



Long Term Curriculum Plan

Key Stage 1

Science

Working scientifically

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions

Gathering and recording data to help in answering questions.

| Year 1 | | | | | | Year 2 | | | | | |
|---|--|--|--|---|--|--|---|---|---|---|--|
| Nurse, Nurse | Our school | God Save the Queen | Treasure Island | Magnificent Materials | Wonderful weather | Your Country Needs You! | What a Wonderful World | Fire, Fire! | Treasure Hunt | Mini Masterchef | Sensational Safari |
| <p><u>Animals - Including humans</u> 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><u>Animals - Including humans</u> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> | <p><u>Seasonal Changes</u> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.</p> | <p><u>Plants</u> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> | <p><u>Uses of everyday materials</u> Pupils should be taught to: Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> | <p><u>Plants</u> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> | <p><u>Living things and their habitats</u> explore and compare the differences between things that are living, dead, and things that have never been alive 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</p> | <p><u>Living things and their habitats</u> Identify and name a variety of plants and animals in their habitat, including micro-habitats. Describe how animals obtain their food from plants and other animals, foodchain, name different sources of food.</p> | <p><u>Uses of everyday materials</u> 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><u>Plants</u> observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> | <p><u>Animals including humans</u> find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> | <p><u>uses of everyday materials</u> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> |



Long Term Curriculum Plan

History

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

| Year 1 | | | | | | Year 2 | | | | | |
|--|------------|--|---|--|-------------------|--|---|--|--|--|--------------------|
| Nurse, Nurse | Our school | God Save the Queen | Treasure Island | Magnificent Materials | Wonderful weather | Your Country Needs You! | What a Wonderful World | Fire, Fire! | Treasure Hunt | Mini Masterchef | Sensational Safari |
| The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] | | The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] | | Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life. | | | Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] | Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life. | | The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] | |
| Historical Enquiry Identify different ways in which the past is represented Explore events, look at pictures and ask questions i.e. "Which things are old and which are new?" or "What were people doing?" Look at objects from the past and ask questions i.e. "What were they used for?" and try to answer. | | | Chronological Understanding Understand the difference between things that happened in the past and the present Describe things that happen to themselves and other people in the past Order a set of events or objects Use a timeline to place important events Use words and phrase such as: now, yesterday, last week , a long time ago, a very long time ago | | | Historical Enquiry Identify ways in which the past is represented Ask questions about the past Use a wide range of information to answer questions | | | Chronological Understanding Understand and use the wordspast and present when telling others about an event Recount changes in my own life over time Understand how to put people, events and objects in order of when they happened. Use a timeline to place important events Use words and phrase such as: now, yesterday, last week , a long time ago, a very long time ago | | |



Long Term Curriculum Plan

| Year 1 | | | | | | Year 2 | | | | | |
|--------------|---|--------------------|---|-----------------------|--|--|------------------------|-------------|--|-----------------|--|
| Nurse, Nurse | Our school | God Save the Queen | Treasure Island | Magnificent Materials | Wonderful weather | Your Country Needs You! | What a Wonderful World | Fire, Fire! | Treasure Hunt | Mini Masterchef | Sensational Safari |
| | <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human physical features of its surrounding environment.</p> <p>Ask geographical questions</p> <p>Express their own views about people, places and environment</p> <p>Use globes, maps, plans at a range of scales</p> | | <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map and use and construct basic symbols in a key.</p> <p>Observe and record</p> <p>Use globes, maps, plans at a range of scales</p> | | <p>Name, locate and identify characteristics of the 4 countries and capital cities of the UK and surrounding seas.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and small area in contrasting non - European country.</p> <p>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Communicate in different ways including , numerical, quantitative skills, maps and pictures</p> | <p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world.</p> <p>use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>use secondary sources of information</p> | | | <p>use simple compass directions, locational and directional language to describe locations of features and routes on a map.</p> <p>Use aerial photographs to recognise landmarks and basic human and physical features; devise a simple map use and construct basic symbols in a key.</p> <p>Communicate in different ways including , numerical, quantitative skills, maps and pictures</p> <p>Use fieldwork skills</p> | | <p>understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country.</p> <p>Use globes, maps, plans at a range of scales</p> |

Geography

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photography and Geographical Information Systems (GIS e.g. google earth)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Geographical enquiry and skills

