



Cycle A: Autumn 1

This is me!

2026-27

<u>Value:</u> Generosity VSF link with Olney Newton Link Charity – Fundraising Day last day of Aut 1, ideas to be gathered from school councils and EW to provide info lesson on our link school in Sierra Leone.	<u>School Specific:</u> <u>Trip ideas:</u> – Cowper and Newton Museum Olney (great for a half day trip) Claydon House – home to Florence Nightingale’s sister	<u>Ignites/ Dates:</u> 2nd -4th Sept – Baseline Assessments, Rules and expectations, keeping safe in school 15th/18th September: Phonics Information Meetings (on-line) September: Parent KS1 Meetings (in-person) w/c 28th September – Harvest festivals October/ November: Open sessions – 2027 intake
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English		
Key Vocabulary	Key texts and Tier 2 vocabulary	Text Types
Year 1 – prefix un, conjunction ‘and’, describing words, sentence Year 2 – Both - capital letters, full stops, exclamation marks, plurals, adjectives, recount, description, character, setting, fairy story	<i>All are welcome</i> by Alexandra Penfold • haste • gather • dozen • community • diversity • adversity • uncover • discover • anew <i>The trouble with Grandad</i> by Babette Cole • enormous • jealous • dangerous • popped • strain • furious • luckily • hollowed <i>Goldilocks and the three bears</i> by Mara Alperin • peeked • crept • delicious • slurped • wonderful • shrieked • dashed • tutted Additional vocab to note: growled, rumbled, cried (explain how each character is depicted)	Recount • Factual description – writing skills • Character and setting description • Fairy story retelling

NC Links	Knowledge	Skills
Year 1 – Composition • saying out loud what they are going to write about • composing a sentence orally before writing it • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher Year 2 – Composition • writing narratives about experiences of others (fictional) • writing poetry • writing for different purposes • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense • proof-reading to check for errors in spelling, grammar and punctuation • read aloud what they have written with appropriate intonation to make the meaning clear. Year 1 – vocabulary, grammar and punctuation • leaving spaces between words	• Recount – baseline assessment • Factual description – adjectives, conjunction ‘and’ • Character and Setting description - plurals s and es and adjectives • Retelling Fairy story – exclamation marks and prefix un	Recount – (<i>week 1</i> - KB) Baseline assessment using KS1 TAF Factual description – (<i>weeks 2 and 3</i> - KB) Year 1 • Use simple sentence structure • Use adjectives to describe • Use capital letters for names and places • Use full stops • Use conjunction ‘and’ • Use finger spaces Year 2 • Follows a logical sequence • Use of expanded noun phrases to describe • Accurate use of pronouns • Use of capital letters and full stops • Use co-ordination and, but, or Character and Setting description - (<i>weeks 4 and 5</i> – PB) Year 1 • Use adjectives to describe • Use capital letters for names, places and I • Use simple sentence structure • Use conjunction ‘and’ • Use s and es to form regular plurals Year 2 • Follows a logical sequence

