



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 Florence Nightingale	Hot and Cold Places	Explorers	Magical Mapping	Holidays in the Past	Beside the Sea
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.	In this theme the children will learn about the location of countries, continents and oceans of the world in relation to the position of the United Kingdom and children's own locality. Children will develop global awareness by looking in detail at the position different climate zones and how this relates to hot and cold countries. They will learn about plants and animals that live there and how they can survive.	In this unit, children explore why some people are considered to be significant before going on to learn about some significant explorers, from Ibn Battuta to Neil Armstrong. The children will investigate how we remember significant people and how values may change over time	In this theme, the children will develop key map skills. They will explore a range of maps at a local, national and global level, developing their understanding of how to navigate around an atlas to find key countries, continents, oceans and seas along with devising their own maps and routes. They will learn how to 'view from above' looking at aerial photographs to spot human and physical features, understand simple map symbols, compass directions and develop key geographical vocabulary throughout the unit	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. In Science children will investigate plants and what they need to grow. As part of our creative learning, Children will combine skills from art and DT to create a beach hut from the past and sea landscapes.	The Beside the Seaside theme will teach the children about the geographical features of the seaside, both human and physical. Children will learn about seaside environments; finding out where they are located in the United Kingdom and seaside resorts nearest their own locality using maps, aerial photograph, webcams and developing their key vocabulary. Children will learn about the similarities and differences between seaside resorts and their own locality. Through work in Geography will compare the coastal area of Hunstanton with both urban and rural areas of the UK.
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			Letters to Grandparents Trip to the Zoo	Making 3D islands in groups
Global Awareness	Where is Scutari in relation to the UK?	Festivals from around the world.	Comparing and finding links between port cities.		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	<u>National Curriculum</u> Animals & Humans <u>Year 1:</u> <ul style="list-style-type: none">identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammalsidentify and name a variety of common animals that are carnivores, herbivores and omnivoresidentify, name, draw and label the basic parts of the human body <u>Year 2:</u> <ul style="list-style-type: none">notice that animals, including humans, have offspring which grow into adultsfind 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		<u>National Curriculum</u> Materials Materials and their uses <u>Year 1:</u> <ul style="list-style-type: none">distinguish between an object and the material from which it is madeidentify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rockdescribe the simple physical properties of a variety of everyday materialscompare and group together a variety of everyday materials on the basis of their simple physical properties <u>Year 2:</u> <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 usesfind out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching		<u>National Curriculum</u> Plants <u>Working scientifically</u> <ul style="list-style-type: none">asking simple questions and recognising that they can be answered in different waysobserving closely, using simple equipmentperforming simple testsidentifying and classifyingusing their observations and ideas to suggest answers to questionsgathering and recording data to help in answering questions <u>Year 1:</u> <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. <u>Year 2:</u> <ul style="list-style-type: none">observe and describe how seeds and bulbs grow into mature plantsfind out and describe how plants need water, light and a suitable temperature to grow and stay healthy.		<u>National Curriculum</u> Animals & Humans <u>Year 1:</u> <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) <u>Year 2:</u> <ul style="list-style-type: none">explore and compare the differences between things that are living, dead, and things that have never been aliveidentify 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 otheridentify and name a variety of plants and animals in their habitats, including microhabitatsdescribe 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					