Ask geographical questions [i.e. 'What is it like to live in this place?']
 Observe and record [i.e. identify buildings in street and complete a chart]
 Express their own views about people, places and environments [i.e. about litter in the school]
 Communicate in different ways including through numerical and quantitative skills, maps and pictures.
 Communicate understanding through writing at length.
 Use geographical vocabulary [i.e. hill, motorway, near, far, north, south]
 Use fieldwork skills [i.e. recording info on a school plan or local area map]
 Use globes, maps, plans at a range of scales [i.e. following a route on a map]
 Use secondary sources of information [i.e. CD-ROMs, pictures, photographs, stories, information texts, videos, artefacts]
 Make maps and plans [i.e. a pictorial map of a place in a story].



Long Term Curriculum Plan

| Art and Design | | | | | | | | | | | |
|---|------------|--|-----------------|---|-------------------|--|------------------------|---|---------------|---|--------------------|
| <p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> produce creative work, exploring their ideas and recording their experiences become proficient in drawing, painting, sculpture and other art, craft and design techniques evaluate and analyse creative works using the language of art, craft and design know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. | | | | | | <p>Subject content:</p> <p>to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>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> | | | | | |
| Year 1 | | | | | | Year 2 | | | | | |
| Nurse, Nurse | Our school | God Save the Queen | Treasure Island | Magnificent Materials | Wonderful weather | Your Country Needs You! | What a Wonderful World | Fire, Fire! | Treasure Hunt | Mini Masterchef | Sensational Safari |
| <p><u>Drawing</u> Experiment with and control marks made with different media: pencils, rubbers, crayons, pastels, felt tips, charcoal, ball points, chalks.</p> <p>Draw lines and shapes from observations using different surfaces</p> <p>Invent lines and shapes in drawing</p> <p>Investigate tone by drawing light/ dark lines patterns and shapes</p> <p>Investigate pattern and texture by describing, naming, rubbing and copying</p> | | <p><u>Painting</u> Use a variety of tools and techniques, brush sizes and types Mix and match colours to artefacts and objects</p> <p>Work on different scales Experiment with tools and techniques e.g layering, mixing</p> <p>Name and mix primary colours, shades and tones</p> <p>Create textured paint by adding material i.e sand or plaster</p> | | <p><u>3D design</u> manipulate malleable materials in a variety of ways i.e. rolling, joining and kneading</p> <p>explore sculpture with a range of malleable media</p> <p>work safely with materials and tools</p> <p>experiment with constructing and joining recycled, natural and manmade materials</p> | | <p><u>Drawing</u> Drawing Experiment with and control marks made with different media: pencils, rubbers, crayons, pastels, felt tips, charcoal, ball points, chalks.</p> <p>Draw lines and shapes from observations using different surfaces</p> <p>Invent lines and shapes in drawing</p> <p>Investigate tone by drawing light/ dark lines patterns and shapes</p> <p>Investigate pattern and texture by describing, naming, rubbing and copying</p> | | <p><u>Printing</u> print with a range of hard and soft materials e.g. corks, sponge, fruit and vegetables</p> <p>take simple prints i.e. mono-printing</p> <p>design and build repeating patterns and recognise pattern in the environment</p> <p>create simple printing blocks for press print</p> <p>experiment with overprinting motifs and colour</p> | | <p><u>Collage</u> create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines etc</p> <p>collect, sort and group materials or different purposes in different ways/shapes, i.e. texture, colour</p> <p>arrange and glue materials to different backgrounds</p> <p>fold, crumple, tear and overlap papers</p> | |
| <p><u>Work of Artists</u> Study the work of a range of great artists, craft makers and designers and understand the historical and cultural development of their art forms. Evaluate and analyse creative works using the language of art, craft and design</p> | | | | | | <p><u>Work of Artists</u> Study the work of a range of great artists, craft makers and designers and understand the historical and cultural development of their art forms. Evaluate and analyse creative works using the language of art, craft and design</p> | | | | | |