• joining words and joining clauses using and • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • learning the grammar for year 1 - question marks and conjunction 'and' • use the grammatical terminology in English Appendix 2 in discussing their writing. Year 2 – Vocabulary, grammar and punctuation • learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • sentences with different forms: statement, question, command • expanded noun phrases to describe and specify [for example, the blue butterfly] • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • some features of written Standard English • use and understand the grammatical terminology		• Use of expanded noun phrases to describe • Accurate use of pronouns • Appropriate language chosen and mostly used correctly • Use capital letters and full stops • Use co-ordinating conjunctions Fairy Story retelling – (weeks 6 and 7 – RM) Year 1 • Write sentences to create a short narrative • Use adjectives to describe • Use capital letters for names • Use exclamation marks • Use conjunction 'and' • Use the prefix un Year 2 • Follows a logical sequence • Use of some expanded noun phrases to describe • Use of time adverbials • Use present and past tense correctly • Use capital letters and full stops • Use exclamation marks • Use co-ordinating conjunctions
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Speaking & Listening		
Speaking & Listening	Presentation	
• Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Consider and evaluate different viewpoints, attending to and building on the contributions of others • Select and use appropriate registers for effective communication	• Participate in discussions, presentations, performances, role play, improvisations and debates	
Spelling & Phonics		
NC Links	Knowledge	Skills
• All letters of the alphabet and the sounds which they most commonly represent • Consonant digraphs which have been taught and the sounds which they represent • Vowel digraphs which have been taught and the sounds which they represent • The process of segmenting spoken words into sounds before choosing graphemes to represent the sounds words with adjacent consonants guidance and rules which have been taught	• To know and apply knowledge of set 1 /2 /3 phonemes and the corresponding graphemes including additional set 3 sounds e.g. ph., wh, and vowel digraphs and trigraphs in spelling words • Use spellings rules taught -e.g. adding a suffix where no change is needed to the root word. See NC English Appendix 1 : Spelling for rules • Compound words are 2 words joined together • Know the grapheme-phoneme correspondences that do and do not fit in with rules • Know and use the Year 2 spelling rules e.g. -le See Year 2 appendix for full list of rules • Contractions • Possessive apostrophe • Homophones and near-homophones	Year1 • Division of words into syllables • Segmenting spoken words into phonemes and representing with the correct grapheme • Adding suffixes: s, es, ing, ed, er, no change to root word • Adding the prefix -un • Spelling many common exception words –see year 1 & 2 list • Spell and join 2 words to make compound words • Identify alternative spellings –e.g. grapheme-phoneme correspondences that do not fit in with what has been taught Year 2 • Adding suffixes – est, ment, ness, ful, less, ly • Apply knowledge of spelling rules e.g. contractions, possessive apostrophe

Handwriting		
NC Links	Knowledge	Skills
- Sit correctly at a table, holding a pencil comfortably and correctly - Begin to form lower-case letters in the correct direction, starting and finishing in the right place - Form capital letters - Understand which letters belong to which handwriting 'families' (formed in similar ways) and to practise these	- Know upper and lower case letters - To know letter families within the Letter join scheme - To know when to use a capital letter	- Are able to rearranging words and punctuation to create a question and understand that a question should contain a question word - Is able to explain the term 'noun' and 'adjective' - Form digits 0-9 - Begin to use the precursive and then cursive script as soon as ready
Maths		
<u>Termly Focus:</u> Year 1 Number and Place Value End of Block Assessment on Place Value 1 week of Addition and Subtraction Autumn Block 2 (See Planning Autumn 2) Year 2 Number and Place Value End of Block Assessment on Place Value 1 week of Addition and Subtraction Autumn Block 2 (See Planning Autumn 2)		<u>Key Vocabulary:</u> Year 1 Numbers to 100; place value; digit, integer; symbol; compare; equal to, more, less, greater than, fewer, less than, greatest, smallest; first, second, third...last; ones, tens, partition, exchange; order, largest, smallest, biggest, least, most. - Number bonds, part, whole; plus; fact family, addition sentence, number sentence; how many more; number line; commutative; addition, more, make, sum, total, add together, altogether; calculation; Inverse equals, is the same as (including equals sign); subtract, , subtraction, take away, minus; difference between, what is the difference? how many more?, how many less? how much more is? Year 2 2-digit; base 10; pattern; sequence; Numbers to one hundred, Hundreds Partition, recombine, Hundred more/less - Bar model; operation, inverse operation; column; exchange; bridge; method;
NC Links	Knowledge	Skills
Year 1 Place Value and Number – National Curriculum Objectives Count Count to and across 100, forwards and backwards, beginning with 0 or 1	Place Value - Knowledge 1NPV – 1 Count within 100, forwards and backwards starting with any number 1NPV – 2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and	Place Value - Skills Steps 6 – Count on from any number Steps 8 – Count backwards within 10 Step 11 – Fewer, more, same Step 12 – Less than, greater than, equal to Step 13 – Compare numbers

