

*This is subject to change as the recovery curriculum takes effect and depending on the resilience and needs of the children*

Knowledge is indicated in red. Skills are indicated in green. Termly Foundation assessments are shown in Yellow highlight

Year 1 Recovery elements are highlighted in Green

	Term 1 8 weeks (Week 1 is 2 days Week 8 is 4 days)	Term 2 7 weeks	Term 3 6 weeks (Week 1 is 4 days)	Term 4 6 weeks (Week 1 is 4 days)	Term 5 6 weeks (Week 1 is 3 days Week 3 is 4 days)	Term 6 7 weeks (Week 1 is 4 days)
Possible Enrichment Activities		Christmas	Safer Internet Day	Week 2 – Writing Week (poetry week)	Week 3 - SATs start Week 2 - Woodland Trust	Summer Trip early June Moderation
Theme/Text	Recovering Confidence, Friendship and Happiness in our new classes Summer recounts – talk for writing <b>4 weeks - Clown focus on transition to year 2, Recovery curriculum and emotional well being</b> <b>4 weeks - The Snail and the Whale</b> - focus on emotional well being and friendship	Events from the Past and Winter Guy Fawkes Remembrance Day/ Walter Tull  <i>The Owl Who Was Afraid of the Dark</i>  <i>Nativity</i> Story	Pirates  Pirate Punishments Pirate jobs Famous pirates Story writing	The World and Beyond Neil Armstrong, Helen Sharman, Tim Peake  Poetry themed Writing Week  Easter	Growth Woodland Trust Rainforests <b>Jack and the Baked Beanstalk</b>	Exploring the UK Dockyards Visit early in Term <b>Katie Morag</b> with Geography / science focus Leavers Service
Writing	Summer Recount Emotional wellbeing work for Clown- retell story verbally and through pictures and captions and speech bubbles, talk about emotions  The Snail and the Whale - <b>Simple rhyming poetry</b> I can write narratives about personal experiences -	Information writing Retell a story Write from a different viewpoint <b>Acrostic poem</b> Recount Letter/Diary Instructions to make a clay model  I can write narratives about personal experiences and those of others (real and imagined)- recount	Christmas Recount Information writing <b>Creative story writing</b> I can write narratives about personal experiences and those of others (real and imagined) – story and recount. I can write about real events - Captain Blackbeard I can write for different purposes- information writing.	Recount Information writing Instructions to make moon buggy, using commands Poetry reading, performing and writing I can write narratives about personal experiences and those of others (real and imagined) I can write about real events-	Grammar focus Character descriptions Book review Information writing about Rainforests  I can write narratives about personal experiences and those of others (real and imagined) I can write character descriptions and book reviews	Recount Instructions Information Writing  I can write narratives about personal experiences and those of others (real and imagined) I can write about real events I can write for different purposes.

	<p>Recount</p> <p>I can write poetry</p>	<p>I can write about real events – Guy Fawkes, Remembrance Day and Walter Tull</p> <p>I can use coordination and subordination</p> <p>I can retell a story</p> <p>I can write for different purposes – letter writing, diary, descriptive writing.</p>		<p>I can write for different purposes – instructions, poetry etc</p>	<p>I can write for different purposes.</p>	
Reading	During Story Time, revisit <b>traditional tales and fairy tales</b> , as these were not covered securely in Year 1					
Phonics Spelling Grammar	<p><b>Phonics will be taught in Terms 1 and 2 – see Long Term Phonics Plan. Children will be assessed at the end September to identify those who will need additional support to reach the Threshold in December 2021.</b></p> <p><b>Phonics Screening to be carried out in December. Those not reaching the Threshold, and the La writers will continue with Little Wandle, as appropriate</b></p> <p>Most children will move onto the Year 2 Spelling rules from Term 2 onwards . See Long Term Plan for Spelling which incorporates all of the NC. This will also have phonics review and recovery of all Year 1 work.</p> <p>Grammar - See Long Term Grammar Plan. This will include Year 1 recovery and review. These show progression in Skills and Knowledge through the year.</p>					
<p><b>Maths</b></p> <p><i>This is a plan for an ideal year .It will be adopted as we go along, depending on ability and the recovery needed.