	<u>Autumn 1 Learning Objectives</u> Identify and name a range of common Animals, e.g. reptiles, fish Sort animals according to a criteria Describe and compare the structure of a variety of common animals, e.g. birds have feathers. Know the basic needs of animals for survival. Understand that animals have different diets. To identify, name and sort animals that are herbivores, carnivores and omnivores. Know the life cycles of different animals - find out how animals change as they grow into adults		<u>Autumn 2 Learning Objectives</u> <ul style="list-style-type: none">Name the basic parts of the body.To compare the stages of the human life cycle.Understand the importance of exercise, healthy eating & hygiene.Give examples of healthy and less healthy foodTo test the effects of exercise on the human body.<i>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</i>		<u>Spring 1 Learning Objectives</u> Identify and name everyday materials, natural, man-made: wood, plastic, glass, metal, rock, water Describe simple properties of everyday materials: hard, soft, warm, furry, hot, cold, rough, smooth, shiny, dull, transparent Distinguish between an object and the material it is made from. Identify the suitability of materials for particular uses, e.g. which material would be good to make an umbrella? Discover how shapes of materials can be changed Complete simple investigation about materials		<u>Spring 2 Learning Objectives</u> Find plants in the wild and identify them by a picture. To know the difference between evergreen and deciduous trees Label parts of a plant: Root, leaves, stem, flower Explain the function of each part of a plant Know plants grow in different climates Observe and identify features of plants from different climates and explain how they are suited to their environment		<ul style="list-style-type: none"><u>Summer 1 Learning Objectives</u>Know basic needs of plants (water, light, temperature)Make a prediction.Perform simple tests (plant a bean in varying environments)Record what they see by drawing or writingUse observations to answer simple questionsExplain that plants need water, light and warmth to grow.Describe the impact of varying temperature, light and water etc.		<u>Summer 2 Learning Objectives</u> <ul style="list-style-type: none">To name, sort and compare living and non-living things.Identify some of the plants and animals in a familiar habitat.Identify and name minibeasts in microhabitats.I can describe the conditions in a habitat and identify animals that live in it, locally and globally.Identify how an animal is suited to its habitat.Explain how living things in a habitat depend on each other.Describe simple food chains – how animals obtain food from plants and other animals.Use the idea of a simple food chain	
	<u>Assessment (Arbor) Statements</u> Y1: I can name a variety of common birds, fish, amphibians, reptiles and mammals.		Y1: I recognise some ways that I can stay healthy. Y2: I can describe the importance of exercise, diet and hygiene to keep healthy.		<u>Assessment (Arbor) Statements</u> Y1: I can make simple observations. Y1: I can identify some similarities and differences between materials. Y1: I can test ideas that have been suggested to me.		<u>Assessment (Arbor) Statements</u> Y1: I can observe and describe how seeds and bulbs grow into mature plants. Y2: I can identify that plants need water, light and a suitable temperature to stay healthy. Y1: I recognise that you can collect evidence to try to answer a question.		<u>Assessment (Arbor) Statements</u> Y1: I can sort and compare living and non-living things. Y2 Identify different habitats Y2 Understand how animals are suited to their habitats			

	Y2: I can explain what carnivores, herbivores and omnivores are.		Y1: I am able to name and sort a variety of everyday materials. Y2: I use observational evidence to investigate the properties of materials. Y2: I know how some materials can be changed by squashing, bending, twisting and stretching.	Y2: I recognise why it is important to collect evidence. Y2: I can use my observations to begin to draw simple conclusions.	
History	National Curriculum Florence Nightingale <u>To learn about:</u> <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 Explorers <u>To learn about:</u> <ul style="list-style-type: none"> Events and significant people beyond living memory that are significant nationally or globally. Significant historical events, people and places in their own locality. Use a variety of sources of information to find out about the past Compare ways of life and items from early 17th century to the present day. Create a timeline of events. 		National Curriculum Holidays in the past <ul style="list-style-type: none"> <u>To learn about:</u> 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. To explain how Florence Nightingale improved nursing To compare the lives of different nurses - I can explain who Mary Seacole was and her contribution to nursing 		Spring 1 Learning Objectives <ul style="list-style-type: none"> To understand how some places are linked to others, e.g. roads, trains, sea What understand and explain what makes a person significant. Who is significant in our lives? To discuss how we know about explorers who lived a long time ago (Ibn Battuta) - Who was he and why do we remember him? To explore the achievements of Matthew Henson and to consider why he did not get recognised for his achievements at that time To compare one explorer's experience to another (Felicity Aston to Matthew Henson Who was Emilia Earhart and why was she significant? To explore the achievements of Neil Armstrong 		Summer 1 Learning Objectives <ul style="list-style-type: none"> Know where the Victorians fit in British History Know and locate on maps where people used to go on holiday and explain why Know about the invention of the railway Understand how they travelled to holiday destinations I can identify some activities they did on holiday Describe what it was like on holiday in the past Compare and describe how holidays have changed over time.