or from any given number. Count number to 100 in numerals; count in multiples of twos, fives and tens. Represent Identify and represent numbers using objects and pictorial representations Read and write numbers to 100 in numerals. Read and write numbers from 1 to 20 in numerals and words. Use and Compare Give a number, identify one more and one less. Year 2 Place Value and Number Count Count in steps of 2, 3 and 5 from 0 and in tens from any number, forward and backward. Represent Read and write numbers to at least numbers to at least 100 in numerals and words Identify, represent and estimate numbers using different representations, including the number line Use and compare Recognise the place value of each digit in a two digit number (tens and ones) Compare and order numbers from 0 and up to 100, use <, > and = signs. Problems/Rounding Use place value and number facts to solve problems	= Place Value – Knowledge 2NPV –1 Recognise the place value of each digit in two-digit numbers and compose and decompose two-digit numbers using standard and non-standard partitioning. 2NPV – 2 Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10.	Step 14 –Order objects and numbers Step 15 – The number line Place Value - Skills Step 3 – Recognise tens and ones Step 4 – Use place value chart Step 5 – Partition numbers to 100 Step 7 – Flexibly partition number to 100 Step 8 – Write numbers in expanded form Step 9 – 10s on the number line to 100 Step 10 – 10s and 1s on the number line to 100 Step 11 – Estimate numbers on the number line
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Science		
Key vocabulary Y1 and 2 Animals, plants, humans, living things, non-living things, sort, similarities, differences Eyes, ears, mouth, nose, skin, hands Senses, See, look, hear, listen, touch, feel, taste, smell Eye, eyes, pupil, iris, eyelid, eyelashes, eyebrow head, ears, hair, eyes, nose, mouth, teeth, cheek, chin, neck, body, arms, hands, fingers, legs, feet Loud, quiet, soft sounds Variety of textural vocabulary e.g. spikey Hair and eye colours Y2 life processes, grow, move, reproduce, nutrition/ food heel, shoulder, abdomen, stomach, brain, face, forehead thigh, shin , wrist, knuckles, calf, sclera, tearduct, Possibly: vitreous humour, optic nerve Vibrations, outer and inner ear Salty, sour, bitter, sweet, savoury nerves, sensitive, receptors, pain, temperature, pressure, sensations, textures Working scientifically Y1 • Question, find out, observe, describe, test, compare • Record, results, table, chart, pictograph, Y2 classify		
Key Texts ideas for enrichment • Me and my body – Joan Sweeney • Funnybones – Janet and Allan Ahlberg • David Attenborough (Little People Big Dreams) – Maria Sanchez-Vegara		
NC Links	Knowledge	Skills
Year 1 Animals including humans identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.(bullet point 4/4)	Week 1 Y1: I am learning to sort things that are alive from things that are not alive. Identify animals from the group. To be able to give at least one fact about the human body. Y2: I am learning to recall knowledge about living things and their habitats.	Week 1 To ask simple questions and recognise they can be answered in a different ways. Identifying and sorting.

I am learning to state some known facts about the human body and ask questions about what I would like to know.

Y2 – assessment

Week 2

Y1: **I am learning to** identify, name, and label the basic parts of the human body

Y2: **I am learning to** identify, name, and label the basic parts of the human body and describe the function of some of these.

Identify and label parts of the human body

Week 3

Y1 **I am learning to** identify, name, draw and label the part of the body used for the sense of sight

Y2 **I am learning to** identify, name, draw and label the part of the body used for the sense of sight. Explain the function of some of its parts.

Draw and label parts of the eye

Week 4

Y1: **I am learning to** identify and name the part of the body used for hearing.

Y2 **I am learning to** draw and label the part of the body used for the sense of hearing.

Sense of hearing investigations.

Weeks 5 & 6

Y1: With support, **I am learning to** investigate the part of the body used for the sense of smell and taste.

Y2: **I am learning to** to investigate the part of the body used for the sense of smell and taste.

Week 2

Identifying and naming

Week 3

To use simple equipment to observe closely.

Weeks 4-7

Y1 To perform simple tests with support. use simple equipment, observe closely.

Y2 Y1 To perform simple tests. Use simple equipment, observe closely.

Week 6

Y1: Identify and name, the part of the body used for the sense of touch. Describe different textures, with support.