</i></p> <p><b>Problem solving will be a particular focus for recovery</b></p>	<p><b>Number and Place value</b></p> <p><b>Recovery and recap of Year 1 work with focus on arithmetic</b></p> <p><b>Addition and subtraction</b> up to add and subtract 10</p> <p><b>Number and Place Value</b></p> <ul style="list-style-type: none"> <li>count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li> <li>recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>identify, represent and estimate numbers using different</li> </ul>	<p><b>Addition and subtraction</b></p> <p><b>Money</b></p> <p><b>Multiplication and Division</b></p> <p><b>number- addition and subtraction</b></p> <ul style="list-style-type: none"> <li>solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>know number bonds to 20 and 100</li> <li>Solve problems with missing numbers</li> <li>add and subtract</li> </ul>	<p><b>Multiplication and division</b></p> <p><b>Time</b></p> <p><b>Properties of Shape 2D and 3D</b></p> <p><b>Number-Multiplication and division</b></p> <ul style="list-style-type: none"> <li>recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division</li> </ul>	<p><b>Problem solving with 3D shapes</b></p> <p><b>Fractions of shape and number</b></p> <p><b>Measure mass and temperature</b></p> <p><b>Data handling</b></p> <p><b>Money – make given amount in different ways</b></p> <p><b>Geometry-properties of shapes</b></p> <ul style="list-style-type: none"> <li>identify and describe the</li> </ul>	<p>SATs – plans will evolve depending on needs of the cohort</p> <p><b>Consolidation – money, time, addition, subtraction, multiplication and division including missing number problems and number bonds to 100</b></p> <p>Fill gaps and recap as needed to secure all KS1 knowledge and skills</p> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>interpret and construct simple pictograms, tally charts, block diagrams and</li> </ul>	<p><b>Measurement – length and height</b></p> <p><b>Position and direction, inc map coordinates</b></p> <p><b>Investigations and Reasoning/problem solving</b></p>

	<p>representations, including the number line</p> <ul style="list-style-type: none"> <li>compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> <li>read and write numbers to at least 100 in numerals and in words</li> <li>use place value and number facts to solve problems</li> </ul> <p>Move onto Addition and Subtraction if children ready</p>	<p>numbers using concrete objects, pictorial representations, and mentally, including:</p> <p>a two-digit number and ones two two-digit numbers adding three one-digit numbers</p> <ul style="list-style-type: none"> <li>show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <li>find different combinations of coins that equal the same amounts of money</li> <li>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> </ul>	<p>(+) and equals (=) signs</p> <ul style="list-style-type: none"> <li>show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> <li>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</li> </ul> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>compare and sequence intervals of time</li> <li>tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</li> </ul> <p>know the number of minutes in an hour and the number of hours in a day</p> <p><b>Geometry-position and movement</b></p> <ul style="list-style-type: none"> <li>order and arrange combinations of mathematical objects in patterns</li> <li>use mathematical vocabulary to describe position, direction and movement including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise), and movement in a straight line</li> </ul>	<p>properties of 2-D shapes, including the number of sides and symmetry in a vertical line</p> <ul style="list-style-type: none"> <li>identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid</li> <li>compare and sort common 2-D and 3-D shapes and everyday objects</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</li> <li>write simple fractions e.g. <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>choose and use appropriate standard units to estimate and measure length, mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using scales, thermometers and measuring vessels</li> <li>compare and order mass, volume/capacity and record the results using &gt;, &lt; and =</li> </ul>	<p>simple tables</p> <ul style="list-style-type: none"> <li>ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li> <li>ask and answer questions about totalling and comparing categorical data</li> <li>interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> <li>ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li> </ul> <p>ask and answer questions about totalling and comparing categorical data</p>	
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Commented [AW1]:

<p><b>Science</b></p> <p>See KS1 Framework and the Thurnham Progression Grid for Working Scientifically</p> <p>Initial focus will be on discussion and talk, rather than written recording</p> <p>Each strand will have a recap of Year 1 learning before moving onto Year 2 objectives</p> <p>Each lesson will be assessed and recorded on whole class sheet showing WTS and GDS for each skill</p>	<p>Habitats around the world – identify that most living things live in habitats to which they are suited</p> <p>Material investigations to protect Clown</p> <p>Show that that animals and humans have babies which grow into adults</p> <p><b>Year 1 Plants and Animals</b> ‘Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals’ I can name animals found around the world Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.’ I can name animals found around the world</p> <p><b>Year 2 Habitats</b> ‘Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other’ I can say what a habitat is</p> <p>I can talk about how animals are suited to their habitats</p> <p>I can talk about how plants are suited to their habitats</p> <p>I can talk about what habitats provide from animals and plants</p> <p><b>Year 1 Materials</b> Identify and name a variety of everyday materials, including</p>	<p>What would a soldier need to eat to stay alive and healthy in the trenches – introduce food groups?</p> <p>How would a soldier keep clean and how do germs spread?</p> <p>How can we change the shape of our clay when we make our Christmas model?</p> <p><b>Animals and Humans</b> Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)’ I can say what the basic needs of animals are I can say what living things need to survive</p> <p>‘Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.’ I can say why exercise is important I can talk about the importance of eating healthily and the things which contribute to this I can talk about the importance of good hygiene and can say what this involves e.g. washing, brushing teeth etc.</p> <p><b>Materials</b> Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.’ I can discuss how the shape of clay might be changed and how.</p>	<p>Basic needs of a pirate for survival – water, food and air.</p> <p>What material would make the best pirate glove puppet?</p> <p>Name and describe plants and animals that live under the sea.</p> <p><b>Animals and Humans</b> Consolidate and extend from Term 2 investigations</p> <p><b>Habitats</b> Consolidate and extend from Term 1</p> <p><b>Materials</b> Consolidate and extend from Term 2 investigations</p>	<p>Tim Peake Diet and Exercise Challenge – 2 weeks</p> <p>Material investigation – use different materials to make a moon buggy</p> <p><b>Animals and Humans</b> Consolidate and extend from Term 2 investigations</p> <p><b>Materials</b> Consolidate and extend from Term 2 investigations</p>	<p>Habitats – Rainforests and the Woodland Trust. Identify and name a variety of plants and animals in their habitat, including micro habitat Talk about what has is alive, dead or never been alive</p> <p>Plant investigations – germination and growth of seeds and bulbs</p> <p><b>Animals and their Habitats</b> Consolidate and introduce</p> <p>‘Explore and compare the differences between things that are living, dead, and things that have never been alive.’ I can identify the difference between things that are and not alive</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats’ I can name some animals and plants in their habitats I can say what a microhabitat is e.g. a rotting log or a pond</p> <p>‘Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food’</p> <p>I can say what a food chain is I can identify the producer, consumers etc. I can describe how animals get their foods from plants</p>	<p>Habitat investigations, including food chains</p> <p><b>Animals and their Habitats</b></p> <p>Consolidate all previous learning</p> <p><b>Habitats</b> ‘Identify what lives in different habitats and how they get their food – basic food chains I can say where a different creatures live I can talk about they are suited to their habitats I can talk about how animals get food from its habitat</p>
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	<p>wood, plastic, glass, metal, water, and rock.'</p> <p>I can name some everyday materials e.g. metal, glass and fabric</p> <p>'Describe the simple physical properties of a variety of everyday materials'</p> <p>I understand what properties means</p> <p>I can describe the properties of some materials</p> <p><b>Year 2 Materials</b></p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.'</p> <p>I can compare materials for everyday purposes</p> <p><b>Year 1 Recovery</b></p> <p>'Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.'</p> <p>I can identify / name / draw / label basic parts of the human body</p> <p>I can name the senses</p> <p>I can say which part of the body is used for which sense e.g, eyes for seeing, ears for hearing</p> <p><b>Year 2 Animals and Humans</b></p> <p>'Notice that humans, have offspring which grow into adults'</p> <p>I know that babies grow into humans</p>				<p>Observe and describe how seeds and bulbs grow into mature plants'</p> <p>I can talk about how seeds and bulbs grow into plants, and the changes that happen</p> <p>'Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy'</p> <p>I can find out why plants need water, light and a suitable temperature and how this affects how they grow.</p> <p>I can talk about why plants need water, light and a suitable temperature and how this affects how they grow.</p>	
<p><b>RE</b></p> <p><b>Termly assessment carried out on document</b></p>	<p>Recovery and recap of Christain Bible Big Frieze</p> <p>Creation – Who made the World?</p> <p>I can answer the title question</p>	<p>Incarnation - Why does Christmas matter to Christians?</p> <p>I can answer the title question thoughtfully</p>	<p>Gospel – What is the good news Jesus brings?</p> <p>I can answer the title question thoughtfully</p>	<p>Salvation – Why does Easter matter to Christians?</p> <p>I can answer the title question thoughtfully</p>	<p>Islam</p> <p>Who is a Muslim and what do they believe?</p> <p>I can answer the title question thoughtfully</p>	<p>Islam</p> <p>Who is a Muslim and what do they believe?</p> <p>I can answer the title question thoughtfully</p>

