







	Autumn		Spring		Summer	
	Autumn 1 Tue 5 th Sep - Fri 20 th Oct 6wks 4 days	Autumn 2 Tue 31 st Oct - Wed 15 th Dec 6 weeks 4 days	Spring 1 Wed 3 rd Jan - Fri 16 th Feb 6wks 4 days	Spring 2 Mon 26 th Feb - 28 th Mar 4 weeks 4 days	Summer 1 Mon 15 th Apr - Fri 24 th May 6 weeks (- Bank Holiday)	Summer 2 Wed 6 th June - Thurs 24 th July Beg 2 days 6 full weeks End 3 days
English The Write Stuff	Year 1 Unit (JC) Narrative Pinocchio	Year 1 Unit (JC) Poetry Firework night	Year 2 Unit (JC) Instructions How to make a bird feeder			
Maths White Rose Maths	Block 1 - Place Value Block 2 - Addition and Subtraction Block 3 - Money Block 4 - Multiplication and division		Block 1 - Multiplication and division Block 2 - Statistics Block 3 - Shape Block 4 - Fractions		Block 1 - Length and Height Block 2 - Position and direction Block 3 - Time Block 4 - Mass, Capacity and Temperature	
Science	<p>Working Scientifically</p> <ul style="list-style-type: none"> Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Suggest answers to questions by observing, gathering, and recording data. Record and communicate findings using simple scientific language. <p>Plants Observe and describe how seeds and bulbs grow into mature plants.</p>					
	<p>Movement Respiration Sensitivity</p> <p>Growth Reproduction Excretion Nutrition</p> <p>MRS GREN</p>  <p>Animals, including humans Describe how humans can keep healthy.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival.</p> <p>Notice that animals, including humans, have offspring which grow into adults.</p>	 <p>Everyday materials</p> <p>Identify and compare the suitability of materials for particular uses.</p> <p>Find out how the shape of solid objects made from some materials can be changed.</p>	 <p>Living things and their habitats. Compare things that are living, dead, and things that have never been alive.</p> <p>Understand habitats and where some plants and animals live.</p> <p>Understand simple food chains</p>	 <p>Plants Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe what plants need to grow and stay healthy.</p>		

**End of Key Stage 1 statement:**

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- 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

Human and physical geography

- 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
- use basic geographical vocabulary to refer to:
 - 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

Geographical skills and fieldwork

- 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
- 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
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Geography**Overarching objectives****Human and Physical Geography**

- Can identify seasonal and daily weather patterns in the UK.
- Can use basic geographical vocabulary to identify and describe key physical e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

Year 1 retrieval objectives**Human and Physical Geography**

- Can use basic geographical vocabulary to identify and describe key physical e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

Following directions and maps

- Can follow directions: up, down, left, right, forwards and backwards.
- Can use a simple plan to follow a route. e.g. A route around the school or local area or his/her route from home to school.

Map Making

Can draw around objects to make a plan.

Enquiry and Investigation

- Can ask questions about places studied at KS1.
- Can collect information about his/her local environment. e.g. Using tally charts.

Locational Knowledge

- Can name and locate the four countries and capital cities of the UK.



Our world;
My Planet.
My Community

Human and Physical Geography

Can identify hot and cold areas of the world in relation to the Equator and the Poles.

Locational Knowledge

Can name and locate the world's seven continents and five oceans.

Following directions and maps

Can follow directions on a map.

Retrieval objectives
from Year 1

(link to Guy Fawkes and London)



Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the
- United Kingdom and its surrounding seas



Africa

Enquiry and Investigation

-Can use information books to compare places studied at KS1.

-Can use aerial photographs.

Locational Knowledge

Can compare an area of the UK and a non-European country.



Cars; Planes and Trains

Enquiry and Investigation

-Can use aerial photographs.

Following directions and maps

-Can draw a route showing features.

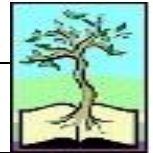
Map Making

-Can draw maps of real life and made-up places.

-Can create keys for symbols on his/her map.

Cadishead Primary Yar 2 History - Long term plan 2023-2024

Year 1 objectives - black Year 2 objectives- blue



End of Key Stage 1 statement:

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

History

Overarching objectives

Historical understanding

- Can place events and objects in chronological order

Historical enquiry

- Can ask questions about the past.

Historical understanding

-Can use pictures and role play to tell stories from the past.

- Can place events and objects in chronological order

Year 1 retrieval objectives

Periods in history

- Can discuss some significant historical events, people and places in his/her own locality.

- Can discuss significant events and people I Britain within and beyond their living memory.

Historical enquiry

- Can ask questions about the past.

Historical understanding

- Can use pictures and role play to tell stories from the past.

