

**Year 1 Curriculum Overview 24-25**

**English**

<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<p><b><u>Prior Learning (EYFS)</u></b> Write simple sentences which can be read by themselves and others. (ELG)</p> <p><b>Texts: Traditional Tales</b> Little Red Riding Hood, Three Little Pigs, Goldilocks and the Three Bears, The Gingerbread Man, Jack and the Beanstalk</p> <p><b><u>Knowledge</u></b> Children will learn about a variety of Traditional Tales. They will have the opportunity to compare the different texts and discuss their similarities and differences. They will also be able to listen and read 'twists' and more current versions of the Traditional Tales.</p> <p><b><u>Skills</u></b> Children will learn how to combine words to make sentences. They will sequence sentences to form short narratives and will practise using finger spaces. Children will be introduced to the</p>	<p><b><u>Prior Learning (EYFS)</u></b> Write simple sentences which can be read by themselves and others. (ELG)</p> <p><b>Festive Texts to link to our Theme: Let's Celebrate</b> Dipal's Diwali, The Jolly Christmas Postman, Cookie's Christmas Invention</p> <p><b><u>Knowledge</u></b> Children will have a good understanding of life events and learn true facts about different festivals and events. They will understand other people's beliefs and how different events are celebrated. Children will know what an inventor is and use their imagination to create and describe their own inventions.</p> <p><b><u>Skills</u></b> Children will be able to write sentences to describe different events and celebrations using adjectives. They will learn how to write a diary entry in role of a</p>	<p><b><u>Prior Learning (EYFS)</u></b> Write simple sentences which can be read by themselves and others. (ELG)</p> <p><b>Text: Astro Girl</b></p> <p><b><u>Knowledge</u></b> Children will learn the difference between fiction and non-fiction texts. They will learn some of the features of a non-fiction text including a contents page, headings etc and use these to identify a non-fiction text. They will also learn some simple facts about space to use in their own non-fiction book.</p> <p><b><u>Skills</u></b> Children will learn to make predictions and will learn how to use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p><b><u>Key Vocabulary</u></b> Astronaut, space, planets, <b>fiction, non-fiction, contents page, headings, glossary</b></p>	<p><b><u>Prior Learning (EYFS)</u></b> Write simple sentences which can be read by themselves and others. (ELG)</p> <p><b>Text: Yeti and the Bird</b></p> <p><b><u>Knowledge</u></b> Children will know what friendship is and will be able to identify characteristics of it in the story. Children will know that the present tense is something that is happening right now and that past tense is something that happened already. They will explore the suffixes used to express each tense and will use these in their writing. Children will know how to write a character description and will know how to give a reason for how a character behaves.</p> <p><b><u>Skills</u></b> Children will continue to apply their knowledge of making sentences and using basic punctuation.</p>	<p><b><u>Prior Learning (EYFS)</u></b> Write simple sentences which can be read by themselves and others. (ELG)</p> <p><b>Text: The Odd Egg</b></p> <p><b><u>Knowledge</u></b> Children will know what eggs are and that some animals lay them. They will know how to identify some emotions in a character and use these to explore the story in greater depth.</p> <p>Children will know what a thought bubble and a speech bubble are and will use their writing skills to write the thoughts and words of characters. They will know what adjectives are and will begin to use them to describe feelings. They will know how to write a short simple diary entry from the perspective of the main character and will use their knowledge of feelings to create this.</p> <p><b><u>Skills</u></b> Children will learn to</p>	<p><b><u>Prior Learning (EYFS)</u></b> Write simple sentences which can be read by themselves and others. (ELG)</p> <p><b>Text: Oi! Frog</b></p> <p><b><u>Knowledge</u></b> Children will learn about rhyming words and find rhyming animal-object pairs. They will investigate who should sit where through reading the text and develop this idea through role play.</p> <p><b><u>Skills</u></b> Children will devise their own rhyming pairs of animals and objects through sentence writing. They will also write their own version of the rhyming narrative. Children will create rule posters and write captions and labels.</p> <p><b>Text: The Night Pirates</b></p> <p><b><u>Knowledge</u></b> Children will show an understanding of pirates and a treasure map.</p>

<p>concepts of capital letters, full stops and adjectives.</p> <p><b>Key Vocabulary</b> Traditional tales, characters, sentence, <b>conjunction</b>, and, finger spaces, list, speech bubble, <b>capital letters, full stops, question marks, exclamation marks.</b></p> <p><b>Future Learning (Y2)</b> Children will build on their knowledge of basic punctuation to include commas in a list and apostrophes for singular possession. They will also be confident at recognising statements, questions, exclamations or commands.</p>	<p>character.</p> <p><b>Key Vocabulary</b> Diwali, Christmas, festivals, celebration, belief, religion, invention, inventor, sentence, finger space, and, capital letter, I, name, question mark, exclamation mark, diary entry, character</p> <p><b>Future Learning (Y2)</b> Children will build on their knowledge of role play to explore characters in greater depth. They will continue to use basic punctuation and will expand on this knowledge to include commas and apostrophes.</p>	<p><b>Text: The Magic Paintbrush</b></p> <p><b>Knowledge</b> Children will</p> <p><b>Future Learning (Y2)</b> Future learning (Yr2) Children will present facts about different endangered animals in a non-chronological order.</p>	<p>They will build on this knowledge and begin to explore possessive apostrophes. Children will learn to use the conjunction 'because' and will also explore expanded noun phrases. They will learn to use adverbs to sequence and add cohesion.</p> <p><b>Key Vocabulary</b> Yeti, bird, travel, friend, lost, apostrophe, belong, character, describe, adverb, sequence, adjective, noun phrase, suffix, apostrophe, capital letter, full stop, question mark, exclamation mark, finger spaces.</p> <p><b>Text: The Nature Trail</b></p> <p><b>Future Learning (Y2)</b> Children will learn to use the present and past tense consistently including some use of progressive forms. They will continue to develop the accuracy of their use of punctuation and will use adjectives, adverbs and various suffixes more confidently.</p>	<p>identify different eggs, exploring size, shape and patterns, and will learn to make predictions as to what animal the egg might belong to. Children will learn how to 'freeze frame' and using their knowledge of the characters, will be able to express a character's possible thoughts in a given moment.</p> <p><b>Key Vocabulary</b> Egg, bird, baby, sad, excited, happy, worried, feeling, sentence, finger space, adjective, conjunction, thought bubble, speech bubble, full stop, capital letter, question mark, exclamation mark, proper noun, name, I.</p> <p><b>Text: Billy and the Beast</b></p> <p><b>Knowledge</b> Children will know how to write their own recipe inspired by a known story. They will know the features of a recipe.</p> <p><b>Skills</b> Children will learn to use regular plural noun suffixes (-s, -es). They will learn how to combine words to form sentences and will</p>	<p>They will use and follow a treasure map. They will learn how to be a good pirate and what their characteristics are.</p> <p><b>Skills</b> Children will learn to write in role, writing letters, labels and captions. They will write a 'How to be a pirate' guide. They will develop their own narratives and explanations by connecting ideas or events.</p> <p><b>Key Vocabulary</b> Caption, letter, label, guide, map, pirate, character, feeling, sentence, finger space, adjective.</p>
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				<p>continue to explore using the conjunction 'and'. They will also continue to practise using finger spaces and basic punctuation as well as using capital letters for names and the personal pronoun 'I'.</p> <p><b><u>Key Vocabulary</u></b> Beast, animals, feast, recipe, advice, story, suffix, plural, sentence, conjunction, and, finger spaces, full stop, capital letter, proper noun, I, name, question mark, exclamation mark.</p> <p><b><u>Future Learning (Y2)</u></b> Children will build on their knowledge of suffixes and will learn to use subordinating and coordinating conjunctions with confidence. They will also expand on their knowledge of basic punctuation to include commas in a list and apostrophes.</p>	
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### Year 1/Primary 2 Autumn 1: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Assess and review week Y1:1	Review week Y1:2	Revise: /ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea>	Revise: /oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw>	Assess and review week Y1:3	Revise: /w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>

### Year 1/Primary 2 Autumn 2: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Revise: /or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e>	Revise: /igh/ <i-e> /oa/ <o-e> /(y)oo/ <u-e> /s/ <c>	/ee/ <y> /or/ <al> (walk) Review week Y1:4	Review week Y1:5	Assess and review week Y1:6	Review week Y1:7
please, once	any, many, again	who, whole	where, two		

### Year 1/Primary 2 Spring 1: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week Y1:8	/ai/ <a> (acorn) /ai/ <ey> (they) /ai/ <ea> (great) /ai/ <eigh> (weight) /ar/ <a> (father) /ee/ <e> (he) /igh/ <i> (find) /igh/ <y> (by)	/oa/ <o> (go) /o/ <a> (was) /oo/ <u> (push) /y/+/oo/ <u> (music) /c/ <ch> (school) /sh/ <ch> (chef) /e/ <ea> (head)	/ur/ <or> (world) /ur/ <ear> (learn) /oo/ <ou> (soup) /oa/+/l/ <oul> (shoulder) /ee/ <ie> (brief) /v/ <ve> (have) /i/ <y> (gym)	Assess and review week Y1:9	/air/ <are> (care) /air/ <ere> (there) /air/ <ear> (pear) /ch/ <tch> (catch)
		here, sugar, friend	because		

