

Subject	Year 1	Year 2
English	<p>Speaking and Listening ongoing:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. 	
	<p>Word reading Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) • for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • re-read these books to build up their fluency and confidence in word reading. 	<p>Word reading Pupils should be taught to:</p> <ul style="list-style-type: none"> • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • re-read these books to build up their fluency and confidence in word reading
	<p>Comprehension Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear read to their own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases • learning to appreciate rhymes and poems, and to recite some by heart • discussing word meanings, linking new meanings to those already known • understand both the books they can already read accurately and fluently and those they listen to by: • drawing on what they already know or on background information and vocabulary 	<p>Comprehension Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • discussing the sequence of events in books and how items of information are related • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • being introduced to non-fiction books that are structured in different ways • recognising simple recurring literary language in stories and poetry • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <p>understand both the books that they can already read accurately and fluently and those that they listen to by:</p>

<p>provided by the teacher</p> <ul style="list-style-type: none"> checking that the text makes sense to them as they read and correcting inaccurate reading discussing the significance of the title and events making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them. <p>Spelling (see English Appendix 1) Pupils should be taught to spell:</p> <ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught common exception words the days of the week <p>Name the letters of the alphabet:</p> <ul style="list-style-type: none"> naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound <p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words apply simple spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. <p>Handwriting Pupils should be taught to:</p> <ul style="list-style-type: none"> sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place *form capital letters form digits 0-9 understand which letters belong to which handwriting ‘families’ (i.e. letters that areformed in similar ways) and to practise these. 	<ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. <p>Spelling (see English Appendix 1) Pupils should be taught to spell by:</p> <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl’s book] distinguishing between homophones and near-homophones add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly apply spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. <p>Handwriting Pupils should be taught to:</p> <ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> 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letters use spacing between words that reflects the size of the letters.
<p>Writing Composition Pupils should be taught to write sentences by:</p> <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher. 	<p>Writing Composition Pupils should be taught to:</p> <p>develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> planning or saying out loud what they are going to write about 	<p>Writing Composition Pupils should be taught to:</p> <p>develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> planning or saying out loud what they are going to write about

	<p>Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • leaving spaces between words • joining words and joining clauses using and • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • learning the grammar for year 1 in English Appendix 2 • use the grammatical terminology in English Appendix 2 in discussing their writing. 	<ul style="list-style-type: none"> • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • read aloud what they have written with appropriate intonation to make the meaning clear. <p>Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) <p>learn how to use:</p> <ul style="list-style-type: none"> • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify [for example, the blue butterfly] • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • the grammar for year 2 in English Appendix 2 • some features of written Standard English • use and understand the grammatical terminology in English Appendix 2 in discussing their writing.
<p>Maths</p>	<p>Number Pupils should be taught to:</p> <ul style="list-style-type: none"> • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens • given a number, identify one more and one less • identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least • read and write numbers from 1 to 20 in numerals and words. • read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • add and subtract one-digit and two-digit numbers to 20, including zero • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. • solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. • recognise, find and name a half as one of two equal parts of an object, shape or 	<p>Number Pupils should be taught to:</p> <ul style="list-style-type: none"> • count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward • recognise the place value of each digit in a two-digit number (tens, ones) • identify, represent and estimate numbers using different representations, including the number line • compare and order numbers from 0 up to 100; use <, > and = signs • read and write numbers to at least 100 in numerals and in words • use place value and number facts to solve problems <p>solve problems with addition and subtraction:</p> <ul style="list-style-type: none"> • using concrete objects and pictorial representations, including those involving numbers, quantities and measures • applying their increasing knowledge of mental and written methods • recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 <p>add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <ul style="list-style-type: none"> • a two-digit number and ones • a two-digit number and tens • two two-digit numbers • adding three one-digit numbers • show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. • recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and