- Can place events and objects in chronological order

Guy Fawkes



Historical understanding

- Can compare life during a time in the past and life today.
- Can use a wide vocabulary of everyday historical terms including those related to the passing of time e.g. before, after, a long time ago, past

Periods in history

- Can discuss significant events and people from the wider world, within and beyond their living memory

Local History



Historical enquiry

Knows some of the ways that we can find out about the past.

Can answer questions about the past using given sources.

Can describe an artefact e.g. materials; size; signs of wear and tear.

The History of Transport Cars; Planes and Trains

Historical enquiry

Knows some of the ways that we can find out about the past.
Can answer questions about the past using given sources.

Can describe an artefact e.g. materials; size; signs of wear and tear

Historical understanding

- Can compare life during a time in the past and life today.
- Can use a wide vocabulary of everyday historical terms including those related to the passing of time e.g. before, after, a long time ago, past



Religious Enquiry

- Understand what a difference belonging to a religious community could make on someone's life.
- Identify how religion is expressed in different ways.

Religious Knowledge

- Describe some simple similarities in between religious beliefs and ideas.
- Recognize symbols and other verbal and visual forms of religious expression.

Suggest meanings for religious actions and symbols and notice similarities between religions.

Year 2	<p>1.3 Who is Jewish and what do they believe? Yom Kippur</p> <p>1.1 Who is a Christian and what do they believe? Christmas</p> <p>1.5 What makes some places sacred? - Christianity, Islam and Judaism - visit to a Mosque</p> <p>1.2 Who is a Muslim and what do they believe? Ramadan</p> <p>1.6 How and why do we celebrate special and sacred times? Eid</p>	<p>1.1 Who is a Christian and what do they believe? Christmas</p> <p>1.3 Who is Jewish and what do they believe? Hannukah</p> <p>1.4 How can we learn from sacred books? Christianity, Islam and Judaism</p> <p>1.2 Who is a Muslim and what do they believe? Eid</p> <p>1.6 How and why do we celebrate special and sacred times? Eid</p>	<p>1.3 Who is Jewish and what do they believe? Harvest</p> <p>1.4 How can we learn from sacred books? Christianity - Luke 12: 13-21 (Harvest)</p> <p>1.6 How and why do we celebrate special and sacred times? Judaism and Christianity - see key dates below.</p> <p>1.1 Who is a Christian and what do they believe? Easter</p> <p>1.6 How and why do we celebrate special and sacred times? Islam and Christianity - see key dates below.</p>	<p>1.4 How can we learn from sacred books? Christianity, Islam and Judaism</p> <p>Key Religious Dates: 10.1.24 - Chinese Lunar New Year</p> <p>1.1 Who is a Christian and what do they believe? Easter</p> <p>1.6 How and why do we celebrate special and sacred times? Islam and Christianity - see key dates below.</p>	<p>1.1 Who is a Christian and what do they believe? Harvest</p> <p>1.4 How can we learn from sacred books? Christianity - Luke 12: 13-21 (Harvest)</p> <p>1.6 How and why do we celebrate special and sacred times? Judaism and Christianity - see key dates below.</p> <p>Key Religious Dates: 7.12.23 - Hanukkah (Judaism) 25.12.23 - Christmas (Christianity)</p> <p>1.1 Who is a Christian and what do they believe? Easter</p> <p>1.6 How and why do we celebrate special and sacred times? Islam and Christianity - see key dates below.</p>	<p>1.3 Who is Jewish and what do they believe? Harvest</p> <p>1.4 How can we learn from sacred books? Christianity - Luke 12: 13-21 (Harvest)</p> <p>1.6 How and why do we celebrate special and sacred times? Judaism and Christianity - see key dates below.</p> <p>Key Religious Dates: 25.9.23 Yom Kippur Harvest Festival - Sept/October time (Christianity)</p> <p>1.1 Who is a Christian and what do they believe? Easter</p> <p>1.6 How and why do we celebrate special and sacred times? Islam and Christianity - see key dates below.</p>	<p>1.3 Who is Jewish and what do they believe? Harvest</p> <p>1.4 How can we learn from sacred books? Christianity - Luke 12: 13-21 (Harvest)</p> <p>1.6 How and why do we celebrate special and sacred times? Judaism and Christianity - see key dates below.</p> <p>Key Religious Dates: 25.9.23 Yom Kippur Harvest Festival - Sept/October time (Christianity)</p> <p>1.1 Who is a Christian and what do they believe? Easter</p> <p>1.6 How and why do we celebrate special and sacred times? Islam and Christianity - see key dates below.</p>
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End of Key Stage 1 statement:

Pupils should be taught to:

- 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.