### Year 1/Primary 2 Spring 2: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/u/ <o> (brother) Review week Y1:10	/j/ <g> (gem) /j/ <ge> (fringe) /j/ <dge> (bridge) /s/ <st> (listen)	/s/ <ce> (fence) /s/ <se> (house) /n/ <gn> (sign) (knee) /r/ <wr> (wrap) /m/ <mb> (lamb)	/z/ <se> (cheese) /z/ <ze> (freeze) /ear/ <eer> (cheer) /ear/ <ere> (here) /sh/ <ti> (patient) /sh/ <ti> -tion (station)	Assess and review week Y1:11	/ar/ <al> (half) /or/ <augh> (caught) /sh/ <ss> (session) /zh/ <si> (vision) /sh/ <ti> -tious (scrumptious) /sh/ <ci> (delicious) -ous, -ion, -ian

Year 1/Primary 2 Summer 1: Phase 5					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review	Review	Review	Review	Review	Review

Year 1/Primary 2 Summer 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/s/<sc>	/u/<ou>	/oo/<o>	/ee/<i>	Review	/t/<te>
/n/<ne>	/f/<gh>	/h/<wh>	/oa/<ough>		/or/<ar>
/g/<gh>	/o/<ou>	/w/<u>	/ur/<our>		/or/<oar>
/g/<gu>	/u/<oo>	/ee/<ei>	/ur/<re>		/or/<oor>

## Maths

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Number: Place Value (within 10)</b></p> <p><b>Prior Learning (EYFS)</b> Children have learnt to count numbers from 1-20, and to place them in order, saying which number is one more or one less than a given number (ELG)</p> <p>Children will learn to sort objects in a variety of ways and then to count objects up to ten accurately, using 1-1 correspondence, understanding that the last number they count is the total amount. They will learn what zero looks like. Children will learn to represent quantities with objects or pictures, and</p>	<p><b>Number: Addition &amp; Subtraction (within 10) Cont'd...</b></p> <p><b>Prior Learning (EYFS)</b> Children have learned to add and subtract, using quantities and objects, 2 single-digit numbers, and to count on or back to find the answer (ELG)</p> <p>Children will be introduced to the part-whole model and the concept that a number can be partitioned into two or more parts. They will also be introduced to mathematical symbols (add, subtract and equal to). Children will explore in depth number bonds within</p>	<p><b>Number: Place Value (within 20)</b></p> <p><b>Prior Learning (EYFS)</b> Children have learnt to count numbers from 1-20, and to place them in order, saying which number is one more or one less than a given number (ELG)</p> <p>Children will build on their existing knowledge of counting forwards and backwards by introducing the numbers 11-20. They will explore the suffix 'teen' and what this tells us about a number. Children will also learn to write numbers to 20 in numerals and words. They will be introduced to the</p>	<p><b>Number: Place Value (within 50)</b></p> <p><b>Prior Learning (EYFS)</b> Children have learnt to count numbers from 1-20, and to place them in order, saying which number is one more or one less than a given number (ELG)</p> <p>Children will begin this unit by learning to count forwards and backwards within 50 and numbers 21- 50 will be explored in greater depth. They will learn about grouping in tens and their understanding of 1 ten being equal to 10 ones is reinforced. Children's knowledge of partitioning will be built upon and</p>	<p><b>Number: Multiplication &amp; Division</b></p> <p><b>Prior Learning (EYFS)</b> Children have learned to add and subtract, using quantities and objects, 2 single-digit numbers, and to count on or back to find the answer (ELG)</p> <p>They have also learnt to solve problems, including doubling, halving and sharing (ELG).</p> <p>Children will continue to practise counting in 2s and 5s up to 50. They will apply previous learning of one more and one less to</p>	<p><b>Geometry: Position and Direction</b></p> <p><b>Prior Learning (EYFS)</b> Children have used everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems (ELG)</p> <p>Children will use appropriate language (see key vocab) to describe turns made by shapes/objects. They will also explore the key concepts of position and direction.</p> <p><b>Key Vocabulary</b></p>

<p>will develop their ability to continue a number sequence, counting forwards and backwards from a given number up to ten. They will be able to find consecutive and non-consecutive missing numbers in sequences. They will explore the concepts of one more, one less, greater than, fewer and equal to.</p> <p><b>Key Vocabulary</b> Sort, group, count, compare, one more, one less, <b>greater than</b>, <b>fewer</b>, <b>equal to</b></p> <p><b>Future Learning (Y2)</b> Children will recognise the place value of each digit in a two-digit number (tens, ones)</p> <p><b>Number: Addition &amp; Subtraction (within 10)</b></p> <p><b>Prior Learning (EYFS)</b> Children have learned to add and subtract, using quantities and objects, 2 single-digit numbers, and to count on or back to find the answer (ELG)</p> <p>Children will be introduced to the part-whole model and the</p>	<p>ten. They will learn to add and subtract, find a part, find the difference and explore fact families. They will also be exposed to the symbols &lt; and &gt; and =.</p> <p><b>Key Vocabulary (new vocab in bold)</b> <b>part, whole</b>, total, add, <b>equals</b>, number sentence, same, different, <b>partition</b>, number bond, <b>systematic</b>, compare, largest, smallest, <b>ten frame</b>, count on, take away, how many left</p> <p><b>Future Learning (Y2)</b> Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships. They will also recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</p> <p><b>Geometry: Shape</b></p> <p><b>Prior Learning (EYFS)</b> Children have explored</p>	<p>concept of tens and ones and will explore counting one more and one less from a given number up to 20. They will compare and order groups of objects and numbers.</p> <p><b>Key Vocabulary (new vocab in bold)</b> Count, 'teen', how many, same, different, tens, ones, one more, one less, digit, most, least, compare, zero, largest, greatest, smallest, symbol, amount</p> <p><b>Future Learning (Y2)</b> Partition two-digit numbers into different combinations of tens and ones using apparatus if needed.</p> <p><b>Number: Addition &amp; Subtraction (within 20)</b></p> <p><b>Prior Learning (EYFS)</b> Children have learned to add and subtract, using quantities and objects, 2 single-digit numbers, and to count on or back to find the answer (ELG)</p> <p>Children will explore adding by counting on</p>	<p>they will explore partitioning numbers up to 50 in greater depth. Children will use their knowledge of one more and one less to larger numbers. They will also compare objects and numbers and place numbers in order. Finally, children will build on their previous knowledge of counting in multiples of 2s and 5s, this time going up to 50.</p> <p><b>Key Vocabulary</b> Grouping, count forwards, count back, tens, ones, digit, say, write, represent, partition, one more, one less, after, before, compare, more than, less than, equal to, largest, smallest,</p> <p><b>Future Learning (Y2)</b> Children will build upon this knowledge when they continue exploring numbers up to 100.</p> <p><b>Measurement: Length and Height</b></p> <p><b>Prior Learning (EYFS)</b> Children have used everyday language to talk about size, weight, capacity, position, distance, time and money to compare</p>	<p>counting forwards and backwards in 2s and will also learn to spot and discuss the patterns that occur when counting in 5s and 10s. Children will explore the concept of counting equal groups and then using equal groups of 2s, 5s or 10s to find a total within 50. Children will begin to make arrays by making equal groups and building them up in columns or rows. They will then explore doubling with numbers up to 20. Finally, children will explore making equal groups from a given total and recording their understanding in sentences, before moving on to the concept of sharing equally.</p> <p><b>Key Vocabulary</b> Two more, two less, counting forwards, counting backwards, pairs, patterns, groups, hundred square, equal groups, how many, same, different, arrays, columns, rows, difference, doubles, total, share equally</p> <p><b>Future Learning</b></p>	<p><b>Full, half, quarter, three quarter, turn, facing, whole, left, right, forwards, backwards, top, in between, bottom, above, below,</b></p> <p><b>Future Learning (Y2)</b> Children will use mathematical vocabulary to describe position, direction and movement.</p> <p><b>Number: Place Value (to 100)</b></p> <p><b>Prior Learning (EYFS)</b> Children have learnt to count numbers from 1-20, and to place them in order, saying which number is one more or one less than a given number (ELG)</p> <p>Children will build on their previous learning of numbers to 50. They will continue grouping in 10s to make counting more efficient. Children will be introduced to the hundred square and will use it to count forwards and backwards within 100. Children will continue to explore partitioning and comparing tens and ones within given numbers and amounts, as well as ordering numbers.</p>
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<p>concept that a number can be partitioned into two or more parts. They will also be introduced to mathematical symbols (add, subtract and equal to). Children will explore in depth number bonds within ten. They will learn to add and subtract, find a part, find the difference and explore fact families. They will also be exposed to the symbols &lt; and &gt; and =.</p>	<p><b>characteristics of everyday objects and shapes and have used mathematical language to describe them (ELG)</b></p> <p>Children will learn to recognise, name and sort 2D and 3D shapes according to their properties, including type, size and colour.</p> <p><b><u>Key Vocabulary</u></b> Cube, cylinder, cuboid, pyramid, cone, sphere, 3D, triangles, squares, rectangles, circles, 2D, surface, shape, same and different, pattern, <b>core of the pattern</b></p> <p><b><u>Future Learning (Y2)</u></b> Children will identify and describe the properties of 2D shapes including the number of sides and line symmetry in a vertical line. They will also identify and describe the properties of 3D shapes, including the number of edges, vertices and faces</p>	<p>and how it is more efficient to start from the largest number. They will use their knowledge of number bonds to ten to help them find number bonds to 20. Children will also learn to add by making ten first, reinforcing their knowledge of number bonds. They will then begin to explore subtraction and for the first time, will be introduced to subtraction where they have to cross ten, focusing on the strategy of partitioning to make ten. Children will explore the different structures of subtraction – taking away, partitioning, difference. Finally, they will explore addition and subtraction fact families for numbers within 20 and will recognise that addition and subtraction are inverse operations.</p> <p><b><u>Key Vocabulary</u></b> First, then, now, number bonds, <b>partition, calculation</b>, subtract, take away, add addition, ten frame, number line, <b>bar model</b>, difference, greater than, less than,</p>	<p><b>quantities and objects and to solve problems (ELG)</b></p> <p>Children will use and understand the language of length (see key vocab). They will learn that height is a type of length and will spend time comparing lengths and using appropriate vocabulary to describe what they see. They will begin measuring things using non-standard units, before building on this knowledge and applying it to measuring with a ruler and the concept of centimetres.</p> <p><b><u>Key Vocabulary</u></b> Long, longer, short, shorter, tall, taller, length, describe, compare, height, equal to, measure, same, different, unit, straight line, ruler, centimetres, compare,</p> <p><b><u>Future Learning (Y2)</u></b> Children will choose and use appropriate standard units to measure length/height, mass, capacity to the nearest appropriate unit, using rulers, scales, and measuring vessels.</p>	<p><b>(Y2) Children will solve problems involving multiplication and division, using concrete materials and mental methods.</b></p> <p><b>Number: Fractions</b></p> <p><b><u>Prior Learning</u></b></p> <p><b>(EYFS)</b> Children have solved problems, including doubling, halving and sharing (ELG)</p> <p>Children will explore the concepts of a whole and a half, and will be introduced to the concept of a quarter for the first time.</p> <p><b><u>Key Vocabulary</u></b> Half, whole, split, amount, quarters, parts, equal, unequal, quantity, how many, share equally,</p> <p><b><u>Future Learning (Y2)</u></b> Children will learn to recognise, find, name and write fractions 1/3, ¼, 2/4, and ¾ or a length, shape, set of objects or quantity.</p>	<p>Finally, children will explore one more and one less with numbers or amounts to 100.</p> <p><b><u>Key Vocabulary</u></b> Group, efficient, count, hundred square, compare, less than, greater than, equal to, largest, smallest, digit, most, bigger, biggest, larger, largest, smaller, smallest, least, one more, one less</p> <p><b><u>Future Learning (Y2)</u></b> Use place value and number facts to solve problems.</p> <p><b>Measurement: Time</b></p> <p><b><u>Prior Learning</u></b></p> <p><b>(EYFS)</b> Children have used everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems (ELG)</p> <p>Children will use key vocabulary to describe, sort and order events that might occur during a day. They will then</p>
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equal to