<b>provided by NS</b>	thoughtfully I can suggest my own ideas I can give examples of ways that..... I can suggest meanings	I can give examples of ways that..... I can suggest meanings	I can respond thoughtfully I can give examples of ways that..... I can suggest meanings	I can suggest my own ideas I can respond thoughtfully I can give examples of ways that..... I can suggest meanings	I can make links between what Christians / Muslims are taught and what they believe. I can respond thoughtfully I can give examples of ways that..... I can identify some similarities and differences I can suggest meanings	I can express my own ideas about Christianity / Islam in the light of my learning I can respond thoughtfully I can give examples of ways that..... I can identify some similarities and differences I can suggest meanings
<b>PSHRE</b>  <b>See Long Term KS1 PSHRE plan for Progression in Knowledge and Skills</b>	<b>Relationships, inc Growth Mindsets</b>		<b>Living in the Wider world inc Growth Mindsets</b>		<b>Health and Wellbeing</b>	
<b>PE</b>  <b>TBC depending on Coach</b>  <b>Pass Sessions</b> <b>Each lesson is assessed with children recorded as Bronze, Silver or Gold</b>	<b>Travelling with Equipment</b> Gymnastics Unit 1  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  I can run and throw with coordination and agility  I can explore travelling with low and high movements I can explore travelling patterns in different directions I can link travelling and balance movements together I can travel and balance high to low and low to high on apparatus I can create and perform balances and travelling actions	<b>Dance</b> Yoga – part 1 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 I can improve my ability to travel effectively and change direction I can develop my ability to move and stop ball with hands accurately I can develop my ability to dribble with hands I can improve my control when dribbling with ball at feet I can improve my control when dribbling with stick and ball I can improve knowledge of basic attacking and defending tactics <b>perform dances using simple movement patterns.</b> I can select poses and actions to represent a character I can improvise an idea and show	<b>Gymnastics - Unit 2</b> Fitness  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  I can explore travelling with low and high movements I can explore travelling patterns in different directions I can link travelling and balance movements together I can travel and balance high to low and low to high on apparatus I can create and perform balances and travelling actions with a partner I can perform and adapt paired sequences to include apparatus	<b>Games 3 - Sending and Receiving with Feet and Stick</b> Yoga – part 2 Participate in team games, developing simple tactics for attacking and defending I can improve how I push pass using stick and ball I can improve ability to keep the ball I can improve how I pass and trap a ball with feet I can develop how I mark a player I can develop our ability to shoot at targets I can use basic attacking and defending tactics in games	<b>Athletics</b> Games Unit 4 Striking and Fielding participate in team games, developing simple tactics for attacking and defending  I can improve ways of stopping a ball rolled along the floor. I can improve my ability to throw and catch underarm I can improve my ability to strike a ball in cricket I can improve my ability to strike a ball using other bats/rackets I can improve accuracy at throwing at targets and develop overarm technique I can develop basic fielding techniques in games I can take part in small sided cricket games abiding by rules	<b>Tennis with coach</b> Sports Day practice Leavers Service dance 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 I can hold a tennis racket correctly when sending a ball along the ground I can hit a bouncing ball with a tennis racket (forehand shot) I can develop hand eye co-ordination in tennis activities I can return a ball before it bounces using a tennis racket (volley shot-no bounce) I can perform a serve

	<p>with a partner</p> <p>I can perform and adapt paired sequences to include apparatus</p>	<p>responds to a stimulus or music.</p> <p>I can work with a partner to link actions together.</p> <p>I can explore different levels, directions and speeds.</p> <p>I can explore different methods of travelling in dance and create a travelling sequence</p> <p>I can work cooperatively with a group to create a dance phrase</p> <p>I can observe others and make comment about what you see and suggest improvements</p>				