	Assessment (Arbor) Statements Y2: Recognises that there are reasons why people in the past did things. Y1: Begins to show an awareness of the differences between ways of life at different times.	Assessment (Arbor) Statements	Assessment (Arbor) Statements Y2: Identifies different ways in which the past is represented. Y1: I can tell an adult about a historical figure and why they are important in the history of the UK. Y2: Places objects and events in chronological order	Assessment (Arbor) Statements .	Assessment (Arbor) Statements Y1: Answers questions about the past by looking at sources of information. Y1: Talks about things that happened and stories about the past.

Geography		<u>National Curriculum</u> Hot and cold places <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. 		<u>National Curriculum</u> Magical Mapping <ul style="list-style-type: none"> -Use different types of maps and know their key features -Know the four points on a compass -Use an atlas to locate continents and oceans around the world -Compare and contrast key features of different places 		<u>National Curriculum</u> 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 weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Compare and contrast key features of different places
		<u>Autumn Learning Objectives</u> <ul style="list-style-type: none"> To use an atlas to identify the world's continents Identify the equator, the North Pole and the South Pole Use a world map and locate hot and cold places on the globe What is it like in hot countries? What is it like in cold countries? Which animals/plants live in hot places? How do they survive? Which animals/plants live in cold places? How do they survive? 		<u>Spring Learning Objectives</u> <ul style="list-style-type: none"> Draw a simple map in the context of the school area Use a compass (N,S E,W) and directional language to describe location and features (plan a route in the local area) Use a map to find places in the UK and around the world Use aerial photographs to recognise landmarks and human and physical features on a map To name and locate the seven continents and 5 main oceans 		<u>Summer 2 Learning Objectives</u> <ul style="list-style-type: none"> Use maps to find seaside locations To use key words to describe seaside locations To explain why people go to the seaside Learn about Hunstanton Beach and identify human and physical features, Begin to identify and understand why some features are natural and some are man-made Compare Newtown Linford and Hunstanton. To identify how we can look after our beaches, e.g. pollution, litter
		<u>Assessment (Arbor) Statements</u> 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. Y2: Can use geographical vocabulary to compare key physical features of two locations.		<u>Assessment (Arbor) Statements</u> Y1: Can use simple geographical vocabulary to refer to key human features including city, town, village. Y1: Can identify the countries within the UK. Y2: Can use basic geographical vocabulary to refer to the key physical features of an area.		<u>Assessment (Arbor) Statements</u> 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 spaceTo 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: Structures <ul style="list-style-type: none">Plan a model boat that will float – draw and label design.Make and evaluate model.	Spring 2 Learning Objectives Sketching: <ul style="list-style-type: none">Make observational drawing of the world around themExplore techniques such as shading, line, pattern	Summer Learning Objectives Collage: <ul style="list-style-type: none">Create a Seaside landscape based on Degas ‘Small children at the beach’Study a famous artist ‘Degas’
	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 create simple observational drawing 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	Assessment (Arbor) Statements		Assessment (Arbor) Statements