**Future Learning (Y2)**

Children will learn to add and subtract numbers using concrete objects, pictorial representations, and mentally, including two digit numbers.

**Measurement: Mass and Volume**

**Prior Learning (EYFS)**

Uses everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems (ELG)

Children will be introduced to the concepts of weight/mass and capacity/volume for the first time. They will begin by using a variety of non-standard units to measure and will then move on to comparing the mass or volume/capacity. Children will use appropriate language (see key vocab) and will then move onto using the corresponding inequality symbols.

**Key Vocabulary**

Heavy, light, heavier than, lighter than, scales, balanced, weight, mass, same as, capacity, volume, full, nearly full, empty,

move on to time relating to dates, exploring weeks, months and years. After that, children will be introduced to telling the time to the hour and half hour using an analogue clock. They will explore the differences between seconds, minutes and hours and how to measure time for various activities. Finally, children will compare amounts of time.

**Key Vocabulary**

Morning, afternoon, evening, before, after, first, next, days, months year, today, yesterday, tomorrow, analogue, time, o'clock, hour hand, minute hand, hour, half hour, seconds, minutes, hours, measure, compare, faster, slower,

**Future Learning (Y2)**

Children will 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.

**Measurement: Money**

**Prior Learning (EYFS)**



			<p><b>nearly empty,</b></p> <p><b><u>Future Learning (Y2)</u></b>  Children will choose and use appropriate standard units to measure length/height, mass, capacity to the nearest appropriate unit, using rulers, scales, and measuring vessels.</p>		<p>Children have used everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems (ELG)</p> <p>Children will recognise and know the value of different denominations of coins. Children will use their knowledge of place value to match coins with equivalent values. They will also recognise and know the value of notes and will use their place value to see that one note can represent many coins. Finally, children will combine their knowledge of money with counting in 2s, 5s and 10s to count money more efficiently and compare amounts.</p> <p><b><u>Key Vocabulary (new vocab in bold)</u></b>  Value, coin, note, pence, penny, p, £, amount, less than, greater than, equal to,</p> <p><b><u>Future Learning (Y2)</u></b>  Find different combinations of coins that equal the same amounts of money.</p>
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## Science

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Seasonal Changes</b></p> <p><b>Prior Learning (EYFS)</b> Children have talked about the features of their own immediate environment and how environments might vary from one another. (ELG)</p> <p><b>Skills</b> Children will <b>observe change over time</b>. They will use their senses and simple equipment (magnifying glasses, rulers etc). They will compare and contrast their environment and the objects/plants/animals in it. They will conduct simple enquiries including <b>research and pattern seeking</b> and record the data collected in tables. They will make drawings of their ideas. They will describe their observations and suggest reasons for an observation. They will begin to evaluate the effectiveness of the observations.</p> <p><b>Knowledge</b> Children can name the seasons and put them in the correct order and</p>	<p><b>Everyday Materials</b></p> <p><b>Prior Learning (EYFS)</b> Children have explored similarities and differences in relation to places, objects, materials and living things (ELG)</p> <p><b>Skills</b> Children will use their senses and simple equipment (magnifying glasses, rulers etc). They will describe, compare, and contrast their environment and the objects in it based on their simple physical properties. They will conduct simple enquiries including <b>research and comparative tests</b> and record the data collected. They will make drawing and models of their ideas. They will describe their observations and suggest reasons for an observation. They will begin to evaluate the effectiveness of the observations.</p> <p><b>Knowledge</b> Children can name a variety of everyday materials, including wood, plastic, glass,</p>	<p><b>Animals &amp; Humans</b></p> <p><b>Prior Learning (EYFS)</b> Children have made observations of animals and plants and explains why some things occur, and talk about changes (ELG)</p> <p><b>Skills</b> Children can describe some of the features of an animal and use these to identify their type and name. Classify an animal from information and their features. They will conduct simple research enquiries record the data collected. They will describe their observations and suggest reasons for an observation. They will begin to evaluate the effectiveness of the observations.</p> <p><b>Knowledge</b> Children can name types of animals (including vertebrates, invertebrates, fish, amphibians, reptiles, birds and mammals)</p>	<p><b>Animals &amp; Humans Cont...</b></p> <p><b>Prior Learning (EYFS)</b> Children have made observations of animals and plants and explains why some things occur, and talk about changes (ELG)</p> <p><b>Skills</b> Children will compare and contrast their environment and the animals in it. They will conduct <b>simple enquiries</b> and record the data collected. They will make drawing and models of their ideas. They will find and select information from a range of sources. They will describe their observations and suggest reasons for an observation. They will begin to evaluate the effectiveness of the observations.</p> <p><b>Knowledge</b> Children can name a variety of common animals including fish, amphibians, reptiles, birds and mammals and say</p>	<p><b>Plants</b></p> <p><b>Prior Learning (EYFS)</b> Children have made observations of animals and plants and explains why some things occur, and talk about changes (ELG)</p> <p><b>Skills</b> Children will <b>observe change over time</b>. They will use their senses and simple equipment (magnifying glasses, rulers etc). They will compare and contrast their environment and the objects/plants/animals in it. They will conduct simple enquiries including <b>research and comparative tests</b> and record the data collected. They will make drawing and models of their ideas. They will find and select information from a range of sources. They will describe their observations and suggest reasons for an observation. They will begin to evaluate the</p>	<p><b>Plants Cont...</b></p> <p><b>Prior Learning (EYFS)</b> Children have made observations of animals and plants and explains why some things occur, and talk about changes (ELG)</p> <p><b>Skills</b> Children will <b>observe change over time</b>. They will use their senses and simple equipment (magnifying glasses, rulers etc). They will compare and contrast their environment and the objects/plants/animals in it. They will conduct simple enquiries including <b>research and comparative tests</b> and record the data collected. They will make drawing and models of their ideas. They will find and select information from a range of sources. They will describe their observations and suggest reasons for an observation. They will begin to evaluate the effectiveness of the observations.</p>

