quiz on substantive knowledge Disciplinary knowledge Test a partners project</p>
commands	blocks	sprites	algorithm	project	

Computing—Year 2

In Summer A, learners will be using a computer to create music. They will listen to a variety of pieces of music and consider how music can make them think and feel. Learners will compare creating music digitally and non-digitally. Learners will look at patterns and purposefully create music.

In Summer B, Learners begin to understand that sequences of commands have an outcome, and make predictions based on their learning. They use and modify designs to create their own quiz questions in ScratchJr, and realise these designs in ScratchJr using blocks of code. Finally, learners evaluate their work and make improvements to their programming projects.

Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge A	Substantive knowledge B	
<p>Summer A NC4: Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</p> <p>Summer B 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>	<ul style="list-style-type: none"> Pupils can understand how a cursor works. Pupils can understand how to break down steps in instructions in Computing in order for the final piece to be effective. Debugging is a process of finding and fixing errors. Familiarity with the ScratchJr App Understand the terminology 'algorithm'. 	<ul style="list-style-type: none"> Discuss through a range of emotions how music can make you feel. Use percussion and computers to hear the rhythms. Discuss with a partner to review and evaluate their work Tap out a musical rhythm to learn a melody. 	<ul style="list-style-type: none"> Music can generate different emotions. You can hear different rhythm patterns Pitch is the how loud a piece of music is A musical pattern is a melody. 	<ul style="list-style-type: none"> To make your ScratchJr programme go you need to tap go. Increasing the number of blocks increases how complex the quiz is. To improve your design you need to add additional features. 	
<p>How music makes us feel</p> <ul style="list-style-type: none"> Compare two pieces of music from <i>The Planets</i> by Gustav Holst. Use a musical description word bank to describe how this music generates emotions 	<p>Rhythms and patterns</p> <ul style="list-style-type: none"> Create patterns and use those patterns as rhythms. Use un tuned percussion instruments and computers to hear the different rhythm patterns. 	<p>How music can be used—notes and tempo</p> <ul style="list-style-type: none"> How music can be used in different ways to express emotions and to trigger their imaginations. Experiment with the pitch of notes to create their own piece of music Create and refine musical patterns. 	<p>Creating digital music</p> <ul style="list-style-type: none"> Choose an animal and create a piece of music using the animal as inspiration. Think about their animal moving and create a rhythm pattern from that. Once they have defined a rhythm, they will create a musical pattern (melody) to go with it. 	<p>Reviewing and editing music</p> <ul style="list-style-type: none"> Learners will retrieve and review their work.. They will spend time making improvements and then share their work with the class. 	<p>Assessment Substantive knowledge Quiz on substantive knowledge Disciplinary knowledge Perform their music to another class.</p>
compare	patterns	experiment	rhythm	review	
<p>Scratch Jr recap</p> <ul style="list-style-type: none"> Recap what they know already about the ScratchJr app. Begin to identify the start of sequences in real-world scenarios. Learners will create programs and run them in full-screen mode using the Green flag. 	<p>Outcomes</p> <ul style="list-style-type: none"> Discover that a sequence of commands has an 'outcome'. Predict the outcomes of real-life scenarios and a range of small programs in ScratchJr. Match programs that produce the same outcome when run. Use a set of blocks to create programs that produce different outcomes when run. 	<p>Using and changing a design</p> <ul style="list-style-type: none"> Learners will be taught how to use the Start on tap and Go to page (Change background) blocks. Use a predefined design to create an animation based on the seasons. They will choose backgrounds and characters for their own quiz projects. Learners will modify a given design sheet and create their own quiz questions in ScratchJr. 	<p>Designing and creating a programme</p> <ul style="list-style-type: none"> Learners will create their own quiz question designs including their own choices of question, artwork, and algorithms. Increase the number of blocks used within their sequences to create more complex programs. 	<p>Evaluating</p> <ul style="list-style-type: none"> Learners will compare their projects to their designs. Think about how they could improve their designs by adding additional features. Modify their designs and implement the changes on their devices. Find and correct errors in programs (debug) and discuss whether they debugged errors in their own projects. 	<p>Assessment Substantive knowledge Quiz on substantive knowledge Disciplinary knowledge Use your work and quiz another pair</p>
programs	predict	animation	complex	modify	

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
<p><u>Summer 1</u> Religion: Judaism Concept: Shabbat</p> <p><u>Summer 2</u> Religion: Judaism Concept: Rosh Hasanah and Yom Kippur</p>		<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. They celebrate 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)	<p><u>Substantive</u> Quiz on substantive knowledge</p> <p><u>Disciplinary</u> Act out a Shabbat meal</p>
special	Shabbat	Synagogue	reflection	
Engagement (1 lesson)	Investigation (3 lessons)	Evaluation (1 lesson)	Expression (1 lesson)	<p><u>Substantive</u> Quiz on substantive knowledge</p> <p><u>Disciplinary</u> Create a poster of learnt knowledge</p>
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.

Judaism—We will be also exploring the key question, What is the best way for a Jew to show commitment to God? We will be learning to understand key events in the Jewish calendar such as Bar and Bat Mitzvah, Mitzvoth and a range of festivals.

Curriculum Objective		Prior Knowledge	Summer A - Substantive knowledge	Summer B - Substantive knowledge
<p>Summer A Religion: Judaism Concept: The Covenant</p> <p>Summer B Religion: Judaism Concept: Rites of passage and Good Works</p>		<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"> 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. 	<ul style="list-style-type: none"> Bar/Bat Mitzvah is when a child is old enough to decide on their religion Torah scrolls are scared objects kept by Jewish communities Mitzvoth is doing good and helping people Mitzvah Day is when people volunteer to help their community
Engagement (1 lesson)	Investigation (3 lessons)	Evaluation (1 lesson)	Expression (1 lesson)	<p>Substantive Quiz on substantive knowledge.</p> <p>Disciplinary Children to describe what a covenant is and how it is important to Jewish people to a partner</p>
Agreement	Covenant	Relationships	Mezuzahs	
Engagement (1 lesson)	Investigation (3 lessons)	Evaluation (1 lesson)	Expression (1 lesson)	<p>Substantive Quiz on substantive knowledge.</p> <p>Disciplinary Children ton explain what a commitment is and what they are personally committed to</p>
Bar/Bat Mitzvah	Torah Scroll	Mitzvoth	commitment	

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																																																																								
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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>	Substantive Quiz on substantive knowledge
family	friendship	touch	helpful	feelings	Disciplinary Act out different scenarios to class
<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>	Substantive Quiz on substantive knowledge
life cycle	change	grow	vagina, vulva, penis, testicles, anus	feelings	Disciplinary Poster on life cycles

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.

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