



Newtown Linford Primary School
“Inspiring Individuality, Excellence and Adventures”

Skills
Knowledge

Bradgate Curriculum Map
Cycle A

	Autumn		Spring		Summer	
School Values	Individuality		Excellence		Adventures	
British Core Values	The rule of law	Democracy	Individual liberty	Mutual respect and tolerance	Individual liberty	Mutual respect and tolerance
Topic	People Who Help Us	Let’s Celebrate	The Titanic	Dinosaurs	Holidays	
Synopsis	This theme is all about People who help us. Children will learn about famous, British people in History that have had jobs that involve helping others. They will also learn about Florence Nightingale and compare the job of a nurse then and now. Children will have the chance to explore existing hospitals and design their own before making and evaluating one as part of their learning in DT. Painting will be the focus for our art lessons. Learning how to take care of themselves and to keep healthy in science lessons will involve healthy eating, self - care and hygiene.	Within this topic children will learn about a range of celebrations and festivals. They will learn about bonfire night, Diwali and Christmas. They will learn about how different religions celebrate, how and why. Art and Design and Technology will bring many of these festivals to life, through firework pictures and Diwali candles. In History children will find out about a significant event from the past, the Gunpowder plot and why we celebrate Bonfire night in such a unique way. They will celebrate Christmas through performing in a nativity and learning songs and dances as part of this.	In this Science-based unit children will explore the different time era and what clues give them detail about the time period-. Children will focus on visual clues to determine and discuss elements of clothing, jobs etc. that determined their social class. Children will look at the journey of the Titanic and locate on maps, focusing in on 2 different geographical ports and compare them. Children will explore material and develop a scientific experiment to decide which materials are most suitable for life on the seas! Based on scientific understanding children will design and make boats- fit for purpose.	In this unit, children will investigate the pre-historic era of dinosaurs, when they existed and how they became extinct. Pupils will look at the different dinosaurs and their distinguishing features to focus on their non-fiction writing skills, creating a booklet of information on their chosen Dinosaur and its characteristics. In art children will develop pattern, texture and drawing skills to create dinosaur foot prints. In music, children will think about how animals move and relate this to musical pitch to develop their skills further.	The seaside/holiday theme will allow children to compare seaside holidays of the past with those we enjoy today. Children will learn about Victorian holidays and through work in Geography will compare the coastal area of Hunstanton with both urban and rural areas of the UK. In Science children will investigate sea life, simple habitats and food chains. As part of our creative learning, Children will combine skill from art and DT to create a beach hut from the past and sea landscapes.	
Enrichment Opportunities	Nurses and Doctors in to speak to the class about their job. Preparations for Harvest Festival.	Class Diwali celebration Sending a letter or email to Santa	Trip to the Sea City Museum Titanic dressing up day	Visit from an archaeologist	Trip to New Forest Wildlife Park	Trip to the beach Making 3D islands in groups
Global Awareness	Where is Scutari in relation to the UK?	Festivals from around the world.	Where did all the people on the Titanic come from? Comparing and finding links between port cities.	Where were the oldest dinosaur remains found?	The importance of rivers around the world including the River Ganges during RE.	The ways in which people are connected to other countries. How do we travel to other places around the world? Identifying whether all islands have the same features.
English	For further details of the English Curriculum please see the English Long Term Overview.					
Maths	For details of the Maths Curriculum please see the Maths Long Term Overview.					