<p>name the 3 months in each season. They can say what the weather will be like and how animals and plants behave in each season. They will name different types of weather and know day length is longer in the winter than the summer and that different parts of the world have different daylight hours. They can say the seasons are opposite in different hemispheres and know that England is in the northern hemisphere.</p> <p><b>Key Vocabulary</b> Celsius, Temperature, Thermometer, Season, Change, Rainfall, Centimetres, dormant, hemisphere, globe</p> <p><b>Future Learning (Y2)</b> Children will 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>metal, water, and rock. They will know what a property of a material is and say what an object is and the material it is made from.</p> <p><b>Key Vocabulary</b> <b>Transparent, Solid, Property, Stretchy, Bouncy, Material, Elasticity, Plasticity, Object,</b> wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stiff, bendy, floppy, <b>waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see through, not see through.</b></p> <p><b>Future Learning (Y2)</b> Children will identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, and cardboard for particular uses. They will also describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>and name some animals in each type. They will know the structure and features of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p><b>Key Vocabulary</b> <b>Fin, Flipper, Tail, Fur, Milk, Classify, Features, Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, heart,</b></p> <p><b>Future Learning (Y2)</b> Children will notice that animals, including humans, have offspring which grow into adults. They will find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Children will also describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. They will 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</p>	<p>whether they are carnivores, herbivores, and omnivores. They can say what are carnivores, herbivores, and omnivores. They can name the basic parts of the human body and say which part of the body is associated with each sense, name the five senses and name factors which affect taste.</p> <p><b>Key Vocabulary</b> <b>Herbivore, carnivore, omnivore.</b> Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, <b>fin, scales, feathers, fur, beak, paws, hooves, reptile, amphibian,</b> Sense, Taste, Smell, Touch, Sight, Hearing, Eyesight, Ear, Eye, <b>Mass, Weight, Perception,</b></p> <p><b>Future Learning (Y2)</b> Children will describe the basic needs of animals, including humans, for survival (water, food and air). They will understand that animals, including humans, have offspring which grow into adults. Children will also describe the</p>	<p>effectiveness of the observations.</p> <p><b>Knowledge</b> Children can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. They will list the conditions plants need to grow, identify some plants that have bulbs, and some that have seeds. They can say another type of plant that does not grow from seed or bulb.</p> <p><b>Key Vocabulary</b> Seed, <b>Bulb, Tuber, Germination, Growth,</b> Stem, Leaf, Flower, <b>Root, Wild,</b> plants, garden, plants, <b>deciduous, evergreen,</b> leaves, <b>bud,</b> flowers, <b>blossom,</b> petals, <b>trunk,</b> branches, fruit, vegetables,</p> <p><b>Future Learning (Y2)</b> Children will describe how plants need water, light and a suitable temperature to grow and stay healthy, and describe the impact of changing these. They will also observe and describe how seeds and bulbs grow into mature plants</p>	<p><b>Knowledge</b> Children can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Children will identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><b>Key Vocabulary</b> Seed, <b>Bulb, Tuber, Germination, Growth,</b> Stem, Leaf, Flower, <b>Root, Annual, Perennial, deciduous and evergreen, Celsius, Temperature, Thermometer,</b></p> <p><b>Future Learning (Y2)</b> Children will observe and describe how seeds and bulbs grow into mature plants.</p>
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		on each other.	importance for humans of exercise, eating the right amounts of different types of food, and hygiene.		
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**History**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Gunpowder Plot</b></p> <p><b><u>Prior Learning (EYFS)</u></b> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (ELG)</p> <p><b><u>Knowledge</u></b> Children will know (in simple terms) why the Gunpowder plot happened. They will know that King James I was a protestant and Guy Fawkes and his co- conspirators were catholic.</p> <p><b><u>Skills</u></b> They will pace the Gunpowder Plot on a timeline and compare to other periods studied and sequence the main events of the Gunpowder Plot. With support, begin to ask simple questions about the past through the observation or handling of evidence/sources.</p> <p><b><u>Key Vocabulary</u></b> Religion, <b>Catholic, protestant</b></p> <p><b><u>Future Learning (Yr2)</u></b> Next year children will sequence the main events of the Great Fire of London.</p>		<p><b>Dinosaurs/Mary Anning</b></p> <p><b><u>Prior Learning (EYFS)</u></b> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (ELG)</p> <p><b><u>Knowledge</u></b> Children will understand in basic terms the significance that the discovery of coprolites had on the economy of Shillington. They will know who Mary Anning was and why her work is important.</p> <p><b><u>Skills</u></b> They will be able to place the life of Mary Anning on a timeline and compare to other periods studied and sequence the main events of Mary Anning's life.</p> <p><b><u>Key Vocabulary</u></b> Dinosaurs, <b>coprolites, fossils, sequence, economy</b></p> <p><b><u>Future Learning (Yr2)</u></b> Children will place the lives of Monarchs studied on a timeline and compare to each other and sequence the main events of (monarch)'s life.</p>		<p><b>Toys</b></p> <p><b><u>Prior Learning (EYFS)</u></b> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (ELG)</p> <p><b><u>Knowledge</u></b> Children will be able to recognise some toys from the past. They will make links between toys (types of toys, materials they were made from, who would have made them etc) and wealth (eg how rich or poor families would have been etc).</p> <p><b><u>Skills</u></b> Children will begin to ask simple <u>questions</u> about the past through the observation or handling of evidence/sources.</p> <p><b><u>Key Vocabulary</u></b> Toys, <b>Victorian</b></p> <p><b><u>Future Learning (Yr 2)</u></b> Know that monarchs are wealthy and have a basic understanding of where their money comes from.</p>	

## Geography

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Map Skills</b>  <u>Prior Learning (EYFS)</u>            In Early Years, children have talked about the features of their own immediate environment and how environments might vary from one another (ELG)</p> <p><b>Knowledge</b>            Children will know that a globe is a 3D model of the planet Earth and that Earth spins at an angle. They will begin to understand that all pieces of land and water on the Earth are slightly curved in real life, not flat. They will know that a map is a flattened version of a globe and understand scale on a simple level. They will learn that atlases are simply a collection of maps in a book form.</p> <p><b>Skills</b>            Children will use a compass rose symbol on a map to identify the 4 cardinal directions – N,S,E &amp; W. They will learn to use a contents page to find a map they want and begin to explore what a key is.</p> <p><b>Key Vocabulary (new vocab in bold)</b>            Globe, 3D model, planet, Earth, spins, <b>angle/tilted</b>, whole world, land, water, curved, flat, maps, flattened, <b>scale, large scale, small scale, segments</b>, shape, countries, oceans, compass rose symbol, cardinal directions, North, South, East, West, atlas, collection, contents page, key, symbols</p> <p><b>Future Learning (Y2)</b>            Begin to understand which way North is on a globe (and therefore East, South and West) and how it always points towards the North Pole.</p>		<p><b>Our School</b>  <u>Prior Learning (EYFS)</u>            In Early Years, children have talked about the features of their own immediate environment and how environments might vary from one another (ELG)</p> <p><b>Knowledge</b>            Children will apply knowledge of cardinal directions and locational &amp; directional language to describe the locations of features and routes on a map of the school.</p> <p><b>Skills</b>            Children will observe the school and its grounds and use simple methods to record some basic human and physical features. They will use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features. Compare first- hand observations with those from aerial photographs and plan perspectives. They will devise a simple map or plan including a key using basic symbols.</p> <p><b>Key Vocabulary (new vocab in bold)</b>            Know, local area, our school, <b>ariel photograph, human, physical</b></p> <p><b>Future Learning (Y2)</b>            Devise a simple map (possibly from first-hand observations) including a key using symbols that build upon previous year.</p>		<p><b>The Local Area and UK</b>  <u>Prior Learning (EYFS)</u>            In Early Years, children have talked about the features of their own immediate environment and how environments might vary from one another (ELG)</p> <p><b>Knowledge</b> Learn/know about the local area through the application of map skills, locational knowledge, its human and physical characteristics and geographic skills and fieldwork. Children will learn the 4 countries of the UK, 4 capital cities of the UK and the 5 seas/oceans surrounding the UK. They will understand how some places are linked to other places eg footpaths, roads, train lines etc.</p> <p><b>Skills</b>            Children will be able to apply map and atlas skills to obtain knowledge about the local area and the UK.</p> <p><b>Key Vocabulary (new vocab in bold)</b>            Cardinal directions, Compass, North, south, east, west, near, far, left, right, England, Scotland, Wales, Northern Ireland (Ireland), London, Edinburgh, Cardiff, Belfast, Atlantic Ocean, North Sea, Irish Sea, Celtic Sea, English Channel, capital city, country, United Kingdom, flag, Union Jack, location, feature, route, roads, train lines, footpaths, sea, ocean</p> <p><b>Future Learning (Y2)</b> Children will compare and contrast two differing areas of the UK</p>	