Y2: Identify and name, the part of the body used for the sense of touch. Describe different textures.

Explore feely bags and describe textures. Investigations to help explore sense of touch.

Week 7

Y1: **I am learning to** identify and name, the part of the body used for the sense of touch. Describe different textures, with support. **Skill:**

Y2: **I am learning to** identify and name, the part of the body used for the sense of touch. Describe different textures.

History		
This is me! Significant people who have made a difference in the medical world Study of: Louis Braille Florence Nightingale Mary Seacole <u>Key question: Who are these significant people and what did they do that led to important changes in the future?</u>	<u>Key vocabulary:</u> Year 1 History, past, present, time, today, now, then, timeline, special <u>Year 2</u> order, significant, famous, special, modern, people, event, artefact, object, museum, compare, similar / different <u>Key Text Ideas</u> Six Dots: A Story of Young Louis Braille, Florence Nightingale: 78 (Little People, BIG DREAMS) The extraordinary life of Mary Seacole	
NC Links	Knowledge	Skills
<u>Pupils should be taught:</u> Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life (to the introduction of Braille which is used worldwide and development of Nursing and hygiene standards). Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past.	Yr 1 Build an overview of world history: describe historical events and a significant individual. Yr 1 Communicate historically: use words and phrases to describe the passing of time. Yr 2 Build an overview of world history: recognise that there are reasons why people in the past acted as they did. Yr 2 Understand chronology: recount changes that have occurred in their own lives, use dates where appropriate Yr 2 Communicate historically: show an understanding of a nation and nation's history. Yr 2 show an understanding of historical concepts – monarchy, parliament, democracy. Y2 – recognise that there are reasons why people in the past acted as they did. Wk 1: <u>Key Question:</u> Who was Louis Braille and why do we still remember him today? Wk 2: <u>Key Question:</u> What were the most important moments and people in Louis' life? Wk 3: <u>Key Question:</u> Who was Florence Nightingale, how	Yr 1 Investigate and interpret the past: Observe/handle evidence to ask questions and find answers to questions about the past. Yr 1 Understand chronology: label timelines with words or phrases, place events and artefacts in order on a timeline. Yr 2 Investigate and interpret the past: use artefacts, pictures, stories, online sources, data bases to find out about the past.

	do we know about her and why is she remembered? Wk 4: <u>Key Question:</u> How did Florence Nightingale change nursing? Wk 5: <u>Key Question:</u> Who was Mary Seacole and how do we know about her and why is she remembered? Wk 6: <u>Key Question:</u> what made Mary Seacole so special?	
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Music		
This is Me Singing, Pulse and Tempo		
NC Links	Knowledge	Skills
Pupils should be taught to: • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and untuned percussion instruments musically. • Listen with concentration and understanding to a high range of high quality live and recorded music • Experiment with, create, select and combine sounds using the interrelated dimensions of music	Listening No Place Like by Kerry Andrew Mars from The Planets by Gustav Holst Finlandia by Jean Sibelius The Lark Ascending by Vaughan Williams https://www.bbc.co.uk/teach/ten-pieces/classical-music-early-years/znvhrj6 Singing That's The Way We're Put Together Dem Bones Raise my Voice Thank Your Lucky Stars Composing Musicianship Tapping pulse to listening music Pulse games	<u>Year 1</u> To be able to sing along with a variety of songs To perform simple rhythmic patterns, beginning to show an awareness of pulse <u>Year 2</u> Use voices expressively and creatively. Singing with a sense of the pulse and shape of the melody. To have good control of their own voice.

Computing

Introduction to Purple Mash Year 1

This unit introduces Purple Mash to children and the essential basic knowledge and skills required for the Year 1 units. Through a range of activities, children will learn about 2Dos, saving work and navigating to key areas.

Key Learning :

To login and create my own avatar on Purple Mash.

To open an activity and then save the work to the 'My Work' area.

To understand how to complete work in the 2Dos area in Purple Mash.