Long Term Curriculum Plan

| Design and Technology | | | | | |
|---|--|---|--|---|--|
| <p>The national curriculum for design and technology aims to ensure that all pupils:</p> <ul style="list-style-type: none"> develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users critique, evaluate and test their ideas and products and the work of others understand and apply the principles of nutrition and learn how to cook. | | | | | |
| <p><u>Designing</u> - Understanding contexts, users and purposes Work confidently within a range of contexts, such as imaginary, storybased, home, school, gardens, playgrounds, local community, industry and the wider environment State what products they are making Say whether their products are for themselves or other users Describe what their products are for Say how their products will work Say how they will make their products suitable for their intended users Use simple design criteria to help develop their ideas <u>Designing - Generating, developing, modelling and communicating ideas</u> Generate ideas by drawing on their own experiences Use knowledge of existing products to help come up with ideas Develop and communicate ideas by talking and drawing Model ideas by exploring materials, components and construction kits and by making templates and mockups Use ICT, where appropriate, to develop and communicate their ideas <u>Making-Planning</u> Plan by suggesting what to do next Select from a range of tools and equipment, explaining their choices Select from a range of materials and components according to their characteristics <u>Making - Practical skills and techniques</u> Follow procedures for safety and hygiene Use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components</p> | | | <p>Measure, mark out, cut and shape materials and components Assemble, join and combine materials and components use finishing techniques, including those from art and design <u>Technical knowledge - Making products work</u> About the simple working characteristics of materials and components About the movement of simple mechanisms such as levers, sliders, wheels and axles How freestanding structures can be made stronger, stiffer and more stable Textiles product can be assembled from two identical fabric shape That food ingredients should be combined according to their sensory characteristics The correct technical vocabulary for the projects they are undertaking <u>Evaluating - Own ideas and products</u> talk about their design ideas and what they are making make simple judgements about their products and ideas against design criteria Suggest how their products could be improved <u>Evaluating - Existing products</u> Explore what products are and who or what they are for Explore how products work and how or where they might be used Explore what materials products are made from Explore what they like and dislike about products</p> | | |
| Year 1 | | | Year 2 | | |
| Autumn | Spring | Summer | Autumn | Spring | Summer |
| <p>Mechanisms Sliders and levers (see above)</p> | <p>Structures Freestanding structures (see above)</p> | <p>Food Preparing fruit and vegetables (including cooking and nutrition requirements for KS1) <u>Cooking and nutrition - Where food comes from</u> That all food comes from plants or animals That food has to be farmed, grown elsewhere (e.g. home) or caught <u>Cooking and nutrition - Food preparation, cooking and nutrition</u> How to name and sort foods into the five groups in The Eatwell Plate That everyone should eat at least five portions of fruit and vegetables every day How to prepare simple dishes safely and hygienically, without using a heat source How to use techniques such as cutting, peeling and grating</p> | <p>Mechanisms Wheels and axles (see above)</p> | <p>Textiles Templates and joining techniques (see above)</p> | <p>Food Healthy and varied diet (including cooking and nutrition requirements for KS2) <u>Cooking and nutrition - Where food comes from</u> That all food comes from plants or animals That food has to be farmed, grown elsewhere (e.g. home) or caught <u>Cooking and nutrition - Food preparation, cooking and nutrition</u> How to name and sort foods into the five groups in The Eatwell Plate That everyone should eat at least five portions of fruit and vegetables every day How to prepare simple dishes safely and hygienically, without using a heat source How to use techniques such as cutting, peeling and grating</p> |



Long Term Curriculum Plan

Music

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

| Year 1 | | | | | | Year 2 | | | | | |
|---|---|---|--|---|--|--|---|---|---|--|--|
| <u>Pulse</u> Keep a steady pulse in a group and be able to pick out two different tempos in music | <u>Rhythm</u> Repeat back short basic rhythms and perform rhythmic ostinatos | <u>Melody and notation</u> Sing back short melodies that use 1-2 different pitches and develop the concept of pattern work in music using rhythm grids | <u>Active listening</u> Identify musical features in a range of high quality live and recorded music. Replicate basic rhythms heard | <u>Composing and improvising</u> Improve simple rhythms based on a given stimuli (eg rhythm grids) | <u>Performing</u> Play basic rhythms on untuned instruments using body percussion | <u>Pulse</u> Keep a steady pulse in a group and solo with musical accompaniment, demonstrate at least two different time signatures (3/4 and 4/4) | <u>Rhythm</u> Repeat back longer basic rhythms from memory (at least 2 bars), performing from very basic notations e.g crotchets, quavers and minims | <u>Melody and notation</u> Sing back short melodies that use around 2/3 notes. Perform from rhythmic notations including crotchets and minims. | <u>Active listening</u> Identify where elements change (eg. Music gets faster or louder) replicate these changes in a simple performance | <u>Composing and improvising</u> Repeat back longer basic rhythms from memory (at least 2 bars) and add imitations of the rhythms as improvisations | <u>Performing</u> Play longer phrases on untuned percussion instruments and body percussion |
| <u>Hey You</u> | <u>Little Angel get her Wings</u> | <u>In the Groove</u> | <u>Rhythm in the way we Walk</u> <u>Banana Rap</u> | <u>Round and Round</u> | <u>Reflect, Rewind and Replay</u> | <u>Hands, Feet, Heart</u> | <u>Little Angel gets her wings</u> | <u>Glockenspiel stage 1</u> | <u>I Wanna Play in a Band</u> | <u>Zoo time</u> | <u>Reflect, Rewind and Replay</u> |
| <u>Singing</u> Sing simple folk tunes in unison both with and without accompaniment or backing track | | | | | | <u>Singing</u> Sing simple songs and folk songs in rounds | | | | | |