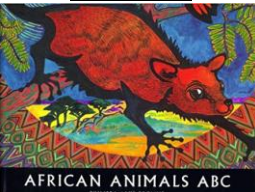
<p>Computing</p>	<p>E-safety Digital Literacy -Use technology safely and respectfully. -Keep personal information private when using technology. -Know to ask for help if they feel unsure about any online content.</p>	<p>Computational Thinking Unplugged Computer Science -Understand that programmes execute by following precise and unambiguous instructions.</p>	<p>Word processing and presentation using book creator on I pads Computer Science -Understand that programmes execute by following precise and unambiguous instructions. Digital Literacy Use technology safely and respectfully.</p>	<p>Programming: Astro Animation (Link science) Computer Science -Understand that programmes execute by following precise and unambiguous instructions. -Create simple programs</p>	<p>Programming ; Bee Bot Fairy Tales Computer Science -Understand that programmes execute by following precise and unambiguous instructions. -Create simple programs</p>	<p>Browsing the World Wide Web Digital Literacy -Use technology safely and respectfully. -Keep personal information private when using technology. -Know to ask for help if they feel unsure about any online content.</p>
	<p>Online Safety http://www.digital-literacy.org.uk/</p>	<p>Computational Thinking Unplugged</p>	<p>Searching and research with a search engine</p>	<p>Programming: Pro Bot Adventures (Link geography)</p>	<p>Digital images using Purple Mash 2 Paint</p>	<p>Programming: Human tamagotchi (Link science)</p>



End of Key Stage 1 statement:

Pupils should be taught:

- 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.

Art	<ul style="list-style-type: none"> • Begin to recall all the equipment needed for an art session. • Help prepare and clear away art equipment. 			
	<p>Fireworks Colour mixing KS1 objectives Drawing - With coloured pencil, keep within the lines of a drawing. - With wax crayon, control pressure Painting Hold a brush correctly and use different types of brush. Use different brush types to make different marks. Independent artist Show ideas / imagination and produce simple designs. Art in Context -Compare drawings, paintings and sculptures by well-known artists and designers. -Compare own work to well-known artists' and designer Sculpture Make a model to show a simple idea or using imagination</p>	<p>Birds Bird sculptures Drawing - With coloured pencil, keep within the lines of a drawing. - With wax crayon, control pressure Painting Hold a brush correctly and use different types of brush. Use different brush types to make different marks. Independent artist Show ideas / imagination and produce simple designs. Art in Context -Compare drawings, paintings and sculptures by well-known artists and designers. -Compare own work to well-known artists' and designer Sculpture Make a model to show a simple idea or using imagination</p>	<p style="text-align: center;">African Art</p>  <p>Drawing - With coloured pencil, keep within the lines of a drawing. - With wax crayon, control pressure Painting Hold a brush correctly and use different types of brush. Use different brush types to make different marks. Independent artist Show ideas / imagination and produce simple designs. Art in Context -Compare drawings, paintings and sculptures by well-known artists and designers. -Compare own work to well-known artists' and designer</p>	<p>Food Drawing - With coloured pencil, keep within the lines of a drawing. - With wax crayon, control pressure Painting Hold a brush correctly and use different types of brush. Use different brush types to make different marks. Independent artist Show ideas / imagination and produce simple designs. Art in Context -Compare drawings, paintings and sculptures by well-known artists and designers. -Compare own work to well-known artists' and designer</p>



End of Key Stage 1 statement:

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- 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

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, 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

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge

- 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>D/T Year 2</p>	<p>Making Puppets Design -Make a drawing, template or mock up of design and discuss it. -Use IT to explore design ideas. e.g. use the internet to research design ideas or use a basic paint program to draw his/her design. Make -Independently cut wood/dowelling using a hacksaw and bench hook Evaluate Say how well designs and product met the given design criteria.</p>	<p>Textiles - stocking (Mini unit - 3 weeks) Design -Make a drawing, template or mock up of design and discuss it. -Use IT to explore design ideas. e.g. use the internet to research design ideas or use a basic paint program to draw his/her design. Make -Join and colour fabrics. Evaluate Say how well designs and product met the given design criteria.</p>	<p>Bird feeders - B&Q? Make -Find ways to make stable, freestanding structures, e.g the use of a base, overlapping joints. -Create temporary joins, fixed joins, & moving joins, e.g. using tape and glue -Use a simple circuit in a model. e.g. a closed circuit with a bulb. -Independently cut wood/dowelling using a hacksaw and bench hook</p>		<p>Food from around the world Food (Cooking and Nutrition) Understand that food comes from plants and animals Cooking and Nutrition Understand requirements of a balanced diet. Use the right tools to peel, grate and chop. Read a simple scale to measure and weigh out ingredients. Food (Cooking and Nutrition) Read a scale to measure and weigh out ingredients</p>	<p>Moving pictures (transport) Design -Make a drawing, template or mock up of design and discuss it. -Use IT to explore design ideas. e.g. use the internet to research design ideas or use a basic paint program to draw his/her design. Make -Find ways to make stable, freestanding structures, e.g the use of a base, overlapping joints. -Create temporary joins, fixed joins, & moving joins, e.g. using tape and glue -Use a simple circuit in a model. e.g. a closed circuit with a bulb. -Independently cut wood/dowelling using a hacksaw and bench hook Evaluate Say how well designs and product met the given design criteria.</p>
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End of Key Stage 1 statement;

Pupils should be taught to:

- 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.