Science

	<p><u>National Curriculum</u></p> <p>Animals & Humans</p> <p><u>Year 1:</u></p> <ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense <p><u>Year 2:</u></p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 	<p><u>National Curriculum</u></p> <p>Materials</p> <p><u>Year 1:</u></p> <ul style="list-style-type: none"> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties <p><u>Year 2:</u></p> <ul style="list-style-type: none"> identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching 	<p><u>National Curriculum</u></p> <p>Plants</p> <p><u>Working scientifically</u></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 gathering and recording data to help in answering questions <p><u>Year 1:</u></p> <ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. identify and describe the basic structure of a variety of common flowering plants, including trees. <p><u>Year 2:</u></p> <ul style="list-style-type: none"> observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	<p><u>National Curriculum</u></p> <p>Animals & Humans</p> <p><u>Year 1:</u></p> <ul style="list-style-type: none"> describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) <p><u>Year 2:</u></p> <ul style="list-style-type: none"> explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other identify and name a variety of plants and animals in their habitats, including microhabitats 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><u>Autumn 1 Learning Objectives</u></p> <ul style="list-style-type: none"> Identify and name a range of common animals. Say something that is the same and something that is different about two animals. Know the basic needs of animals for survival. Understand that animals have different diets. <p><u>Autumn 2 Learning Objectives</u></p> <ul style="list-style-type: none"> Name the basic parts of the body. Understand the importance of exercise, healthy eating & hygiene. Name the senses and say which body part is associated with each sense. Use their senses to perform simple tests. 	<p><u>Spring 1 Learning Objectives</u></p> <ul style="list-style-type: none"> Identify and name everyday materials Describe simple properties of everyday materials Distinguish between an object and the material it is made from. Identify the suitability of materials for particular uses. Sort objects 3 ways. Discover how shapes of materials can be changed. 	<p><u>Spring 2 Learning Objectives</u></p> <ul style="list-style-type: none"> Find plants in the wild and identify them by a picture. Label parts of a plant Basic needs of plants (water, light, temperature) Make a prediction. Perform simple tests (plant a bean in varying environments) <p><u>Summer 1 Learning Objectives</u></p> <ul style="list-style-type: none"> Use observations to answer simple questions - collect information and make observations about a bean growing Plant and animal classifications Name the types of and parts of trees 	<p><u>Summer 2 Learning Objectives</u></p> <ul style="list-style-type: none"> To name, sort and compare living and non-living things. Describe the structure of common animals, including some parts of the body that are specific to animals. Name the habitats and micro-habitats of plants and animals. Describe simple food chains.
	<p><u>Assessment (Arbor) Statements</u></p> <p>Y1: I recognise some ways that I can stay healthy.</p> <p>Y1: I can name a variety of common birds, fish, amphibians, reptiles and mammals.</p> <p>Y2: I can describe the importance of exercise, diet and hygiene to keep healthy.</p> <p>Y2: I can explain what carnivores, herbivores and omnivores are.</p>	<p><u>Assessment (Arbor) Statements</u></p> <p>Y1: I can make simple observations.</p> <p>Y1: I can identify some similarities and differences between materials.</p> <p>Y1: I can test ideas that have been suggested to me.</p> <p>Y1: I am able to name and sort a variety of everyday materials.</p> <p>Y2: I use observational evidence to investigate the properties of materials.</p> <p>Y2: I know how some materials can be changed by squashing, bending, twisting and stretching.</p>	<p><u>Assessment (Arbor) Statements</u></p> <p>Y1: I can observe and describe how seeds and bulbs grow into mature plants.</p> <p>Y2: I can identify that plants need water, light and a suitable temperature to stay healthy.</p> <p>Y1: I recognise that you can collect evidence to try to answer a question.</p> <p>Y2: I recognise why it is important to collect evidence.</p> <p>Y2: I can use my observations to begin to draw simple conclusions.</p>	<p><u>Assessment (Arbor) Statements</u></p> <p>Y1: I can sort and compare living and non-living things.</p>