Creative Computing

This unit gives children the opportunity to develop their mouse, keyboard and basic computing skills using creative tools. Children will use the 2DIY tools to paint, create jigsaws and make simple drag and drop games.

Key Learning:

To use paint tools to draw a picture.

To create a jigsaw using a digital device and share it so that others can play.

To create a placing game in 2DIY.

To create images and use these to make a game.

Key Vocabulary:

Introduction to Purple Mash

2Do, save, homepage, icon

Creative Computing

Digital art, drag and drop, arrow keys, touchscreen gestures, hotspot.

NC Links	Knowledge	Skills
English National Curriculum Objectives (Key Stage 1) - Understand what algorithms are: how they are implemented as programs on digital devices: and that programs execute by following precise and unambiguous instructions. Strand: Computer science. Units: Coding and Route Explorers - Create and debug simple programs Strand: Computer science. Units: Coding - Use logical reasoning to predict the behaviour of simple programs. Strand: Computer science. Units: Coding - Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Strand: Information Technology Units: Introduction to PM, Creative Computing, Data Explorers, Animated Stories, Making Beats. - Recognise common uses of information technology beyond school. Strand: Digital Literacy. Unit: Technology Around Us - 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. Strand: Digital Literacy Units: Use of 2Be Safe Scheme, All Units	Introduction to Purple Mash Key Learning - To login and create my own avatar on Purple Mash. - To open an activity and then save the work to the 'My Work' area. - To understand how to complete work in the 2Dos area in Purple Mash. Creative Computing - To use paint tools to draw a picture. - To create a jigsaw using a digital device and share it so that others can play. - To create a placing game in 2DIY. - To create images and use these to make a game.	Lesson 1 I can login to Purple Mash. I can create an avatar image of myself. Lesson 2 I can open a Paint Project from the Tools area. I can save and find my work in the 'My Work' area. Lesson 3 I can open 2Dos. I can save 2Dos. I can hand in 2Dos. Lesson 1 I can choose the colours and tools to use to create a picture on the computer. I can control the computer mouse, or my finger presses to achieve the effects that I want. Lesson 2 I can use drag and drop on my device. I can create a jigsaw using the 2DIY tool. Lesson 3 I can open a Paint Project from the Tools area. I can save and find my work in the My Work area. Lesson 4 I can plan a game using images that I have created myself. I can make a placing game using my own images.

RE		
Termly Focus: Religion and World Views Is Everybody Special? Key Question: Why do people choose to belong to groups and religions and what difference does that makes to their lives? Worldview: Christianity Strand: Belonging Brief Background Knowledge for teachers Baptism is recognised by most branches of the Christian Church as one of the sacraments and signs of belonging. Baptism can be by immersion in water (e.g. Baptist church) or by sprinkling (e.g. Anglican church). Some people prefer to be baptised as adults and so hold thanksgiving services for children, allowing them therefore to make their own choice as adults or young people. There are several symbols connected with baptism; water represents cleansing from sin or wrong-doing, the immersion in it mirrors the death and resurrection of Jesus the candle given at the end of the service represents the passing from darkness (the world) to light (the Kingdom of God); Jesus is often known as the Light of the World The stories of the Lost Coin and the Lost Sheep are parables – stories with a meaning – told by Jesus. They both show God’s care for the individual in that anything (anyone) lost is worth saving. Each one has value. A key point to note is that the individuals are sought to return to the group. They were noticed as missing because they belonged to the group. The Golden Rule is all about treating others as you wish to be treated and is found in most of the world’s major faiths.		
Key Vocabulary: Community; baptism; the Golden Rule Does it feel special to belong? Who do I believe I am? Resources • Bible stories and pictures: Lost Coin - Luke 15:8-10; Lost Sheep – Luke 15:4-7 • Christians to interview • DVD versions of Bible stories • Anglican Baptism Service sheets (ask your local church) • www.request.org – information about Baptism • www.reonline.org • www.cist.org.uk/pv/am/ap1001.htm - focus on relationships		
NC Links/ OD Sc	Knowledge	Skills
Attainment Target Focus: • AT1 Knowledge about religion – Believing; Belonging • AT2 Learning from religion – Making sense of who we are	Engage: • Ask pupils to think about all the things that make them special – things that they can do, things they know. Pupils could work in pairs to find out one interesting or special thing about	Expected learning Pupils will be able to retell simply the parables of the Lost Coin and the Lost Sheep; they will recognise that parables are stories with meaning; they will