		Y1: Can prepare a simple, healthy dish. Y2: Can design and prepare a healthy menu.	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.		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 musicallyexperiment 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 rhymesexperiment 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 musicallyuse their voices expressively and creatively by singing songs and speaking chants and rhymeslisten 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 musicallyexperiment 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 rhymeslisten with concentration and understanding to a range of high-quality live and recorded music		
	Autumn 1 Learning Objectives Y1 Timbre and rhythmic patterns (Theme: Fairytales) Through fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story	Autumn 2 Learning Objectives KS1 Nativity Y2 West African call and response song (Theme: Animals) Learning a traditional Ghanian call and response song, recognising simple notation and composing animal-based call and response rhythms.	Spring 1 Learning Objectives Y2 Musical me Children learn to sing the song ‘Once a Man Fell in a Well’ and to play it using tuned percussion. Using letter notation to write a melody.	Spring 2 Learning Objectives Y1 Classical music, dynamics and tempo (Theme: Animals) Children use their bodies and instruments to listen and respond to pieces of classical music that represent animals.	Summer Learning Objectives Y2 Myths and legends Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song.	Y1 Musical Vocabulary Under the sea Journey into the unknown and explore under the sea through music, movement, chanting and the playing of tuned percussion instruments	
	Assessment (Arbor) Statements Y1: I can play a steady beat.	Assessment (Arbor) Statements Y1: Can take part in a whole class performance.	Assessment (Arbor) Statements 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.	Assessment (Arbor) Statements Y2: Can listen to and talk about classical pieces of music.	Assessment (Arbor) Statements Y1: I can perform in different ways, fast or slow, quiet or loud. 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	Autumn 2 Learning Objectives E-Safety: Year 2 Unit	Spring 1 Learning Objectives Kapow Y2	Spring 2 Learning Objectives Kapow Y2	Summer 1 Learning Objectives Kapow Y1	Summer 2 Learning Objectives Kapow Y2 Computer Science	

	<p>Kapow Y1 Digital Literacy/Information Technology</p> <p>Computing systems and networks: Improving mouse skills</p>		<p>Digital Literacy/Computer Science Data Handling: International Space Station</p> <p>Kapow Y1 Digital Literacy Skills Showcase: Rocket to the Moon</p>	<p>Digital Literacy</p> <p>Computing Systems and networks: Word Processing</p>	<p>Information Technology/Computer Science</p> <p>Programming 2: Bee-Bot</p>	<p>Programming: Algorithms and debugging</p>
	<p><u>Assessment (Arbor) Statements</u></p> <p>I can use a mouse – click and drag, drag and drop, left/right click, mouse mat.</p>	<p><u>Assessment (Arbor) Statements</u></p>	<p><u>Assessment (Arbor) Statements</u></p> <p>Understands how a computer can help you with a task.</p>	<p><u>Assessment (Arbor) Statements</u></p> <p>I can use word processing to create using fonts, bold, underline and highlight.</p>	<p><u>Assessment (Arbor) Statements</u></p> <p>I understand what algorithms are.</p>	<p><u>Assessment (Arbor) Statements</u></p> <p>Understand Bee-Bot instructions and button functions.</p>
PE/Games	<p><u>National Curriculum</u> Key Stage 1</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 					
	<p><u>Autumn 1 Learning Objectives</u></p> <p>PE Session 1: Games / dance/ gymnastics</p> <p>PE Session 2: Real P.E. (Personal)</p>	<p><u>Autumn 2 Learning Objectives</u></p> <p>PE Session 1: Games / dance/ gymnastics</p> <p>PE Session 2: Real P.E. (Social)</p>	<p><u>Spring 1 Learning Objectives</u></p> <p>PE Session 1: Games / dance/ gymnastics</p> <p>PE Session 2: Real P.E. (Cognitive)</p>	<p><u>Spring 2 Learning Objectives</u></p> <p>PE Session 1: Games / dance/ gymnastics</p> <p>PE Session 2: Real P.E. (Creative)</p>	<p><u>Summer 1 Learning Objectives</u></p> <p>PE Session 1: Athletics</p> <p>PE Session 2: Real P.E. (Applying Physical skills)</p>	<p><u>Summer 2 Learning Objectives</u></p> <p>PE Session 1: Athletics</p> <p>PE Session 2: Real P.E. (Health and Fitness)</p>