History	National Curriculum Florence Nightingale To learn about: <ul style="list-style-type: none">The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.	National Curriculum The Gunpowder Plot To learn about: <ul style="list-style-type: none">Events beyond living memory that are significant nationally or globally.Significant historical events, people and places in their own locality.	National Curriculum The Titanic To learn about: <ul style="list-style-type: none">Events beyond living memory that are significant nationally or globally.	National Curriculum Dinosaurs To learn about: <ul style="list-style-type: none">Significant historical events, people and places in their own locality.	National Curriculum Holidays in the past To learn about: <ul style="list-style-type: none">changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	
	Autumn 1 Learning Objectives <ul style="list-style-type: none">Learn about the Victorian era and begin a class timeline (to add to throughout the year)Find out about the life of a significant individual.Identify the lasting impact of Florence Nightingale's work on nursing.	Autumn 2 Learning Objectives <ul style="list-style-type: none">To learn about the life of Guy Fawkes and why he is remembered today.Compare ways of life and items from early 17th century to the present day.Create a timeline of events during The Gunpowder Plot.	Spring 1 Learning Objectives <ul style="list-style-type: none">Use a variety of sources of information to find out about the Titanic and why it sank.Identify the lasting impact of the Titanic's sinking.	Spring 2 Learning Objectives <ul style="list-style-type: none">Locating the prehistoric era on a timeline.To identify characteristics of different dinosaurs (classify and sort).To learn about Mary Anning.To learn about the discovery of dinosaurs in Leicestershire and Rutland (local history).To know what a fossil is and what it can tell us about the past.	Summer 1 Learning Objectives <ul style="list-style-type: none">Compare and describe how holidays have changed over time.Identifying changes within living memory.	
	Assessment (Arbor) Statements Y2: Recognises that there are reasons why people in the past did things.	Assessment (Arbor) Statements Y1: Begins to show an awareness of the differences between ways of life at different times. Y1: I can tell an adult about a historical figure and why they are important in the history of the UK.	Assessment (Arbor) Statements Y1: Talks about things that happened and stories about the past. Y2: Identifies different ways in which the past is represented.	Assessment (Arbor) Statements Y2: Places objects and events in chronological order.	Assessment (Arbor) Statements Y1: Answers questions about the past by looking at sources of information.	
Geography	National Curriculum What is unique about the grounds of Newtown Linford School? <ul style="list-style-type: none">use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.		National Curriculum Is Southampton a better port than New York? <ul style="list-style-type: none">use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.		National Curriculum Scottish Islands <ul style="list-style-type: none">use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.name and locate the world's seven continents and five oceans	National Curriculum Newtown Linford and Hunstanton Beach <ul style="list-style-type: none">use basic geographical vocabulary to refer to:<ul style="list-style-type: none">key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weatherkey human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

	Autumn Learning Objectives <ul style="list-style-type: none"> Using a map of Newtown Linford for reference, learn about compass directions. Use locational/directional language to describe the location of local features and map routes. Create a map of Newtown Linford including a key. Learn about the weather patterns in the UK, and observe the weather in Newtown Linford. 		Spring Learning Objectives <ul style="list-style-type: none"> Identify the features of and compare two port cities using a range of sources, including maps. Observe and compare the human and physical features of the UK and USA. 		Summer 1 Learning Objectives <ul style="list-style-type: none"> Using maps, atlases and globes; name and locate continents and oceans. Identify the countries of the UK and surrounding seas. Describe features of islands using geographical language. Research one of the Scottish Islands, identifying it on a map and discussing key human and physical features. 	Summer 2 Learning Objectives <ul style="list-style-type: none"> Use fieldwork and observational skills to decide whether it is more human or physical where we live. Learn about Hunstanton Beach and identify human and physical features, Compare Newtown Linford and Hunstanton.
	Assessment (Arbor) Statements Y1: Can use aerial photos to locate landmarks. Y1: Can name the four seasons and name a type of weather they may see at this time of year. Y2: Can use basic geographical vocabulary to refer to the key physical features of an area.		Assessment (Arbor) Statements Y1: Can use simple geographical vocabulary to refer to key human features including city, town, village. Y2: Can use geographical vocabulary to compare key human features of two locations.		Assessment (Arbor) Statements Y1: Can identify the countries within the UK. Y2: Can use basic geographical vocabulary to refer to the key physical features of an area.	Assessment (Arbor) Statements Y1: Can identify human and physical features of a variety of holiday environments. Y2: Can recognise and compare a range of holiday environments.
Art	National Curriculum <ul style="list-style-type: none"> Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	National Curriculum <ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 	National Curriculum <ul style="list-style-type: none"> To use a range of materials creatively to design and make products 	National Curriculum <ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 	National Curriculum <ul style="list-style-type: none"> To use a range of materials creatively to design and make products 	
	Autumn 1 Learning Objectives Painting portraits: <ul style="list-style-type: none"> Learn about the work of Picasso. Create a self-portrait in the style of Picasso. Collage: <ul style="list-style-type: none"> Learn about the work of Gaudi. Create a collage in the style of Gaudi. Compare the two artists.	Autumn 2 Learning Objectives Digital Media: <ul style="list-style-type: none"> Create Rangoli patterns/ Firework pictures. Sculpture: <ul style="list-style-type: none"> Create clay diva lamps. Textiles: <ul style="list-style-type: none"> Create Christmas decorations. <ul style="list-style-type: none"> Create a 2023 calendar. 	Spring 1 Learning Objectives 3D: <ul style="list-style-type: none"> Plan a Titanic model that will float – draw and label design. Make and evaluate Titanic model. 	Spring 2 Learning Objectives Print: <ul style="list-style-type: none"> Create dinosaur patterns and footprints. 	Summer Learning Objectives Collage: <ul style="list-style-type: none"> Create a Seaside landscape. 3D: <ul style="list-style-type: none"> Sea scene diorama. 	
	Assessment (Arbor) Statements Y1: Discuss the work of different artists. Y2: Compare the work of a range of artists.	Assessment (Arbor) Statements Y2: Can explore sculpture with a range of malleable materials.	Assessment (Arbor) Statements Y1: Can experiment with constructing and joining a variety of materials.	Assessment (Arbor) Statements Y1: Can design and print simple repetitive patterns. Y2: Can investigate tone in drawings using lines, marks and shapes.	Assessment (Arbor) Statements Y2: Can explore sculpture with a range of malleable materials.	