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Fundamentals</b> <b><u>Prior Learning (EYFS)</u></b> Children have demonstrated strength, balance and coordination when playing (ELG) They have moved energetically, such as running, jumping, dancing, hopping, skipping, and climbing (ELG).</p> <p><b><u>Knowledge</u></b> Children will learn that ending your knees will help you to change direction and if you swing your arms it will help you to run faster. They will know that landing on your feet helps you to balance and control.</p> <p><b><u>Skills</u></b> Children will explore changing direction and dodging and move with some control and balance. Explore stability and landing safely and demonstrate control in take off and landing when jumping.</p> <p><b><u>Key Vocabulary</u></b> Bend, direction, dodge, fast, hop, jog, jump, land, <b>ready position</b>, skip, challenge, swing</p>	<p><b>Yoga</b> <b><u>Prior Learning (EYFS)</u></b> Children have shown good control and co-ordination in large and small movements. (ELG) They have also moved confidently in a range of ways, safely negotiating space. (ELG)</p> <p><b><u>Knowledge</u></b> Children will learn that if they focus on something still it will help them to balance and know that yoga helps to improve flexibility which we need in everyday tasks.</p> <p><b><u>Skills</u></b> Children will perform balances and poses making their body tense, stretched and curled. They will explore poses and movements that challenge their flexibility and explore strength whilst transitioning from one pose to another.</p> <p><b><u>Key Vocabulary</u></b> Balance, breath, copy, feel, focus, listen, <b>pose</b>, slowly, stretch, <b>yoga flow</b></p> <p><b><u>Future Learning</u></b></p>	<p><b>Dance</b> <b><u>Prior Learning (EYFS)</u></b> Children have shown good control and co-ordination in large and small movements. (ELG). They have sung songs, made music and dance and experimented with ways of changing them. (ELG).</p> <p><b><u>Knowledge</u></b> Children will learn that actions can be linked to create a dance and you can create fast and slow actions to show an idea. They will know that there are different directions and pathways within space.</p> <p><b><u>Skills</u></b> Children will learn how to copy, remember and repeat actions to represent a theme and create their own actions in relation to a theme. They will explore varying speeds to represent an idea and explore pathways within my performance. They will perform on their own and with others to an audience.</p> <p><b><u>Key Vocabulary</u></b></p>	<p><b>Gymnastics</b> <b><u>Prior Learning (EYFS)</u></b> Children have shown good control and co-ordination in large and small movements. (ELG) They have also moved confidently in a range of ways, safely negotiating space. (ELG)</p> <p><b><u>Knowledge</u></b> Children will know that balances should be held for 5 seconds and that they can use different shapes to roll. They will learn that landing on the balls of their feet helps them to land with control and that if they use a starting and finishing position, people will know when their sequence has begun and when it has ended.</p> <p><b><u>Skills</u></b> Children will explore basic shapes straight, tuck, straddle, pike and perform balances making their body tense, stretched and curled. They will also explore barrel, straight and forward roll progressions and explore shape jumps including jumping off</p>	<p><b>Athletics</b> <b><u>Prior Learning (EYFS)</u></b> Children have shown good control and co-ordination in large and small movements. (ELG) They have also moved confidently in a range of ways, safely negotiating space. (ELG)</p> <p><b><u>Knowledge</u></b> Children will understand that if they swing their arms it will help them to run faster and know that landing on the balls of their feet helps them to land with control. They will know that if they bend their knees it will help them to jump further and that stepping forward with the opposite foot to hand will help them to throw further.</p> <p><b><u>Skills</u></b> Children will explore running at different speeds and develop balance whilst jumping and landing. They will also explore hopping jumping and leaping for distance, as well as throwing for distance and accuracy.</p>	<p><b>Striking and Fielding</b> <b><u>Prior Learning (EYFS)</u></b> Children have shown good control and co-ordination in large and small movements. (ELG) They have also moved confidently in a range of ways, safely negotiating space. (ELG)</p> <p><b><u>Knowledge</u></b> Children understand that the harder they strike, the further the ball will travel and will know that throwing the ball back is quicker than running with it. They will know to watch the ball as it comes towards them and understand that tactics can help them when playing games.</p> <p><b><u>Skills</u></b> The children will explore striking a ball with their hand and develop tracking and retrieving a ball. They will explore technique when throwing over and underarm and develop co-ordination and technique when catching.</p>



	<p><b>(year 2)</b> Children will show increased awareness of extension in poses and demonstrate increased control in performing poses.</p> <p><b>Ball Skills</b> <b>Prior Learning</b> <b>EYFS</b> Children have also negotiated space and obstacles safely, with consideration for himself/herself and others (ELG).</p> <p><b>Knowledge</b> Children will learn to watch the ball as it comes towards them and move their feet to get in the line with the ball. They'll learn that moving with a ball is called dribbling and you can dribble with your hands and with your feet.</p> <p><b>Skills</b> Children will learn to roll and throw with some accuracy towards a target and begin to catch with two hands, also after a bounce. They will track a ball being sent directly and explore dribbling with hands and feet.</p>	<p>Action, balance, beat, copy, <b>counts</b>, direction, fast, level, <b>pathway</b>, <b>pose</b>, <b>timing</b></p> <p><b>Future Learning (Y2)</b> Children will explore working with a partner using unison, matching and mirroring.</p> <p><b>Games</b> <b>Prior Learning (EYFS)</b> Children have shown good control and co-ordination in large and small movements. (ELG) They have also moved confidently in a range of ways, safely negotiating space. (ELG)</p> <p><b>Knowledge</b> Children will know which type of throw to use for distance and accuracy and know that their body position will affect the accuracy of their throw. They will know that tactics can help them when playing games and that rules help us to play fairly.</p> <p><b>Skills</b> Children will explore technique when throwing overarm and underarm towards a target.</p>	<p>low apparatus.</p> <p><b>Key Vocabulary</b> Action, balance, control, direction, jump, level, point, roll, shape, speed, squeeze, star, straight, travel, <b>tuck jump</b>, <b>straddle</b>, <b>pike</b>, <b>barrel roll</b>, <b>forward roll</b></p> <p><b>Future Learning (Y2)</b> Children will learn to work safely with and around others and whilst using apparatus. They will also develop skills of jumping, rolling, balancing and travelling.</p> <p><b>Invasion Games</b> <b>Prior Learning (EYFS)</b> Children have shown good control and co-ordination in large and small movements. (ELG) They have also moved confidently in a range of ways, safely negotiating space. (ELG)</p> <p><b>Knowledge</b> Children will know to look at their partner before sending the ball and know that moving with a ball is called dribbling. They will understand that being in a good space helps us to pass the ball.</p>	<p><b>Key Vocabulary</b> Balance, bend, control, direction, further, hop, jog, jump, leap, overarm, quickly, safely, <b>target</b>, time, underarm</p> <p><b>Future Learning (Y2)</b> Children will develop the sprinting action.</p>	<p><b>Key Vocabulary</b> <b>Batter</b>, <b>batting</b>, <b>bowl</b>, <b>bowler</b>, <b>fielder</b>, <b>fielding</b>, hit, out, underarm, overarm, track</p> <p><b>Future Learning (Y2)</b> Children will develop skills such as running at different speeds, jumping and throwing. They will also engage in performing skills and measuring performance, competing</p>
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	<p><b><u>Key Vocabulary</u></b> Catch, control, <b>dribble</b>, roll, safely, score, space, soft, swing, target, track, underarm</p> <p><b><u>Future Learning (year 2)</u></b> Children will know to keep my head up when dribbling to see space/opponents.</p>	<p><b><u>Key Vocabulary</u></b> Distance, further, overarm, underarm, <b>point, swing</b></p> <p><b><u>Future Learning (year 2)</u></b> Children will develop striking a ball with equipment with some consistency.</p>	<p><b><u>Skills</u></b> Children will explore sending, receiving and dribbling with hands and feet to a partner. They will recognise good space when playing games and explore changing direction to move away from a partner.</p> <p><b><u>Key Vocabulary</u></b> <b>Attacker, defender, dodge, goal, marking, points, space</b></p> <p><b><u>Future Learning (year 2)</u></b> Children will explore staying close to other players to try and stop them getting the ball.</p>		
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## Computing