<p><b>Computing</b></p> <p><b>Subject to alteration to fit new curriculum</b></p>	<p><b>Computer Science</b> Computational Thinking/ <b>Coding with Beebots</b></p> <p>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>create and debug simple programs.</p> <p>use logical reasoning to predict the behaviour of simple programs</p> <p>I can use BeeBots in a specific way, moving around obstacles or to specific places.</p> <p><b>Digital Literacy</b> <b>E-safety;</b> <b>Education for a Connected World</b></p> <p>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><b>Information Technology &amp; Computer Science</b> Technology beyond school/ algorithms (unplugged) <b>Computational thinking – data handling</b></p> <p>recognise common uses of information technology beyond school</p> <p>I can think about uses of ICT in my home.</p> <p>I can say how parents use ICT in their jobs, from visits from parents.</p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>I can identify a problem, plan, create, collect, present and analyse data using branching data bases.</p> <p><b>Computer Science</b> <b>Espresso – Coding</b></p> <p>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by</p>	<p><b>Computer Science</b> <b>Espresso – Coding</b></p> <p>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>create and debug simple programs.</p> <p>use logical reasoning to predict the behaviour of simple programs</p> <p>Espresso Coding Activities: Each lesson will build upon the last, building up to the final lesson: ALL: I can make an app in which a princess can escape from a wizard when she is clicked on</p> <p>MOST: I can make an app in which a wizard chases a prince, and the prince disappears when he is clicked on</p> <p>SOME: I can design a scene for my app and use the 'share' button to save and share it with other people</p> <p><b>Digital Literacy</b> Safer Internet Day</p>	<p><b>Computer Science</b> <b>Espresso – Coding</b></p> <p>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>create and debug simple programs.</p> <p>use logical reasoning to predict the behaviour of simple programs</p> <p>Espresso Coding Activities: Each lesson will build upon the last, building up to the final lesson: ALL: I can make an app in which a princess can escape from a wizard when she is clicked on</p> <p>MOST: I can make an app in which a wizard chases a prince, and the prince disappears when he is clicked on</p> <p>SOME: I can design a scene for my app and use the 'share' button to save and share it with other people</p>	<p><b>Digital Literacy</b> <b>E-safety;</b> <b>Education for a Connected World</b></p> <p>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>I can log on to Seesaw using my own login and talk about why it is important to have a safe secure login.</p> <p>I can communicate online with people I do not know well.</p> <p>E-safety taught in the first term through 'Hector's World'</p>	<p><b>Computer Science &amp; Information Technology</b> Data handling <b>Create, store and retrieve digital information</b></p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>I can use digital cameras and videos to create content and retrieve it to show others.</p> <p>I can create pictures and text including interactive content and store, retrieve and print work independently.</p> <p>I can create content for public audience and edit by manipulation and retrieve and save safely.</p> <p>I can look at how the school system works, when we log on what happens.</p>

	<p>I can log on to Seesaw using my own login and talk about why it is important to have a safe secure login.</p> <p>I can communicate online with people I do not know well.</p>	<p>following precise and unambiguous instructions.</p> <p>create and debug simple programs.</p> <p>use logical reasoning to predict the behaviour of simple programs</p> <p>Espresso Coding Activities: Each lesson will build upon the last, building up to the final lesson:</p> <p>ALL: I can make an app in which a princess can escape from a wizard when she is clicked on</p> <p>MOST: I can make an app in which a wizard chases a prince, and the prince disappears when he is clicked on</p> <p>SOME: I can design a scene for my app and use the 'share' button to save and share it with other people</p> <p><b>Digital Literacy</b></p> <p><b>E-safety:</b></p> <p><b>Education for a Connected World</b></p> <p>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>I can communicate online with people I do not know well.</p>	<p>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>DT</p> <p>Blue highlighted parts may be omitted to allow</p>	<p>Emotional well being and working individually to create part of a group model</p>	<p>Make and evaluate a clay model</p> <p>Make and evaluate focus</p>	<p>Sewing – a pirate puppet, attach detail using different stitches</p> <p>Design and Make Focus</p>	<p>Make a moon buggy</p> <p>Design and make focus</p> <p>I can select an appropriate technique explaining</p>	<p>Make a sandwich to eat for lunch, with a salad</p> <p>Make focus and evaluate focus</p> <p>I can explain where some food comes from</p>	<p>Thurnham Memories photo frame –</p> <p>Design focus</p> <p>I can generate ideas by drawing on my own and other</p>