Assessment Criteria: (L1) • Pupils recall religious stories • Pupils recognise lessons in religious stories • Pupils recognise and name features of religious life, practice, symbols and other forms of religious expression • Pupils talk about their own experiences and feelings • Pupils talk about what they find interesting or puzzling • Pupils talk about what is of value and concern to themselves and to others Assessment Criteria: (L2) • Pupils retell religious stories • Pupils identify the importance of religious belief for some people and show awareness of similarities in religions • Pupils identify some features of religion and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways and show an awareness of similarities • Pupils ask and respond sensitively to questions about their own and others' experiences and feelings • Pupils recognise that some questions cause people to wonder and are difficult to answer • Pupils recognise their own values and those of others in relation to what is right and wrong	their partner and report back to the rest of the class. Pose the question about whether some people are more important than others. Discuss. • Look at some of the groups that pupils belong to and discuss whether being part of a group makes everyone the same. Think about the difference between choosing to be part of a group and just being part of something Enquire & Explore: • How do we know we are special? Look at wider relationships and how they make us feel about ourselves. • Read a selection of Bible stories – the Lost Coin, the Lost Sheep, - and discuss what these stories tell us about being special. Children choose one from a range of pictures that they think shows that Jesus thinks everyone is special. • Investigate baptism and how for Christians that is a way of showing that someone is special to God. Children could interview a Christian or Christian family about why they choose to be baptised or get their child baptised. If there are children of other faiths find out how they might show that they are special to God. Evaluate: • Does being baptised make you special? Are there other ways to show that people are special? • Does belonging to different groups make you special or make you all the same? Reflect & Communicate: • Does what you believe about yourself change the way you treat other people?	recognise the sacrament of baptism as a ceremony of belonging; they will be able to describe the key events of the ceremony; they will know the basic meaning of the baptism symbols; they will know that these stories and the ceremony are Christian and be able to identify that other religions may have different ways of expressing belonging; they will know the Golden Rule and be able to identify some ways in which these ideas are connected; they will have an understanding of the concept of community and belonging. Developing Pupils recognise the stories of the Lost Coin & Lost Sheep; they will identify different groups that people can belong to and the reasons why people choose to join. They will know that baptism is a Christian ceremony to show belonging and they will recognise the key features of the baptism ceremony. They will talk about their own experiences of belonging. Excelling Pupils will know the correct terminology for baptism and be confident of the meaning of the symbols. Pupils will compare the advantages and disadvantages of belonging to a group. They will create their own ceremony for joining a group and explain the significance of the ceremony for joiners and the reasons why people would join.
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	• What is the best way of showing that someone is special? • This could link to the class charter or school values or Golden rules	
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PSHER		
Termly Focus: Relationships Families and friendships Safe Relationships Consent School value: GENEROSITY PANTS (NSPCC) Letter to be sent home before lesson (can chose which week to cover in school) PANTS leaflets to go home		Key Vocabulary: Protected characteristics CONSENT Tell someone Worried, sad, safe, uncomfortable Private, privacy Restorative justice terminology
NC Links/Topic	Knowledge	Skills
Families and friendships: Roles of different people; families; feeling cared for PoS Refs: R1, R2, R3, R4, R5 R1 about the roles different people (eg. acquaintances, friends and relatives) play in their lives R2 to identify the people who love and care for them and what they do to help them feel cared for R3 about different kinds of families including those that may be different to their own R4 to identify common features of family life R5 that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried) Safe relationships: Recognising privacy; staying safe; seeking permission PoS Refs: R10, R13, R15,R16,R17 R10 that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R13 to recognise that some things are private and the importance of respecting privacy ;that parts of our body	- About people who care for them, e.g. parents, siblings, grandparents, relatives , friends, teachers - The role these different people play in children' lives and how they care for them - What it means to be a family and how families are different e.g., single parents, same sex parents, blended families, generational families, looked after children etc - About the importance of telling someone-and how to tell them-if they are worried about something in their family - About situations when someone's body or feelings may be hurt and whom to go to for help - About what it means to keep something private, including parts of the body that are private	- to be aware that not all families look the same and that is OK - to describe the different groups, they belong to e.g., family, extended family, school, clubs, friendship groups - can identify their support bubble and recognise their own instincts when things are not right - understand that some things are private and parts of their body are private - clearly understand about consent in all situations and that it is OK to say NO