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Programmable robots - Coding</b></p> <p><b><u>Prior Learning EYFS</u></b> Children have learnt that a range of technology is used in places such as homes and schools (ELG) The have also learnt how to Select and use technology for particular purposes (ELG).</p> <p><b><u>Knowledge</u></b> Children will know what an algorithm is and will explore the concepts of coding through apps such as Tynker and Scratch Jnr.</p> <p><b><u>Skills</u></b> Children will be able to</p>		<p><b>E Safety</b></p> <p><b><u>Prior Learning EYFS</u></b> Children have learnt that a range of technology is used in places such as homes and schools (ELG) The have also learnt how to Select and use technology for particular purposes (ELG).</p> <p><b><u>Knowledge</u></b> Children will know</p>	<p><b>Using laptops</b></p> <p><b><u>Prior Learning EYFS</u></b> Children have learnt that a range of technology is used in places such as homes and schools (ELG) The have also learnt how to Select and use technology for particular purposes (ELG).</p> <p><b><u>Knowledge</u></b></p>	<p><b>Coding</b></p> <p><b><u>Prior Learning EYFS</u></b> Children have learnt that a range of technology is used in places such as homes and schools (ELG) The have also learnt how to Select and use technology for particular purposes (ELG).</p> <p><b><u>Knowledge</u></b> Children will know what</p>	<p><b>Creating Digital Content</b></p> <p><b><u>Prior Learning EYFS</u></b> Children have learnt that a range of technology is used in places such as homes and schools (ELG) The have also learnt how to Select and use technology for particular purposes (ELG).</p> <p><b><u>Knowledge</u></b> Children will know how</p>

<p>create simple algorithms to meet a set goal, and will be able to anticipate which instructions they will need to give to succeed.</p> <p><b>Key Vocabulary</b> Algorithm, instruction, program, actor, costume, code,</p> <p><b>Future Learning (year 2)</b> Children will create simple programs. They will learn how to debug such programs by using reasoning to predict the actions instructed by the code.</p>	<p>what it means to be 'safe' when using the internet and will understand the consequences and potential outcomes of not adhering to internet safety rules.</p> <p><b>Skills</b> Children will be able to take part in conversations about internet safety and will be able to use appropriate vocabulary to explain their knowledge.</p> <p><b>Key Vocabulary</b> Name, date, owner, text, paint, <b>portrait, toolbar, copyright, save, folder, search, type, safe, filter, google, search engine, image, keyboard, meet, accept, reliable, tell, trusted, adult, information, personal, key, question, share, stranger, danger, email, internet, subject, address, communicate, sender, online, digital, SMART, accept,</b></p> <p><b>Future Learning (year 2)</b> Children will learn to use technology safely and keep personal information private</p>	<p>Children will know how to log onto a laptop. They will know how to operate the keyboard and mousepad, and how to open programs such as 'Paint' and 'Word'.</p> <p><b>Skills</b> Find the buttons they need on a keyboard Know capital/lowercase letter correspondence Be able to input a username and password in order to 'log on' Be able to move cursor around the screen with a mousepad Explore 'left click' (and 'right click') on the mouse pad Be able to 'drag' something across the screen (through simultaneous left click and mousepad use) Be able to 'double click' on a program to open it.</p> <p><b>Key Vocabulary</b> Mousepad, left click, (right click), drag, open, close, keyboard, capital letter, lowercase letter, username, password, buttons, program, log on, enter, spacebar</p> <p><b>Future Learning (year</b></p>	<p>an algorithm is and will explore the concepts of coding through apps such as Tynker and Scratch Jnr.</p> <p><b>Skills</b> Children will be able to create simple algorithms to meet a set goal, and will be able to anticipate which instructions they will need to give to succeed.</p> <p><b>Key Vocabulary</b> Algorithm, instruction, program, actor, costume, code,</p> <p><b>Future Learning (year 2)</b> Children will create simple programs. They will learn how to debug such programs by using reasoning to predict the actions instructed by the code.</p>	<p>to use 'Word' to create a purposeful document. Children will know how to use 'Paint' to create digital media.</p> <p><b>Skills</b> Children will be able to type on a keyboard including the use of symbols, save files, edit and format text and also format font.</p> <p><b>Key Vocabulary</b> Keyboard, type, key, <b>shift, space bar, enter, return, symbol, folder, save, backspace, delete, arrow, enter, undo, redo, select, format, bold, italics, underline, font, size, colour</b></p> <p><b>Future Learning (year 2)</b> Children will use technology purposefully to create digital content, comparing the benefits of different programs. They will also recognise common uses of information technology beyond school.</p>
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		2) Children will use technology purposefully to create digital content, comparing the benefits of different programs.		
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## Art

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b><u>Still Life (drawing and painting)</u></b></p> <p><b><u>Prior Learning (EYFS)</u></b> Children have safely used and explored a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG). They have also learned to represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories. (ELG)</p> <p><b><u>Knowledge</u></b> Children will know facts about an artist (Picasso) and what 'still life' means. They will know how to look at a painting to search for use of line and shape and will be able to use this knowledge to create a still life piece of their own. They will begin to know about the 7 elements of art and how they can be used in their own work.</p> <p><b><u>Skills</u></b> Children will learn to mix paint to create lighter and darker shades of different colours. They will learn to look for shapes in a painting and will learn the skills of how to really 'look' at a painting. Children will learn to discuss their likes and dislikes about what they see in the painting and form opinions. They will learn the basic skills of pencil and brush work and explore the 7 elements of art.</p> <p><b><u>Key Vocabulary</u></b></p>		<p><b><u>Surrealism/Abstract (Sculpture/3D)</u></b></p> <p><b><u>Prior Learning (EYFS)</u></b> Children have safely used and explored a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG). They have also learned to represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories. (ELG)</p> <p><b><u>Knowledge</u></b> Children will know facts about an artist and will be able to compare artist and their work with what they learnt last term. They will know what surrealism and abstract mean and will continue to explore the 7 elements of art (particularly shape and form). They will know what a sculpture is and how sculptures are made in different ways.</p> <p><b><u>Skills</u></b> Children will begin to learn to manipulate malleable materials in a variety of ways and the effect such manipulation can have. They will also begin to experiment with, construct and join recycled, natural and man-made materials to produce an abstract/surrealist effect. Children will also use their pencil skills and knowledge of some elements of art to plan and design a sculpture.</p> <p><b><u>Key Vocabulary</u></b> Knead, roll, shape,</p>		<p><b><u>Modern/Pop Art (Printing/Collage)</u></b></p> <p><b><u>Prior Learning (EYFS)</u></b> Children have safely used and explored a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG). They have also learned to represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories. (ELG)</p> <p><b><u>Knowledge</u></b> Children will know facts about an artist and will be able to compare artist and their work with what they learnt in previous terms. They will know what Modern Art and Pop Art are and will continue to explore the 7 elements of art through the mediums of printing and collage.</p> <p><b><u>Skills</u></b> Children will explore making marks in print with a variety of objects, including natural and man-made. They will learn how to make rubbings and will build a repeating pattern. They will also learn to recognise pattern in the environment. Children will explore collage through folding, crumpling, tearing and overlapping different media to achieve the desired effect.</p>	