D & T		National Curriculum Food Technology <ul style="list-style-type: none"> Use the basic principles of a healthy and varied diet to prepare dishes.(Cooking & nutrition) Understand where food comes from. (Cooking & nutrition) Select from and use a range of tools and equipment to perform practical tasks. (Make) Select from and use a range of materials and components, including ingredients, according to their characteristics. (Make) Evaluate their ideas and products against design criteria (Evaluate) 	National Curriculum Structures <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and others based on design criteria.(design) Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, ICT. (design) Build structures, exploring how they can be made stronger, stiffer and more stable. (Technical knowledge) Select from and use a range of materials and components, including construction materials, according to their characteristics. (Make) Evaluate their ideas against design criteria. (Evaluate) 		National Curriculum Wheels and Axles - Mechanisms <ul style="list-style-type: none"> Explore and use mechanisms (levers, sliders, wheels & axles), in their products. (Technical knowledge) Design purposeful, functional, appealing products for themselves and others based on design criteria.(design)
		Autumn 2 Learning Objectives <ul style="list-style-type: none"> Prepare and cook festival foods. 	Spring 1 Learning Objectives See Art above.		Summer Learning Objectives <ul style="list-style-type: none"> Create a 20th century bathing machine, including wheels and axles. Evaluate own work.
		Assessment (Arbor) Statements Y1: Can prepare a simple, healthy dish. Y2: Can design and prepare a healthy menu.	Assessment (Arbor) Statements Y1: Can draw and label a simple design and identify materials they will use. Y2: Can generate ideas and designs and select materials to meet design criteria.		Assessment (Arbor) Statements Y1: Can explore simple finishing techniques to improve their work. Y1: Can say what they like and dislike about their work. Y2: Can explore and use mechanisms in products they have designed.
Music	National Curriculum <ul style="list-style-type: none"> play tuned and untuned instruments musically experiment with, create, select and combine sounds using the inter-related dimensions of music. 	National Curriculum <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes experiment with, create, select and combine sounds using the inter-related dimensions of music. listen with concentration and understanding to a range of high-quality live and recorded music 	National Curriculum <ul style="list-style-type: none"> listen with concentration and understanding to a range of high-quality live and recorded music 	National Curriculum <ul style="list-style-type: none"> play tuned and untuned instruments musically use their voices expressively and creatively by singing songs and speaking chants and rhymes listen with concentration and understanding to a range of high-quality live and recorded music 	National Curriculum <ul style="list-style-type: none"> play tuned and untuned instruments musically experiment with, create, select and combine sounds using the inter-related dimensions of music. use their voices expressively and creatively by singing songs and speaking chants and rhymes listen with concentration and understanding to a range of high-quality live and recorded music
	Autumn 1 Learning Objectives Unit: Our Bodies (6-7) Musical Focus: Beat In this unit, the children develop a sense of steady beat using their own bodies. They respond to music and play rhythm patterns on body percussion and instruments.	Autumn 2 Learning Objectives KS1 Nativity Singing performance.	Spring 1 Learning Objectives Unit: BBC Dance with the Elements - Water Musical Focus: Listening The children listen to classical music including Debussy's Arabesque, Saint Saens' Aquarium and Strauss's The Blue Danube. They watch dancers perform choreographed pieces to music. They then create their own movements to the pieces by listening carefully to them.	Spring 2 Learning Objectives Unit: Animals (6-7) Musical Focus: Pitch Animal movement is linked with pitch in this unit, to help children develop understanding and recognition of changing pitch. Children interpret pitch line notation using voices and tuned instruments.	Summer Learning Objectives Unit: Travel (6-7) Musical Focus: Performance In this unit, the children learn a Tanzanian game song and accompany a travelling song using voices and instruments. They listen to an orchestral piece and improvise their own descriptive 'theme park' music.
	Assessment (Arbor) Statements	Assessment (Arbor) Statements	Assessment (Arbor) Statements	Assessment (Arbor) Statements	Assessment (Arbor) Statements Y1: I can perform in different ways, fast or slow, quiet or loud.