<p><b>more time to do the remaining topics in more detail. We may do these, but not as DT</b></p>	<p>Design and make a group representation of the geographical features in the Snail and the Whale on a Beebot mat for Beebot to visit</p> <p><b>Design focus</b> I can generate ideas by drawing on my own and other people's experiences of products</p> <p>I can independently research ideas linked to my design criteria</p> <p>I can select pictures to help develop ideas</p> <p>I can generate ideas by drawing on my own and other people's experiences of products</p> <p>I can independently research ideas linked to my design criteria</p> <p>I can select pictures to help develop ideas</p> <p>I can use drawings to record my ideas as they are developed</p> <p>I can add notes to drawings to help explanations</p>	<p>I can use correct vocabulary to name and describe the tools and materials I select</p> <p>I can discuss my work as it progresses</p> <p>I can measure, mark out and cut a range of materials</p> <p>I can use different joining techniques both temporary and fixed</p> <p>I can manipulate different materials to create accurate shapes</p> <p>I can choose and use appropriate finishing techniques</p> <p>I can evaluate my products as they are developed, identifying strengths and possible changes I might make.</p> <p>I can talk about my ideas, saying what I like and dislike about them.</p> <p>I can talk about changes made during the making process</p> <p>I can discuss how closely my finished products meet their design criteria</p>	<p>I can make templates and mock-ups of my ideas in card and paper or using ICT.</p> <p>I can colour fabrics using a range of techniques e.g.fabric paints, printing</p> <p>I can create my own template as a pattern for my fabric</p> <p>I can join fabrics by using glue, running stitch and whip stitch</p> <p>I can begin to use backstitch</p> <p>I can decorate fabrics with buttons, beads, sequins, ribbon and begin to attach them with glue or stitches</p>	<p>First.....Next.....Last....</p> <p>I can discuss my design ideas with my peers and think about improvements</p> <p>I can identify a purpose for what I intend to design and make.</p> <p>I can select and name the tools needed to work the materials</p> <p>I can create hinges</p> <p>I can use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels</p> <p>I can attach wheels to a chassis using an axle</p> <p>I can cut strip wood/dowel using hacksaw and bench hook</p>	<p>I can explain the five groups in the 'Eat well' plate</p> <p>I explain good hygiene methods for preparing food</p> <p>I can demonstrate techniques for preparing food such as cutting, peeling, grating and blending</p> <p>I can combine ingredients to make my own recipe</p> <p>I can look at a range of existing products explain what makes the product useful or not</p> <p>I can evaluate my products as they are developed, identifying strengths and possible changes I might make.</p> <p>I can talk about my ideas, saying what I like and dislike about them.</p> <p>I can talk about changes made during the making process</p>	<p>people's experiences of products</p> <p>I can independently research ideas linked to my design criteria</p> <p>I can select pictures to help develop ideas</p> <p>I can generate ideas by drawing on my own and other people's experiences of products</p> <p>I can independently research ideas linked to my design criteria</p> <p>I can select pictures to help develop ideas</p> <p>I can use drawings to record my ideas as they are developed</p> <p>I can add notes to drawings to help explanations</p> <p>I can investigate how to strengthen sheet materials according to my need</p> <p>I can explore ideas by rearranging materials</p>
<p><b>Art and Design</b></p>	<p><b>Line, Shape, and Pattern Focus</b> Exploring emotions through art – expressive art.</p> <p>I can choose the medium that I feel is most effective for linear work</p> <p>I can represent shape and emotions with lines, e.g. wiggly, curvy, swirly, angry</p>	<p><b>Colour Focus</b> Look at poppy paintings by <b>Van Gogh</b> and another artist for comparison. Children to create own poppy picture in style of Van Gogh.</p> <p><b>Talk about primary colours and colour mixing – Year 1 recovery.</b> Introduce tints and shades.</p>	<p><b>Design Focus</b> Pirate puppet</p> <p><b>To use a range of materials creatively to design and make products.</b></p> <p>I can create a more detailed design to plan a product, stating the materials I will need</p> <p>I can choose the medium that I feel will be best for what I am doing, and explain why</p> <p>I can make decisions about the tools and techniques that I will</p>	<p><b>Form and Space Focus</b></p> <p><b>Peter Callesen – Danish paper sculptor</b></p> <p><b>I can talk about the work of artists, crafts makers and designers, making confident comparisons.</b></p> <p><b>I can make clear links between the skills used by artists, crafts</b></p>	<p><b>Texture Focus</b></p> <p><b>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</b></p> <p>I can vary the level of tone I use when drawing from observation, depending on where the light is shining on an object</p> <p><b>I can attempt to represent visual texture in my work through mark</b></p>	<p><b>Tone and colour Focus</b> Use tone to paint or draw a sea picture in the style of the artist <b>Catherine Kennedy.</b></p> <p><b>Recap and dig deeper into the work of a range of artists, craft makers and designers, describing the differences and similarities between</b></p>