<p>Artist, painting/drawing/sculpture etc, <b>Similarity, difference, fact</b>, artist, painting/sculpture etc, <b>tools, line, bold/thick, thin, wavy, straight, broken, zigzag, spiral, pencil-grip, pressure, texture/physical texture, smooth, rough, crinkly, bumpy, shiny, soft, hard, describe, name, match, rubbing, represent, pencil grip, pressure, value, light, dark, shading, back and forth shading, shape, geometric shape, recognize, space, size, smaller/far away, larger/closer, position, background, middleground, foreground, element, brush, dab, smooth, wash, sponge, stipple, stroe, lines, blobs, dots, dashes, thin, primary colours, tints, shades,</b></p> <p><b>Future Learning</b> Children will experiment with tones using pencils, chalk or charcoal. They will represent things observed, remembered or imagined using colour/tools in two and three dimensions</p>	<p><b>sculpture, clay, playdough, construct, recycled, natural, man-made, abstract, surrealism</b>, Artist, painting/drawing/sculpture etc, Similarity, difference, fact, artist, painting/sculpture etc, plan, design, colour,</p> <p><b>Future Learning</b> Children will continue to experiment with construction and 3D form using a variety of materials and will display more confidence with their use of shape and form.</p>	<p><b>Key Vocabulary</b> Print, man-made, natural, rubbing, pattern, repeating pattern, fold, crumple, tear, overlap, paper, paint, pencil, pop art, modern art, element, shape, colour, line, space,</p> <p><b>Future Learning</b> Children will use a variety of techniques such as carbon printing, relief, press and fabric printing and rubbings. They will be able to make textured collages from a variety of media and by folding, crumpling and tearing materials.</p>
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**Design Technology**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Food and Nutrition</b></p> <p><b>Prior Learning (EYFS)</b> Children will have learnt the importance for good health, of physical exercise and a healthy diet, and will have talked about ways to keep healthy and safe. (ELG) They will have also represented their own ideas, thoughts and feelings through design and technology.</p> <p><b>Skills</b> Children will learn to describe textures of a variety of vegetables that they taste and will also be able to describe differences between some food groups (eatwell plate). They will learn how to cut, peel safely. Children will also learn how to design a dish and will prepare it safely, using safe methods.</p> <p><b>Knowledge</b></p>		<p><b>Materials, Structures and Mechanisms</b></p> <p><b>Prior Learning (EYFS)</b>Children will have used what they have learnt about media and materials in original ways, thinking about uses and purposes. (ELG) They will have safely used and explored a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG) Children will have also represented their own ideas, thoughts and feelings through design and technology.</p> <p><b>Skills</b> Children will begin to learn how to use a ruler to measure. They will also begin to learn how to use a pair of scissors safely and effectively. They will explore different ways that materials can be joined and how to use a slide for certain effects. They will be taught to think about if something has worked</p>		<p><b>Textiles</b></p> <p><b>Prior Learning (EYFS)</b> Children will have used what they have learnt about media and materials in original ways, thinking about uses and purposes. (ELG) They will have safely used and explored a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG) Children will have also represented their own ideas, thoughts and feelings through design and technology.</p> <p><b>Skills</b> Children will begin to learn how to use a ruler to measure. They will also begin to learn how to use a pair of scissors safely and effectively. They will explore different ways that fabrics can be joined, including using a needle and thread and different types of stitches. Children will be taught to think</p>	

<p>Children will know that some food comes from plants and others from animals. They will know the importance of good hygiene habits when working with food. They will also know the value of each food group from the eatwell plate and will begin to explore which group different ingredients they use belong to. Children will know how to design, prepare, make, present and evaluate a dish (crudites)</p> <p><b>Key Vocabulary (new vocab in bold)</b> Texture: chewy, soft, creamy, crunchy, crumbly, juicy, fluffy, Taste: sweet, <b>fresh, sharp, bitter</b>, Method: Cut, <b>peel</b>, chop, measure, wash, Equipment:, knife, chopping board, spoon, peeler, apron, plate <b>Crudites, design, make, prepare, present, evaluate</b>,</p> <p><b>Future Learning (Y2)</b> Children will learn to understand the need for a variety of food in a diet. They will learn that all food has to be farmed, grown wider range of cookery techniques to prepare food safely.or caught and will use a wider range of cookery techniques to prepare food safely.</p>	<p>well, and when something could be better. This will allow them to appropriately evaluate their work and make suggestions for improvement.</p> <p><b>Knowledge</b> Children will know the names of different materials and will understand the differences they find in their properties. They will also know ways to make some materials stronger. Children will know what a slide mechanism is and how they can use this to make a moving picture.</p> <p><b>Key Vocabulary (new vocab in bold)</b> <b>Mechanism, moving picture</b>, cut, measure,</p> <p><b>Future Learning (Y2)</b> Children will choose appropriate tools, equipment, techniques and materials from a wide range. They will safely measure, mark out, cut and shape materials and components using a range of tools and will explore and use mechanisms such as levers, sliders, wheels and axles in his/her products.</p>	<p>about if something has worked well, and when something could be better. This will allow them to appropriately evaluate their work and make suggestions for the best way forward and for improvement.</p> <p><b>Knowledge</b> Children will know the properties of different fabrics and the differences between them. They will know how to sew a pattern using a needle and thread and will understand how to use running stitch and cross stitch. They will know how to use their designs to recreate their ideas in fabric and will know the correct way to use scissors and needles to help them complete their project.</p> <p><b>Key Vocabulary (new vocab in bold)</b> Fabric, needle, yarn, <b>running stitch</b>, cross Stitch, design, measure, cut, scissors, ruler, <b>evaluate</b>,</p> <p><b>Future Learning (Y2)</b> Children will design purposeful, functional, appealing products for themselves and other users based on design criteria. They will safely measure, mark out, cut and shape materials and components using a range of tools</p>
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## Music

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Christmas Performance</b></p> <p><b>Prior Learning (EYFS)</b> Children will have performed songs, rhymes, poems, and story, showing some awareness of pitch and melody, with others in a Christmas production and have moved/danced in time with music. (ELG). They will have explored and engaged in using simple instruments to make music to perform in a group (ELG).</p> <p><b>Knowledge</b> Children will know the importance of good posture when singing and why following a conductor helps to sing musically and in unison. They will understand that</p>		<p><b>In the Groove!</b></p> <p><b>Prior Learning (EYFS)</b> Children will have explored singing songs, making music and dance and experimenting with ways of changing them. (ELG)</p> <p><b>Skills</b> Children will listen to and appraise a range of music and express how it makes them feel. Children will increasingly use the correct terminology to describe the songs. Children will be able to find the pulse, listen to and copy back a</p>		<p><b>Your imagination</b></p> <p><b>Prior Learning (EYFS)</b> Children will have explored singing songs, making music and dance and experimenting with ways of changing them. (ELG)</p> <p><b>Knowledge</b> Children will explain how they feel about the songs, using increasingly complex emotional literacy and may link these feelings to personal experiences. Children will increasingly use the correct terminology to describe the songs. Children will be</p>	



<p>projecting a voice is not shouting. They will know a performance is sharing music with other people called an audience.</p> <p><b><u>Skills</u></b> Children will listen to music with sustained concentration and discuss their feelings and emotions linked to the different pieces of music. Children will find the pulse of the music. They will sing songs musically and begin to apply their understanding of tempo, dynamics, rhythm, pitch when performing. They will begin to show how to warm up their voice and demonstrate good postures when singing. They will learn the words of songs to sing in unison and begin to follow the guidance of a conductor. They will begin to show awareness of others, including the audience when singing and learn how to project their voices.</p> <p><b><u>Vocabulary</u></b> Pulse, rhythm, pitch, rhyme, dynamics, tempo, melody, project, conductor, raps and chants.</p> <p><b><u>Future Learning (Y2)</u></b> Children will sing a song in two parts with increasing expression and play instruments using the correct techniques with respect.</p>	<p>rhythm using clapping and voice, showing some awareness of pitch. They will perform a song and play instrumental parts within the song. They will improvise using their voices and instruments.</p> <p><b><u>Knowledge</u></b> Children will know that music can be arranged in different styles, which have different musical features. They will know what the songs heard are about. Children will know that music has a steady pulse and that we can create rhythms from words, names etc. They will know the words to a song from memory and learn the names and sounds of different instruments (percussion).</p> <p><b><u>Key Vocabulary</u></b> Pulse, rhythm, pitch, rhyme, dynamics, <b>tempo</b>, melody, project, conductor, <b>improvise Blues, Baroque, Latin, Bhangra, Folk and Funk</b></p> <p><b><u>Future Learning (Y2)</u></b> Children will begin to describe a piece of music using a developing understanding of the interrelated musical dimensions. They will use voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence.</p>	<p>able to find the pulse, listen to and copy back a rhythm using clapping and voice, showing some awareness of pitch. Children will learn to recognise different instruments from their sounds and recall some of their names.</p> <p><b><u>Skills</u></b> They will know what the songs are about. Children will know that music is made of different dimensions and can name some of them. They will know the words to a song from memory and learn the names and sounds of different instruments (string, wind, brass and percussion). Children will know the importance of warming up their voices and using good posture when singing.</p> <p><b><u>Key Vocabulary</u></b> Pulse, rhythm, pitch, dynamics, tempo, melody, project, composer, conductor,</p>
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**CURRENTLY UNDER REVIEW**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Christians</b></p> <p><b><u>Prior Learning (EYFS)</u></b> Children have learnt about the similarities and differences between themselves and others, and among families, communities and traditions (ELG)</p> <p><b><u>Knowledge</u></b> Children will know what Christians believe God is like.</p>		<p><b>Jews/Christians</b></p> <p><b><u>Prior Learning (EYFS)</u></b> Children have learnt about the similarities and differences between themselves and others, and among families, communities and traditions (ELG)</p> <p><b><u>Knowledge</u></b> Children will know who a Jew is, what they believe</p>		<p><b>Muslims/Christians/Jews</b></p> <p><b><u>Prior Learning (EYFS)</u></b> Children have learnt about the similarities and differences between themselves and others, and among families, communities and traditions (ELG)</p> <p><b><u>Knowledge</u></b> Children will know who a Muslim is, what they</p>	