	<p><u>Assessment (Arbor) Statements</u></p> <p>Y2: I try several times if at first, I don't succeed and I ask for help when appropriate (Personal)</p>	<p><u>Assessment (Arbor) Statements</u></p> <p>Y1: Can work sensibly with others, taking turns and sharing (Social)</p>	<p><u>Assessment (Arbor) Statements</u></p> <p>Y1: I can manipulate a ball</p>		<p><u>Assessment (Arbor) Statements</u></p> <p>Y1: I can perform a single skill or movement with some control (Applying physical skills)</p> <p>Y2: I can perform a sequence of movements with some changes in level, direction or speed (Applying physical skills)</p>	<p><u>Assessment (Arbor) Statements</u></p> <p>Y2: Can use equipment appropriately and move and land safely (Knowledge and Understanding of health and fitness)</p>
RE	<p><u>Autumn 1 Learning Objectives</u></p> <p>Christians Who is a Christian and what do they believe? (Stories and Bible focus)</p>	<p><u>Autumn 2 Learning Objectives</u></p> <p>Christians, Jewish and Muslims How and why do we celebrate special and sacred times?</p>	<p><u>Spring Learning Objectives</u></p> <p>Judaism Who is Jewish and what do they believe?</p>		<p><u>Summer Learning Objectives</u></p> <p>Christian and Judaism How should we care for others and the world, and why does it matter?</p>	
	<p><u>Assessment (Arbor) Statements</u></p> <p>Ask some questions about believing in God and offer some ideas of their own (C1).</p>	<p><u>Assessment (Arbor) Statements</u></p> <p>Identify some ways Christians celebrate Christmas/ Easter/ Harvest/ Pentecost and some ways a festival is celebrated in another religion (A1)</p>	<p><u>Assessment (Arbor) Statements</u></p> <p>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)</p>		<p><u>Assessment (Arbor) Statements</u></p> <p>Re-tell Bible stories and stories from another faith about caring for others and the world (A2).</p>	
PSHE	<p><u>Autumn 1 Learning Objectives</u> <u>Family and Relationships</u> To understand the role of families To understand the importance of positive friendships To understand the range of families they may encounter To recognise how others show feelings</p>	<p><u>Autumn 2 Learning Objectives</u> <u>Citizenship</u> Recognising why rules are necessary. Discussing how to meet the needs of different pets. Exploring the differences between people. Recognising the groups that we belong to. Learning how to discuss issues of concern to me</p>	<p><u>Spring 1 Learning Objectives</u> <u>Economic Well-being</u> Discussing how to keep money safe. Discussing what to do if we find money. Exploring choices people make about money. Developing an understanding of how banks work. Exploring the reasons why people choose certain jobs. To know that different jobs need different skills.</p>	<p><u>Spring 2 Learning Objectives</u> <u>Health and Well-being</u> Learning how to wash my hands properly To know the five S's for sun safety: slip, slop, slap, shade, sunglasses. To know that certain foods and other things can cause allergic reactions in some people. Exploring the effect that food and drink can have on my teeth.</p>	<p><u>Summer 1 Learning Objectives</u> <u>Safety and the changing body</u> Practising what to do if I get lost. Identifying hazards that may be found at home. Understanding people's roles within the local community that help keep us safe Discussing the concept of privacy. Exploring ways to stay safe online. Learning how to behave safely near the road and when crossing the road.</p>	<p><u>Summer 2 Learning Objectives</u> <u>Transition</u> To understand that changes can be both positive and negative. Identifying people who can help us when we are worried about changes.</p>

	To begin to understand how courtesy and manners make us feel To understand that friendships can have problems and how to overcome these					
	<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 understand what a charity is.	<u>Assessment (Arbor) Statements</u> I can talk about the risks associated with water	<u>Assessment (Arbor) Statements</u> I can talk about risk and how I can keep myself safe.	