	<p>I can make decisions and independently express my ideas, experiences and imagination through drawing, painting and sculpture</p> <p>African designer – Lisa Folawiyo</p> <p><b>I can independently identify patterns in nature and the world around me.</b></p> <p><b>I can create increasingly complex patterns using a variety of media</b></p> <p>I can make decisions and independently express my ideas, experiences and imagination through drawing, painting and sculpture</p> <p><b>I can improve and develop my ideas with greater independence as I work</b></p> <p>I can confidently give feedback to others to help them to develop their ideas</p>	<p><b>I can talk about the work of artists, crafts makers and designers, making confident comparisons.</b></p> <p><b>I can make clear links between the skills used by artists, crafts makers and designers, and my own work.</b></p> <p>I can recognise and name primary and secondary colours</p> <p>I can mix paint to create secondary colours of my choice with a growing level of confidence</p> <p>I can create tints and shades of colours by adding white or black.</p> <p>Clay work</p> <p><b>I can cut, join and mark clay to make a Christmas clay ornament or decoration.</b></p> <p>I can understand how to join malleable materials, and can use modelling tools with safety and precision</p> <p>I can use my knowledge of materials to make decisions about the best way to cut, shape and join them when making a product</p>	<p>use</p> <p><b>I can use my knowledge of materials to make decisions about the best way to cut, shape and join them when making a product</b></p>	<p><b>makers and designers, and my own work.</b></p> <p>I can understand and explain the difference between 2D and 3D art forms</p>	<p><b>making</b></p>	<p><b>different practices and disciplines, and making links to their own work.</b></p> <p>I can talk about the work of artists, crafts makers and designers, making confident comparisons</p> <p>I can make clear links between the skills used by artists, crafts makers and designers, and my own work</p> <p>I can recognise and name primary and secondary colours</p> <p><b>I can mix paint to create secondary colours of my choice with a growing level of confidence</b></p> <p>I can confidently give feedback to others to help them to develop their ideas</p>
<p><b>Geography</b></p>	<p>Look at globes and maps to see where the Snail and the Whale might have travelled.</p> <p>Name continents and oceans</p> <p>Physical and Human features seen by the Snail and the Whale</p>	<p>Locate places on a map in relation to History work</p> <p>Use directional language and compass directions</p>	<p>Name and locate places related to Blackbeard</p> <p>Treasure map activity to use location and direction language</p> <p><b>Name and locate places</b></p> <p><b>I can locate cold places in the world using atlases and globes to locate the North and South poles.</b></p>	<p>Locate places on a map in relation to launch and landing sites for Astronaut. Locate places related to Helen Sharman's life</p> <p><b>Name and locate places</b></p> <p>Use globes and atlases</p>	<p>Name and locate hot and cold places around the world</p> <p>Local geography through field trip to Woodland Trust</p> <p><b>Name and locate places</b></p> <p>Use globes and atlases</p>	<p>Use aerial photos to locate school and features on Struay. Plan a route on a map for our school trip Fieldwork on trip What are the human and physical features of Struay? Compare with Bearsted. Create a map with a</p>

	<p>Name and locate the worlds 7 continents and 5 oceans, understanding the terms 'continents' and 'sea'.</p> <p>I can use maps, atlases and globes to help me locate places around the world.</p> <p>I can locate and name the 7 continents on my blank outline map of the world.</p> <p>I can locate and name the 5 oceans on my blank outline map.</p> <p>I can identify physical and human features</p>				<p><b>Rainforests</b></p> <p>Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area of a contrasting non-European country Rainforests and Bearsted.</p> <p><b>Human and physical geography</b></p> <p>Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles.</p> <p>Identify the human and physical features of the 2 localities studied.</p> <p>I understand what life is like in a faraway hot country and I can compare this with life in Bearsted.</p> <p>I know what the weather, physical features, lifestyle, transport etc. are like in a faraway place.</p> <p>I can locate tropical rainforests and other hot areas of the world.</p> <p>Use simple fieldwork and observational skills to study the key human and physical features the surrounding environment – fieldwork in the local area</p> <p>I know the geographical features of Bearsted.</p> <p>I can carry out simple fieldwork in a local area, observing the environment and asking questions.</p> <p>I understand the difference between the physical and human features of the local area.</p>	<p>key.</p> <p>I can identify the physical and human characteristics of England and Scotland through topic work. Compare Isle of Coll with Bearsted</p> <p>I know the geographical features of Bearsted.</p> <p>I understand what life is like in another part of the United Kingdom and I can compare this with life in Bearsted</p> <p>I know what the weather, physical features, lifestyle, transport etc. are like in another part of the UK</p> <p>I can create a map of an island in the UK and include a simple key and 2 figure grid references.</p>