<p>They will also know why Christmas matter to Christians and how and why we celebrate special times.</p> <p><b>Skills</b> The children will learn to show respect for other faiths and religions. They will also learn to take turns when talking, how to listen well and to respect other people's opinions.</p> <p><b>Key Vocabulary (new vocab in bold)</b> Christian, God, church, pray, believe/belief, forgive, kind, Christ, Christmas, loving, parable, father, worship, nativity, Mary, angels, manger, wise men, shepherds, stable, Bethlehem,</p> <p><b>Future Learning (Year 2)</b> Children will learn how and why Christians celebrate significant times. They will understand what makes some celebrations sacred to believers and will explore what can be learned from sacred books and stories.</p>	<p>and how they live. They will also learn why Easter matter to Christians.</p> <p><b>Skills</b> The children will learn to show respect for other faiths and religions. They will also learn to take turns when talking, how to listen well and to respect other people's opinions.</p> <p><b>Key Vocabulary (new vocab in bold)</b> Jew, Judaism, synagogue, rabbi, mezuzah, kosher, Star of David, kippah, Torah, Shabbat, Hanukkah, menorah, Ark, scroll, hebrew</p> <p><b>Future Learning (Year 2)</b> Children will learn how we care for others and the Earth, and why it matters.</p>	<p>believe and how they live. They will know what makes some places significant as well as what makes some places sacred to believers.</p> <p><b>Skills</b> The children will learn to show respect for other faiths and religions. They will also learn to take turns when talking, how to listen well and to respect other people's opinions.</p> <p><b>Key Vocabulary (new vocab in bold)</b> Muslim, Islam, Allah, Iman, mosque, crescent moon, star, Arabic, Qur'an, Shahadah, the five pillars,</p> <p><b>Future Learning (Year 2)</b> Children will learn who is an inspiring person and what stories inspire Christians, Muslims and Jews. They will also learn what the 'good news' is that Christians believe Jesus brings.</p>
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**PSHE**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Me and My Relationships</b></p> <p><b>Prior Learning (EYFS)</b> Children have learnt to show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. (ELG)</p> <p><b>Knowledge</b> Children will know about why rules in the classroom are important and how they can help them to</p>	<p><b>Rights and Respect</b></p> <p><b>Prior Learning (EYFS)</b> Children will have used everyday language to talk about size, weigh, capacity, position, time and money to compare quantities and objects and to solve problems. (ELG) They will also have learnt to manage their own basic hygiene and personal needs successfully. (ELG)</p> <p><b>Knowledge</b> Children will know that</p>	<p><b>Valuing Difference</b></p> <p><b>Prior Learning (EYFS)</b> Children will have learnt that other children don't always enjoy the same things, and are sensitive to this. (ELG) They will also have learnt about similarities and differences between themselves and others, and among families, communities and traditions. (ELG)</p> <p><b>Knowledge</b></p>	<p><b>Keeping Myself Safe</b></p> <p><b>Prior Learning (EYFS)</b> Children will have learnt the importance for good health, of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. (ELG)</p> <p><b>Knowledge</b> Children will know some ways to keep themselves fit and healthy, including why sleep is so important. They will know some</p>	<p><b>Growing and Changing</b></p> <p><b>Prior Learning (EYFS)</b> Children will have made observations of animals and plants and explain why some things occur, and talk about changes. (ELG)</p> <p><b>Knowledge</b> Children will know some simple bodily processes associated with themselves. They will know some ways to meet the basic needs</p>	<p><b>Being my Best</b></p> <p><b>Prior Learning (EYFS)</b> Children will have learnt the importance for good health, of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. (ELG)</p> <p><b>Knowledge</b> Children will know the importance of fruit and vegetables in their daily diet and that eating at least five portions a day helps to maintain health.</p>

<p>maintain good relationships with their peers and adults. They will also begin to understand what feelings and emotions are and how such things can make our bodies feel. They will know who they can turn to for help with difficult emotions and will begin to explore how to recognise different feelings and emotions in others.</p> <p><b>Skills</b> Children will begin to learn how to manage their own feelings and how to interact with others in a way that is thoughtful and tolerant.</p> <p><b>Key Vocabulary</b> Rules, feelings, emotions, happy, sad, worried, angry, nervous, excited, surprised,</p> <p><b>Future Learning (Y2)</b> Pupils will use a range of words to describe feelings. They will understand the difference between teasing and bullying and will be able to identify some of the ways that good friends care for each other.</p>	<p>good basic personal hygiene is important to stay healthy. They will know some ways to help look after our school environment as well as how to show respect towards people and property. They will begin to explore the value of money as well as some basic first aid.</p> <p><b>Skills</b> Children will learn how to wash their hands properly. They will learn how to keep their bodies clean as well as how to brush their teeth. They will be able to identify the different coins and notes that we use in this country and will begin to identify their relative value.</p> <p><b>Key Vocabulary</b> Money, pound, penny, pence, coin, note, value, job, bank, earn, clean, wash, brush, toothpaste, toothbrush, soap, shampoo, hygiene, first aid,</p> <p><b>Future Learning (Y2)</b> Children will make suggestions for improving the school environment and recognise everyone has a responsibility for looking after it. They will also understand</p>	<p>Children will know that there are ways in which they are similar and different to others. They will know that these similarities and differences should be respected. Children will know what tolerance is. They will begin to explore the differences between being unkind, teasing and bullying and will know what to do and who they can go to for help in these situations. Children will begin to know what fairness is and how we can demonstrate such knowledge when interacting with others.</p> <p><b>Skills</b> Children will continue to learn how to recognise and demonstrate tolerance, respect and understanding.</p> <p><b>Key Vocabulary</b> Bullying, teasing, unkind, tolerance, respect, fairness, unfair, similar, different,</p> <p><b>Future Learning (Y2)</b> Children will identify people who are special and explain some of the</p>	<p>physical feelings and emotions associated with feeling unsafe and will know who could help them when they feel this way. Children will know some feelings associated with different types of loss. They will understand that medicines can sometimes make people feel better when they're ill and will be able to explain simple issues of safety and responsibility about medicines and their use. They will know the difference between appropriate and inappropriate touch and that some body parts are private. Finally, children will begin to learn a few ways on how they can stay safe on the internet.</p> <p><b>Skills</b> Children will be able to recognise and link the physical feelings in their bodies with certain emotions. They will be able to discuss what medicine is for and how to keep safe around it. They will also be able to discuss the differences between appropriate and inappropriate touch.</p>	<p>of a baby and will be able to identify things they could do as a baby, a toddler and now and people that helped them at those different stages. Children will understand the differences between a secret and a nice surprise. They will know which body parts are private and the correct terms for such parts. They will also know ways in which private parts can be kept private and who they can talk to about such body parts.</p> <p><b>Skills</b> Children will be able to discuss what different parts of the body do using the correct terminology. They will also be able to discuss the concept of privacy relating to certain body parts.</p> <p><b>Key Vocabulary</b> Heart, lungs, blood, stomach, intestines, brain, oxygen, ribs, chest, baby, needs, eye contact, cuddling, washing, changing, feeding, toddler, then, now, secret, surprise, penis, vulva,</p>	<p>They will know how diseases can spread and will recognise and use simple strategies for preventing the spread of diseases. Children will recognise that learning a new skill requires practice and the opportunity to fail, safely. They will also know how to demonstrate attentive listening skills and will know what it feels like to give and receive positive feedback. Finally, children will recognise how a person's behaviour can affect other people.</p> <p><b>Skills</b> Children will be able to discuss the importance of a healthy diet and will be able to demonstrate how to prevent the spread of disease by using strategies such as washing their hands. Children will be able to use attentive listening skills and will be able to give and receive positive feedback.</p> <p><b>Key Vocabulary</b> meat, fish, beans, nuts, protein, milk, cheese, yoghurt, dairy, fruit, vegetable, five a day, carbohydrate, starchy,</p>
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	<p>that people have choices about what they do with their money.</p>	<p>ways those people are special. They will also recognise and explain how a person's behaviour can affect other people.</p>	<p><b><u>Key Vocabulary</u></b>          Appropriate, inappropriate, safe, unsafe, body parts, private, touch, medicine, responsibility, internet safety, feelings, sleep, healthy, loss, emotions, fit</p> <p><b><u>Future Learning (Y2)</u></b>          Children will identify how inappropriate touch can make someone feel. They will learn about situations in which one would feel safe or unsafe, and also suggest actions for dealing with unsafe situations including who they could ask for help.</p>	<p><b><u>Future Learning (Y2)</u></b>          Children will identify different stages of growth (eg baby, toddler, child, teenager, adult) and describe some of the things that people are capable of at these different stages. They will also identify which parts of the human body are private.</p>	<p>bread, pasta, cereal, rice, energy, hygiene, disease, germs, learning, skill, resilience, determination, challenge, practice, kind, unkind, helpful, unhelpful, promise, behaviour,</p> <p><b><u>Future Learning (Y2)</u></b>          Children will learn how germs can be spread. They will understand that the body gets energy from food, water and oxygen. They will also recognise that exercise and sleep are important to health.</p>
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