	Y1: I can play a steady beat.	Y1: Can take part in a whole class performance.	Y2: Can listen to and talk about classical pieces of music.	Y1: Can explain what pitch is and can show this using my voice or an instrument. Y2: Can explain how pitch can change direction upwards and downwards.	Y2: Can play tuned and untuned instruments to a steady beat. Y2: Can layer sounds in a performance using a range of instruments, including voice.	
Computing	National Curriculum <ul style="list-style-type: none">Use technology purposefully to create, organise, store, manipulate and retrieve digital contentRecognise common uses of information technology beyond school	National Curriculum <ul style="list-style-type: none">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.	National Curriculum <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.Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	National Curriculum <ul style="list-style-type: none">Use technology purposefully to create, organise, store, manipulate and retrieve digital content.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.	National Curriculum <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 instructionsCreate and debug simple programsUse logical reasoning to predict the behaviour of simple programs	National Curriculum <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 instructionsCreate and debug simple programs
	Autumn 1 Learning Objectives Kapow Y1 Digital Literacy/Information Technology Computing systems and networks: Improving mouse skills	Autumn 2 Learning Objectives E-Safety: Year 2 Unit	Spring 1 Learning Objectives Kapow Y2 Digital Literacy/Computer Science Data Handling: International Space Station Kapow Y1 Digital Literacy Skills Showcase: Rocket to the Moon	Spring 2 Learning Objectives Kapow Y2 Digital Literacy Computing Systems and networks: Word Processing	Summer 1 Learning Objectives Kapow Y2 Computer Science Programming: Algorithms and debugging	Summer 2 Learning Objectives Kapow Y1 Information Technology/Computer Science Programming 2: Bee-Bot
	Assessment (Arbor) Statements I can use a mouse – click and drag, drag and drop, left/right click, mouse mat.	Assessment (Arbor) Statements	Assessment (Arbor) Statements Understands how a computer can help you with a task.	Assessment (Arbor) Statements I can word processing to create using fonts, bold, underline and highlight.	Assessment (Arbor) Statements I understand what algorithms are.	Assessment (Arbor) Statements Understand Bee-Bot instructions and button functions.
PE/Games	National Curriculum <i>Key Stage 1</i> <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 activitiesparticipate in team games, developing simple tactics for attacking and defendingperform dances using simple movement patterns					
	Autumn 1 Learning Objectives PE Session 1: Games / dance/ gymnastics PE Session 2: Real P.E. (Personal)	Autumn 2 Learning Objectives PE Session 1: Games / dance/ gymnastics PE Session 2: Real P.E. (Social)	Spring 1 Learning Objectives PE Session 1: Games / dance/ gymnastics PE Session 2: Real P.E. (Cognitive)	Spring 2 Learning Objectives PE Session 1: Games / dance/ gymnastics PE Session 2: Real P.E. (Creative)	Summer 1 Learning Objectives PE Session 1: Athletics PE Session 2: Real P.E. (Applying Physical skills)	Summer 2 Learning Objectives PE Session 1: Athletics PE Session 2: Real P.E. (Health and Fitness)
	Assessment (Arbor) Statements Y2: I try several times if at first, I don't succeed and I ask for help when appropriate (Personal)	Assessment (Arbor) Statements Y1: Can work sensibly with others, taking turns and sharing (Social)	Assessment (Arbor) Statements Y1: I can manipulate a ball		Assessment (Arbor) Statements Y1: I can perform a single skill or movement with some control (Applying physical skills) Y2: I can perform a sequence of movements with some changes in level, direction or speed (Applying physical skills)	Assessment (Arbor) Statements Y2: Can use equipment appropriately and move and land safely (Knowledge and Understanding of health and fitness)
RE	Autumn 1 Learning Objectives Christians	Autumn 2 Learning Objectives Christians, Jewish and Muslims	Spring Learning Objectives Jewish Who is Jewish and what do they believe?		Summer Learning Objectives Christian and Jewish	