Long Term Curriculum Plan

Computing

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology

Keeping safe on the internet every term throughout the year. E-cadets will also lead regular whole school assemblies as well as teach individual classes about the importance of keeping themselves safe

| Year 1 | | | | | Year 2 | | | | | | |
|--|------------|--|-----------------|---|-------------------|--|------------------------|--|---------------|--|--------------------|
| Nurse, Nurse | Our school | God Save the Queen | Treasure Island | Magnificent Materials | Wonderful weather | Your Country Needs You! | What a Wonderful World | Fire, Fire! | Treasure Hunt | Mini Masterchef | Sensational Safari |
| Online Safety and Digital Literacy see Education for a Connected World | | Information Technology | | Computer Science | | Online Safety and Digital Literacy see Education for a Connected World | | Information Technology | | Computer Science | |
| <p>Know that the internet is accessed all over the World and know some devices are connected to the internet.</p> <p>Know that they should always ask a responsible adult if they want to use a device and ask for help if they see anything that worries them.</p> <p>With support from an adult be able to find information on the internet.</p> | | <p>Be able to log onto a computer Or use a QR code to evidence work on a tablet</p> <p>Be able to navigate around the screen with a mouse or touchpad</p> <p>Know how to type text using space bar for separate words to create something meaningful</p> <p>Be able to independently find and use an app on a tablet for instance to take and view a video or photograph</p> | | <p>Know which button on a device represents which action e.g. Bee Bot</p> <p>Know how to program a robot to follow simple sequence of instructions (1- 2 turns)</p> <p>Make a simple sequence of instructions / algorithm</p> <p>Be able to make simple predications about an algorithm and a program. The Bee Bot will go...</p> <p>Be able to change (debug) the program to improve the route</p> | | <p>Know devices that enable direct communication between people through images and text.</p> <p>Know what personal information is and that they should never share this with anyone they don't know.</p> <p>Know that they should tell a trusted adult if they are upset or worried about anything on a device. With support be able to use a safe search engine e.g. swiggle</p> | | <p>Be able to save, retrieve and print work PC or Tablet</p> <p>Know how to type and format text including basic punctuation and capital letters Any suitable software</p> <p>Be able to confidently use pointing device Mouse, Touchpad</p> <p>Be able to add and create simple images</p> <p>Be able to combine simple text and graphics, for instance create a poster for a purpose Any suitable software</p> | | <p>Be able to save, retrieve and print work PC or Tablet</p> <p>Know how to type and format text including basic punctuation and capital letters Any suitable software</p> <p>Be able to confidently use pointing device Mouse, Touchpad</p> <p>Be able to add and create simple images</p> <p>Be able to combine simple text and graphics, for instance create a poster for a purpose Any suitable software</p> | |
| <p>Children will be taught this in class and throughout the year by our specially trained E-CADETS</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>Children will be taught this in class and throughout the year by our specially trained E-CADETS</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> | | | | | |