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<p><b>History</b></p>	<p>Emotional well being with focus on changes in their own lifetime          What did they do over the summer?          What has changed in school since last year?  <b>Changes within living memory.</b>          I can use phrases relating to the passing of time (a very long time ago, began, first, next, then, after, at last, finally)</p>	<p>Who was Guy Fawkes?          What was it like in the trenches?          Who was Walter Tull?  <b>Events beyond living memory that are significant nationally or globally.</b>  <b>The lives of significant individuals in the past who have contributed to national and international achievements.</b></p> <p>I can with support place the time studied on a timeline</p> <p>I can use labelled diagrams, recounts and pictures to tell what they know about the past</p> <p>I can annotate photographs</p> <p>I can use historical vocabulary appropriate to year group</p>	<p>What was life like a long time ago when there were pirates?  <b>The lives of significant individuals in the past who have contributed to national and international achievements.</b>  <b>Events beyond living memory that are significant nationally or globally.</b></p> <p>I can answer questions about the past by making simple observations from historical sources</p>	<p>Who was Neil Armstrong and why is he famous?          Who is Helen Sharman and why is she famous?          Who is Tim Peake?          Compare explorers.  <b>The lives of significant individuals in the past who have contributed to national and international achievements.</b></p> <p>I can explain differences and similarities between life in different periods          I can work out things about the past by looking at pictures and artefacts          I can understand that there are different types of evidence telling us things about the past          I can begin to recognise that there are reasons why people in the past acted as they did</p>	<p>Short history focus based on Jack and the Baked Beanstalk  <b>I can explain the differences between technologies over the years.</b></p> <p>I can sequence 3 or 4 artefacts from distinctly different periods of time</p> <p>(Year 1 Recovery - Look at artefacts, eg radios and different music playing equipment)</p>	<p>What important place can we visit on our school trip and why is this place important?</p> <p>History of Bearsted Green  <b>Significant historical events, people and places in their own locality.</b></p> <p>I can sequence 3 or 4 artefacts from distinctly different periods of time</p> <p>I can use phrases relating to the passing of time (a very long time ago, began, first, next, then, after, at last, finally)</p>
<p><b>Music</b>  <i>Recorders and singing taught each week.</i></p>	<p>Musical composition involving body percussion  <b>Experiment with Music</b>          I can compose simple pieces using different notation</p>	<p>Christmas songs          Musical composition based on The Snowman</p> <p><b>Untuned instruments</b>          I can name most percussion instruments          I can play a simple rhythm on two different percussion instruments</p> <p><b>Singing</b>          I can sing songs on my own and with others and explain how I work with others</p> <p>I can recognise phrases and know when to breathe</p> <p>I understand how the volume and pitch of my voice changes</p> <p>I can begin to show changes in pitch using the movement of my</p>	<p>Listening Skills – Ravel Bolero</p> <p><b>Listen with concentration</b>          I can listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>Gamelan music from Indonesia          Easter performance  <b>Listen with concentration</b>          I can talk about how a piece of music made me feel</p> <p>I can compare two pieces of music using some musical vocabulary</p>	<p>Carnival composition  <b>Experiment with Music</b>          I can compose simple pieces using different notation</p> <p>I can use computer software to compose a short piece of music</p> <p>I can recognise and incorporate the dimensions of music on my compositions (eg. dynamics, tempo, timbre, texture)</p>	<p>Leavers Performance songs</p> <p><b>Singing</b>          I can sing songs on my own and with others and explain how I work with others</p> <p>I can recognise phrases and know when to breathe</p> <p>I understand how the volume and pitch of my voice changes</p> <p>I can begin to show changes in pitch using the movement of my hands</p> <p>I can think about lyrics and change how my voice sounds</p>

		hands I can think about lyrics and change how my voice sounds				
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