	Who is a Christian and what do they believe? (Stories and Bible focus)	How and why do we celebrate special and sacred times?			How should we care for others and the world, and why does it matter?
	<u>Assessment (Arbor) Statements</u> Ask some questions about believing in God and offer some ideas of their own (C1).	<u>Assessment (Arbor) Statements</u> Identify some ways Christians celebrate Christmas/ Easter/ Harvest/ Pentecost and some ways a festival is celebrated in another religion (A1)	<u>Assessment (Arbor) Statements</u> Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1)		<u>Assessment (Arbor) Statements</u> Re-tell Bible stories and stories from another faith about caring for others and the world (A2).
PSHE	<u>Autumn 1 Learning Objectives</u> MMR4 Beginning and Belonging (NB) <ul style="list-style-type: none">• What can I do to help make the school and classroom a safer and fair place?• How can I get to know other children in my class?• How do I feel when I am doing something new?• How can I make someone feel welcome?• How can I help other people to feel better?• What do I know about how to solve problems?	<u>Autumn 2 Learning Objectives</u> C5 Rights, Rules and Responsibilities (NB) <ul style="list-style-type: none">• How do rules make me feel happy and safe?• How do I take part in making rules?• Who looks after me and what are their responsibilities?• What jobs and responsibilities do I have in school and at home?• Can I listen to other people, share my views and take turns?• Can I take part in discussions and decisions in class?	<u>Spring 1 Learning Objectives</u> HSL5 Safety Contexts <ul style="list-style-type: none">• Where are the safer places I can play?• What are the risks for me in using the roads, and how can I stay safe?• What are the risks for me in the sun and how can I stay safe?• What are the risks for me near water and how can I stay safe?• What are the risks for me if I am lost and how can I stay safe?• What are the best ways to keep safe from accidents?	<u>Spring 2 Learning Objectives</u> Economic well being Financial Capability <ul style="list-style-type: none">• Where does money come from and where does it go when we 'use' it?• How might I get money and what can I do with it?• How do we pay for things?• What does it mean to have more or less money than you need?• How do I feel about money?• How do my choices affect me, my family, others?• What is a charity?	<u>Summer Learning Objectives</u> Online safety Managing risk HSL 4- link to the Seaside Managing Risk <ul style="list-style-type: none">• What are risky situations and how can I keep myself safer?• How do I feel in risky situations?• What is my name, address and phone number and when might I need to give them?• What is an emergency and who helps?• How can I help in an emergency?
	<u>Assessment (Arbor) Statements</u> I can consider what a problem is.	<u>Assessment (Arbor) Statements</u> I know I am increasingly responsible for the decisions I choose.	<u>Assessment (Arbor) Statements</u> I can talk about the risks associated with water.	<u>Assessment (Arbor) Statements</u> I understand what a charity is.	<u>Assessment (Arbor) Statements</u> I can talk about risk and how I can keep myself safe.