	<p>quantity</p> <ul style="list-style-type: none"> recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. <p>Measurement Pupils should be taught to:</p> <ul style="list-style-type: none"> compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass/weight [for example, heavy/light, heavier than, lighter than] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] time [for example, quicker, slower, earlier, later] measure and begin to record the following: lengths and heights mass/weight capacity and volume time (hours, minutes, seconds) recognise and know the value of different denominations of coins and notes sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] recognise and use language relating to dates, including days of the week, weeks, months and years tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. <p>Geometry Pupils should be taught to:</p> <ul style="list-style-type: none"> recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. describe position, direction and movement, including whole, half, quarter and three-quarter turns. 	<p>even numbers</p> <ul style="list-style-type: none"> calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ of a length, shape, set of objects or quantity write simple fractions for example, $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ <p>Measurement Pupils should be taught to:</p> <ul style="list-style-type: none"> choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$ recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value find different combinations of coins that equal the same amounts of money solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change compare and sequence intervals of time 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 know the number of minutes in an hour and the number of hours in a day. <p>Geometry Pupils should be taught to:</p> <ul style="list-style-type: none"> identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] compare and sort common 2-D and 3-D shapes and everyday objects. order and arrange combinations of mathematical objects in patterns and sequences use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise). <p>Statistics Pupils should be taught to:</p> <ul style="list-style-type: none"> interpret and construct simple pictograms, tally charts, block diagrams and simple tables ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity ask and answer questions about totalling and comparing categorical data
Science	<p>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:</p> <ul style="list-style-type: none"> 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 	

	<ul style="list-style-type: none"> gathering and recording data to help in answering questions. <p>Our changing world: Plants How plants grow and change over time and are affected by the seasons</p> <p>Our changing world: Animal antics Identify, name and closely observe a variety of common animals</p> <p>Our changing world: Sensing seasons What affect do the changing seasons have on our lives, plants, animals and weather?</p> <p>Plant Detectives Identify and name a variety of common wild and garden plants, including deciduous and Evergreen trees.</p> <p>Looking at animals Describe and compare the structure of a variety of common animals</p> <p>Using our senses Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense</p> <p>Everyday Materials Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock</p>	<p>Our changing world 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>What's in your habitat? Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p> <p>The apprentice gardener Observe and describe how seeds and bulbs grow into mature plants, and find out and describe how plants need water, light and a suitable temperature to grow and to stay healthy</p> <p>Materials: Good choices 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>Materials: Shaping up Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p>Take care Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>Growing up Notice that animals, including humans, have offspring that grow into adults</p>		
History	<p>Events beyond living memory that are significant nationally or globally :</p> <ul style="list-style-type: none"> WORLD WAR ONE (Knowledge and Understanding of wider world history) Knowledge and Understanding of changes within Living memory (both British and wider world) Significant historical events , people and places within their own locality <p>A focus on PEOPLE Lives of significant individuals: local, national &international (should also be used to compare aspects of life in different periods) Eg OURSELVES AND FAMILY, JOBS, CELEBRATIONS FAMOUS PEOPLE from a similar time /compare From a different time</p> <p>A focus on PLACES Change within living memory used where appropriate to reveal changes in national life. Eg SCHOOL/STREET/VILLAGE/SHOPS, HOMES, SEASIDE (Geog link), CHURCH, CASTLES (our UK heritage), THE TAJ MAHAL, PYRAMIDS</p>			
Geography	<p>Geographical Skills, Fieldwork and Vocabulary (Essential throughout the Key Stage)</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the UK and its countries as well as the countries and continents and oceans studied. Use simple compass directions (N, S, E, W) and locational language (near, far, left, right etc.) to describe the location of features and routes on a map <table border="1" data-bbox="230 1173 2154 1383"> <tr> <td data-bbox="230 1173 1032 1383"> <p>PLACE KNOWLEDGE</p> <ul style="list-style-type: none"> Local study- Compare and contrast with a non-European country <p>Starting points.... Have you ever been lost? (immediate environment) Which way shall I go? (Planning and mapping) What is there around me? (local area study)</p> </td> <td data-bbox="1032 1173 2154 1383"> <p>LOCATIONAL KNOWLEDGE</p> <ul style="list-style-type: none"> Name and locate the world's 7 continents and 5 oceans Name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas <p>Starting points.... Is it really round? Where in the world? (global awareness) Up up and away! (transport and UK landmarks)</p> </td> </tr> </table>		<p>PLACE KNOWLEDGE</p> <ul style="list-style-type: none"> Local study- Compare and contrast with a non-European country <p>Starting points.... Have you ever been lost? (immediate environment) Which way shall I go? (Planning and mapping) What is there around me? (local area study)</p>	<p>LOCATIONAL KNOWLEDGE</p> <ul style="list-style-type: none"> Name and locate the world's 7 continents and 5 oceans Name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas <p>Starting points.... Is it really round? Where in the world? (global awareness) Up up and away! (transport and UK landmarks)</p>
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	<p>What if I lived in...? A visit to... (comparison) Food Explorers (history link) HUMAN AND PHYSICAL GEOGRAPHY</p> <ul style="list-style-type: none"> Weather around the world <p>Starting Points... Sunhats or Umbrellas? (Weather)</p>	<p>HUMAN AND PHYSICAL GEOGRAPHY</p> <ul style="list-style-type: none"> Identify the location of the hot and cold areas of the world in relation to the Equator and North and South Poles <p>Starting points... Polar bears and Penguins (cold regions) On safari (hot regions eg Uganda)</p>
Art	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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>Drawing – from observations , pencil/ charcoal - linked to other areas of the curriculum e.g science, history Painting - - colour mixing, , water colour, pastels, Sculpture – papier mache, plasticine, Work of great artists and designers</p>	<p>Drawing - from observations , using pencil, charcoal – linked to other areas e.g science – vegetables, history Painting – colours shades and tones, brush techniques, water colour, pastels, acrylics Sculpture – papier mache, clay Work of great artists and designers – differences and similarities, Take One Picture</p>
Design Technology	<p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [forexample, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <p>Food and nutrition</p>	
	<p>Design and make products linked to relevant purpose within the theme, including food Generate simple designs, communicate them to others in different ways Select and use a range of tools, materials and components safely – cut shape, join and finish Evaluate – a range of existing products linked to their own products and their own against design criteria</p>	<p>Design and make products linked to relevant purpose within the theme, including food Generate designs, develop, communicate designs to others in different ways. Select and use a range of tools, materials and components safely – cut shape, join and finish Evaluate – a range of existing products linked to their own products and their own against design criteria. Develop a knowledge of materials and techniques, including measurement, cutting, joining through investigation, practice and links with other subjects – science, maths. explore and build structures and mechanisms Ensure they create their own designs and choose from range of materials</p>
Music	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. 	
	<p><u>Music Express Y1:</u> Sounds Interesting, The Long and Short of it, Feel the pulse, Taking off, What’s the score? Rain, rain go away, Christmas music/production</p>	<p><u>Music Express Y2:</u> Sounds Interesting, The Long and Short of it, Feel the pulse, Taking off, What’s the score? Rain, rain go away, Christmas music/production</p>