covered by underwear are private R15 how to respond safely to adults they don't know R16 about how to respond if physical contact makes them feel uncomfortable or unsafe R17 about knowing there are situations when they should ask for permission and also when their permission should be sought	• To identify different types of touch and how they make people feel (e.g., hugs, tickling, kisses and punches) • How to respond if being touched makes them feel uncomfortable or unsafe • Why it is important to ask for permission to touch others • How to ask for and give/not give permission	
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Autumn Term 1 & 2		PE	
Termly Focus: Physical Literacy - Fundamental Movement Skills Outdoor Fitness Physical Literacy – Fundamental Sports Skills – Invaders Dance – Superheroes Values Focus – Aut 1 Independence, Aut 2 Teamwork		Key Vocabulary: Run, Jump, Hop, Skip, Gallop, Leap Travel, Direction, Forwards, Backwards, Sideways, Freeze, Speed Heart, Lungs, Exercise, Muscles, Circuit Agility, Balance, Co-ordination Fall, Stillness, Turn, Beat, Emotion, Facial Expression, Create, Rhythm, Gesture, Sequence	
NC Links/Topic	Knowledge	Skills	
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. - Has mastered basic movements including running, jumping, throwing and catching - Has developed balance, agility and co-ordination, and is beginning to apply these in a range of activities - Can participate in team games and is developing simple tactics for attacking and defending. - Can perform dances using simple movement patterns	Develop both declarative (Know) and procedural (Show) knowledge and how to develop and progress skills (Grow) All lessons Understand the importance of a warm-up Describe how the body feels before, during and after exercise Know the importance of stretching and staying hydrated To move safely about the space Understand what is meant by spatial awareness Know how to adapt learning to make tasks harder or easier using STTEP principles Physical Literacy – Animal Themed Know and Show: - Difference between running, jumping, skipping, hopping, leaping and walking and will be able to demonstrate these in line with Fundamental movement targets. Outdoor Fitness Know and Show: - Where the heart & lungs are and basic understanding of how they work Activities that increase heart rate and make you out of	Year 1 - Perform a variety of Fundamental movement skills with control to include Running, Jumping forwards, Hopping, Galloping, Skipping and Jumping for height - Show a change of speed - Begin to skip with a rope. - Begin to show and describe good techniques and coordination in movements - Can maintain exercise for 4 minutes. Year 2 - Perform many Fundamental movement skills in combination with good rhythm and control - To change direction with control when performing Fundamental movement skills - Can leap forward with control - Can skip whilst stationary with a rope and attempt to do so when moving - Repeat and refine technique to improve speed, endurance and stamina when moving in a variety of different ways - Can maintain exercise for 5 minutes Year 1 & 2	