	Charanga Year 2	Charanga How does music help us to make friends ?	Charanga How does music teach us about the past?	Charanga How does music make the world a better place?	Charanga How does music teach us about our neighbourhood?	Charanga How does music make us happy?	Charanga How does music teach us about looking after our planet?
		<p>Composing *Use body to make sounds. *Make patterns with sounds. *Use short given patterns in composition.</p> <p>Listening and context *Identify a beat and join in.</p> <p>Performing *Use; high voice, middle voice low voice.</p> <p>*Black History Month* Listen to a different song each day from an influential black music artist</p>	<p>Composing *Use body to make sounds. *Make patterns with sounds. *Use short given patterns in composition.</p> <p>Listening and context *Identify a beat and join in.</p> <p>Performing *Use; high voice, middle voice low voice.</p> <p>Performing - Sing in tune. - Sing in unison with a group.</p>	<p>Composing *Use body to make sounds. *Make patterns with sounds. *Use short given patterns in composition.</p> <p>Listening and context *Identify a beat and join in.</p> <p>Performing *Use; high voice, middle voice low voice.</p> <p>Composing - Use voice to do ; humming, whispers, whistles - Make sounds that reflect a topic. - Use given symbols to record long and short sounds. - Say what they like and don't like about others' performances.</p>	<p>Composing *Use body to make sounds. *Make patterns with sounds. *Use short given patterns in composition.</p> <p>Listening and context *Identify a beat and join in.</p> <p>Performing *Use; high voice, middle voice low voice.</p>	<p>Composing *Use body to make sounds. *Make patterns with sounds. *Use short given patterns in composition.</p> <p>Listening and context *Identify a beat and join in.</p> <p>Performing *Use; high voice, middle voice low voice.</p> <p>Listening and context -Identify the mood of a piece of music. -Explain which of two sounds is higher or lower</p>	



End of Key Stage 1 statement.

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.

Pupils should be taught to:

- 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-E Year 2	<p>Games</p> <ul style="list-style-type: none"> - Stop a ball with feet before passing it - Move into a space within a game. - Begin to understand where to stand to make a game more difficult for an opponent, <p>Physical literacy Foot Ball skills</p>	<p>Dance</p> <ul style="list-style-type: none"> -Perform the basic dance actions. -Link two or more actions together <p>Games</p> <ul style="list-style-type: none"> - Stop a ball with feet before passing it - Move into a space within a game. - Begin to understand where to stand to make a game more difficult for an opponent, 	<p>Gymnastics</p> <ul style="list-style-type: none"> - Create different shapes when balancing. Copy short movements to combine simple balances. - Travel in different ways <p>Games</p> <ul style="list-style-type: none"> - Stop a ball with feet before passing it - Move into a space within a game. - Begin to understand where to stand to make a game more difficult for an opponent, 	<p>Gymnastics</p> <ul style="list-style-type: none"> - Create different shapes when balancing. Copy short movements to combine simple balances. - Travel in different ways <p>Games</p> <ul style="list-style-type: none"> - Move into a space within a game. - Begin to understand where to stand to make a game more difficult for an opponent, <p>Netball</p>	<p>Athletics</p> <ul style="list-style-type: none"> - Use overarm and underarm throws to throw items in a straight line. <p>Games</p> <ul style="list-style-type: none"> - Hit a ball with a tennis style bat or racquet. - Move into a space within a game. - Begin to understand where to stand to make a game more difficult for an opponent, <p>Racket ball skills</p>	<p>Dance (External coach)</p> <ul style="list-style-type: none"> -Perform the basic dance actions. -Link two or more actions together <p>Athletics</p> <ul style="list-style-type: none"> -Sprint up to 60m
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	Autumn ; Relationships			Spring ; Living in the Wider World			Summer; Health and Well being		
	Families and Friendship	Safe relationships	Respecting ourselves ad others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and mental wellbeing	Growing and changing	Keeping Safe
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working co-operatively; sharing opinions	Belonging to a group; roles and responsibilities being the same and different in the community	The internet in everyday life; online content and information	What money is, needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy, managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments' risk and safety at home emergencies

Trips and/or visitors			Visit to a Mosque		RHS Bridgewater - Science Trip to Cadishead Allotments	
Parental Involvement		Parents Evening Christmas production		Parents Evening		Sports Day