<p>PE</p>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns. • Swimming and water safety 	
<p>RE We follow a scheme from the Chelmsford Diocesan Scheme with units from other faiths from the Essex syllabus</p>	<p>Harvest: Giving thanks What is God like? Christmas: Gifts and giving Who is Jesus? What does it mean to be a Christian: Prayer Easter: The changing moods of Easter What does it mean to be a Christian: Bible Pentecost: The symbol of wind What does it mean to be a Christian: Church</p>	<p>Harvest: God's creation Jesus the Storyteller Christmas: Christmas lights Special ways of Living Focus: Islam Special Words stories and writings: Focus: Judaism Easter: Symbols of Easter Jesus the Teacher Pentecost: The holy Spirit Baptism</p>
<p>Computing</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • create and debug simple programs • use logical reasoning to predict the behaviour of simple programs • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school • 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>PSHE Pshe may be taught as a discrete lesson or these themes may be incorporated into discussions and work in other subjects.</p>	<p>Relationships What makes me the same as you? What makes us unique and special? Getting on and falling out Managing angry feelings keeping safe What to do if I get lost – safety rules, Dangers around the house and outside, Dangers from other people, Safe use of medicines Healthy lifestyle How do healthy people look? What activities make up a healthy day? What healthy choices can I make? Taking care of myself in the sun Growing and changing Humans produce babies that grow into children and then adults. What do I remember from birth to now? Milestones and special events in my life, Learning new skills</p>	<p>Relationships Different types of families, Dealing with friendship problems, Empathy and helping others feel valued keeping safe How to keep safe in different places and situations, Who has the job of keeping me safe? Road safety Difference between hazards I cause myself and those caused by others. What to do when I'm feeling ill. Injections and safety rules Healthy lifestyle The role of a balanced diet in keeping healthy, Why is hygiene important? Goals we can make for a healthy lifestyle Range of aspects to staying healthy: food, hygiene, relationships, exercise and rest. Growing and changing Be positive about my capabilities and achievements, Process of growing from young to old, Growing up, developing skills and taking responsibility, Changing needs as we grow</p>