	breath Physical Literacy – Invaders – Pirate Themed Know and Show: - They can throw, kick, roll or bounce to pass and know which movements are necessary to demonstrate this They can use their hands or feet to pass a ball to throw/kick accurately they need to look at the target and aim That to catch accurately they need to make a cradle with their hands or arms and look at where the beanbag/ball is aimed How to use tactics in simple game Can follow rules set out for simple games Dance – Superheroes Know and Show: - Movements can be sequenced to create a dance. Different levels and directions within a space. When dancing with a partner it is important to be aware of each other and keep time That you can use different parts of your body for dance sequences That changing rhythm and speed can enhance a dance performance and how the choreography looks. How to communicate mood and feeling based on stimuli How to vary movement (including pace) in response to music How to begin and end a dance routine To use the correct terminology for body parts involved in dance routines.	• Perform and select fundamental movement skills that help to increase heart and breathing rate e.g. running, jumping, skipping, hopping, sidestepping and galloping • Perform activities to improve leg and arm strength • Create exercises linked to a theme • Challenge self to improve fitness by increasing number of repetitions or targets. Year 1 • Perform basic underarm, rolling and hitting skills; sometimes use overarm skills • Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency • Often catch a beanbag and a medium-sized ball • Track balls and other equipment sent to them, moving in line with the ball to collect it • Throw, hit and kick a ball in a variety of ways, depending on the needs of the game • Choose different ways of hitting, throwing, striking or kicking the ball • Decide where to stand to make it difficult for their opponent • Describe what they and others are doing • Describe how their body feels during games Year 2 • Show awareness of opponents and team-mates when playing games • Perform basic skills of rolling, striking and kicking with more confidence • Apply these skills in a variety of simple games • Make choices about appropriate targets, space and equipment • Use a variety of simple tactics
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		• Describe how their bodies work and feel when playing games • Work well with a partner and in a small group to improve their skills Year 1 • Perform basic body actions with control using different parts of the body Show some change of (levels, direction...), (gesture) and rhythmic (moving in time with music) • Choose movements for different dance ideas & can remember and repeat simple dances • Describe what happens to their heartbeat after dance & also describe the basic body actions Year 2 • Perform body actions with control and coordination & be able to choose & link movements with different aspects (levels, directions etc...) to make and remember a dance phrase (dance phrase - idea composed of a series of connecting movements) that expresses an idea, mood or feeling • Describe the mood & feelings of dance. Know why it is important to be active & suggest ways they can improve their work.
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Art		
Termly Focus: This is Me! Drawing/Painting/Collage: Portraits/Self-Portraits Pop Art Study Colour Theory Texts: Comic Books, Dog Man and Cat Kid by Dave Pilkey, Yayoi Kusama Covered Everything in Dots and Wasn't Sorry- Fausto Gilberti Artists: Pablo Picasso, Van Gogh, Andy Warhol, Roy Lichtenstein, Vas Paris		Key Vocabulary : Drawing: sketch, grade, blend, shade, smudge, tone, Painting: watercolours, primary/secondary colours, colour wheel, complementary Photography: camera, light, frame, shutter, zoom, capture, frame Collage: texture, arrange, pattern General: background, foreground, compose, detail, texture, natural, patterns, portrait, shade, tone, light, dark
NC Links	Knowledge	Skills
To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern and texture, line, shape, form and space Learn 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	EYFS: Drawing - Attempt drawing of people including main visible parts of the body (head, hands, arms, legs, hands) Painting - Name colours and begin to recognise groups of similar colours Photography - Show awareness of basic composition when taking a photograph- such as a group of people, flower or favourite toy Year 1 Drawing - Draw people/faces including facial details as well as main parts of the body Photography Can select photographs for a theme, creative purpose	EYFS: Drawing Explore mark making using paint and brushes allowing paint to mix on the paper Collage - Select, sort, tear and glue objects down Year 1 Drawing - Explores tone using different grades of pencil, pastel and chalk - Can use a viewfinder to select a view, or shapes and visual clues in an image and then record what is selected within the frame Painting - Can investigate mark-making using thick brushes, sponge brushes for particular effects Photography

	or to provide ideas for their own work (content, colour or composition) Year 2 Drawing • Use line and tone to represent things seen, remembered or observed Photography • Identify and capture subject matter for a purpose such as researching patterns and textures in the environment	Can control focus, or zoom settings or move closer composing their photograph Collage • Can select, sort and modify by, cutting, tearing with care before adding other marks and colour to represent an idea Year 2 Drawing • Can make quick line and shape drawings from observation adding light/dark tone, colour and features Painting • Can use colour and painting skills and apply surface techniques to create or suggest a place, time or season Photography • Can hold and use a camera to select and capture with clear intention Collage • Can engage in more complex activities, e.g. control surface decoration of materials with clear intentions
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