Long Term Curriculum Plan

| Physical Education | | | | | | | | | | | |
|---|--|--|--|--|--|--|---|--|--|--|--|
| The national curriculum for physical education aims to ensure that all pupils: <ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities • lead healthy, active lives. | | | | | | | | | | | |
| Year 1 | | | | | | Year 2 | | | | | |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Throwing and catching skills | Gymnastics and Dance Festival - Kurling and Boccia | Multi-skills Festival - Multi-skills | Tennis | Kwik Cricket | Athletics | Ball games and invasions games | Gymnastics and Dance Festival - Kurling and Boccia | Multi- skills Festival - Multi- skills | Tennis | Kwick Cricket | Athletics |
| <p>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>participate in team games, developing simple tactics for attacking and defending</p> | <p>Perform dances using simple movement patterns.</p> <p>participate in team games, as well as developing simple tactics for attacking and defending</p> | <p>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>participate in team games, developing simple tactics for attacking and defending</p> | <p>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>participate in team games, developing simple tactics for attacking and defending</p> | <p>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>participate in team games, developing simple tactics for attacking and defending</p> | <p>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>participate in team games, developing simple tactics for attacking and defending</p> | <p>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>participate in team games, developing simple tactics for attacking and defending</p> | <p>perform dances using simple movement patterns.</p> <p>participate in team games, developing simple tactics for attacking and defending</p> | <p>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>participate in team games, developing simple tactics for attacking and defending</p> | <p>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>participate in team games, developing simple tactics for attacking and defending</p> | <p>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>participate in team games, developing simple tactics for attacking and defending</p> | <p>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>participate in team games, developing simple tactics for attacking and defending</p> |



Long Term Curriculum Plan

Religious Education

RE contributes to the aims of the whole school curriculum and has an important part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled.

RE helps to promote the spiritual, moral, cultural, mental and physical development of pupils, and prepares them for the opportunities, responsibilities and experiences of later life¹. Through RE pupils can develop skills e.g. discernment, critical thinking and reasoning. RE gives opportunities for pupils to listen to others, hear and analyse conflicting viewpoints and develop empathy and respect.

RE, therefore, contributes to the development of the following:

| | |
|----------|---|
| Economic | as pupils develop skills in RE for adult life, employment and lifelong learning |
| Cultural | as pupils develop understanding of how religious traditions contribute to the cultural heritage in all its diversity |
| Social | as pupils develop understanding of how religious identity and belonging are expressed, and consider their own participation in groups and communities |
| Personal | as pupils reflect on their own spiritual and moral ideas and those of others. |

| | |
|---|----------------|
| Other core religion | Diversity unit |
| Christianity | Thematic unit |
| Whole School Approach to Christmas/Easter | |

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|---------------|--|--|--|---|--|
| Year 1 | What can we learn about Christianity from visiting a Church? What do Christians believe about God? | Why are gifts given at Christmas? | Why is Jesus special to Christians? | What is the Easter story? | What can we find about Buddha? |
| Year 2 | Y1 What can we learn about Christianity from visiting a Church? Why is the Bible special to Christians? What can we learn from the story of St Cuthbert? | Y1 Why are gifts given at Christmas? How and why is light important at Christmas? | Y1 Why is Jesus special to Christians? Y1 What do Christians believe about God? What does it mean to belong in Christianity? | Y1 What is the Easter story? How do Christians celebrate Easter? | How do Buddhists show their beliefs? What can we learn about our local faith communities? |



Long Term Curriculum Plan

PSHE/ SRE

| | | Autumn | | | Spring | | | Summer | | |
|-----------|-----------------|--|--|---|---|---|---|---|---|--|
| Year 1 | PSHE Inc.RSE | Roles of different people; families; feeling cared for | Recognising privacy; staying safe; seeking permission | How behaviour affects others; being polite and respectful | What rules are; caring for others' needs; looking after the environment | Using the internet and digital devices; communicating online | Strengths and interests; jobs in the community | Keeping healthy; food and exercise, hygiene routines; sun safety | Recognising what makes them unique and special; feelings; managing when things go wrong | How rules and age restrictions help us; keeping safe online |
| | TalkAbout | The way I look | | | What am I like | | | My qualities and strengths | | |
| Year 2 | PSHE Inc.RSE | Making friends; feeling lonely and getting help | Managing secrets; resisting pressure and getting help; recognising hurtful behaviour | Recognising things in common and differences; playing and working cooperatively; sharing opinions | Belonging to a group; roles and responsibilities; being the same and different in the community | The internet in everyday life; online content and information | What money is; needs and wants; looking after money | Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help | Growing older; naming body parts; moving class or year | Safety in different environments; risk and safety at home; emergencies |
| | TalkAbout | Things that make me feel good | | | The way I feel | | | I am great | | |