| YEAR A | | Autumn | Spring | Summer |
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| | | **Fire and Ice** | **In the Dark** | **The Seaside** |
| **Year 1 and 2** | **Maths** | • **Number: Place Value - count, read and write forwards and backwards** (Y1 to 10/20; Y2 to 100); **represent numbers as tens and ones** (Y1 numbers from 11-20/tens and ones; Y2 numbers to 100, using place value chart); **compare groups and numbers** (Y1 one to one correspondence, compare groups using language, compare groups of objects, introduce <,> and = symbols, compare number 10 and 20; Y2 compare objects, compare numbers); **order numbers** (Y1 order objects and numbers 10 and 20, ordinal numbers the number line; Y2 order objects and numbers); **sort, count and represent objects** (Y1 sort, count and represent objects); **count one more and one less** (Y1 count one more and one less)<br>• **Number: Addition and Subtraction - fact families and number bonds** (Y1 fact families - addition facts, find number bonds within 10, systematic methods within 10, compare number bonds, fact families - the eight facts, find and make number bonds, related facts; Y2 fact families- addition and subtraction bonds to 20, check calculations, bonds to 100 (tens), bonds to 100 (tens and ones), make the same amount - money); **part-whole model** (Y1 addition symbol, adding together, finding a part, subtraction-breaking apart); **add and subtract** (Y2 add and subtract 1s, 10 more and 10 less, add and subtract 10s)<br>• **Measurement: Length, Weight and Capacity - measure length** (Y1 introduce measuring length; Y2 measuring length and height - cm and m); **compare and order lengths** (Y2 - four operations with length); **weight and mass** (Y1 introduce weight and mass; Y2 compare mass); **measure and compare mass** (Y1 measure and compare mass; Y2 measure and compare mass - g and kg); **capacity and volume** (Y1 introduce capacity and volume; Y2 compare capacity); **measure and compare capacity** (Y1 measure and compare capacity; Y2 - ml and l); **temperature** (Y2 temperature)<br>• **Number: Multiplication and Division - numbers to 50** (Y1 numbers to 50, tens and ones, represent numbers to 50, one more one less, compare objects and numbers within 50, order numbers within 50); **counting in multiples** (Y1 count in 2s, 5s 10s, counting in coins; Y2 count in 2s, 3s, 5s, 10s, count money - pence and pounds); **equal groups** (make equal groups, add equal groups; Y2 recognise equal groups, make equal groups, add equal groups, the multiplication symbol, multiplication from pictures); **arrays** (Y1 make arrays, make doubles;Y2 use arrays, create arrays); **times-tables** (Y2 2,5,10 times-table)<br>• **Problem-Solving**<br>• **Investigations** | • **Number: Fractions - equal parts** (Y2 make equal parts); **halves** (Y1 find a half; Y2 recognise a half, find a half); **quarters** (Y1 find a quarter; Y2 recognise a quarter, find a quarter); **thirds** (Y2 recognise a third, find a third); **unit and non-unit fractions** (Y2 unit fractions, non-unit fractions, equivalence of 1/2 and 2/4, find three quarters); **counting** (Y2 count in fractions)<br>• **Number: Multiplication, Division, Addition and Subtraction - sharing** (make equal groups - sharing); **grouping** (make equal groups - grouping); **divide by 2** (Y2 divide by 2, odd and even numbers); **divide by 5 and 10** (Y2 divide by 5, divide by 10); **add and subtract** (Y2 crossing place value boundaries in addition and subtraction; using inverses)<br>• **Money – money** (Y1 recognising coins, recognising notes; Y2 count money - notes and coins, select money)<br>• **Time - ordering events** (Y1 before and after, dates); **telling the time** (Y1 time to the hour, time to the half hour; Y2 o'clock and half past, quarter past and quarter to, telling the time to 5 minutes); **hours and days** (Y1 days of the week; Y2 hours and days); **write and compare time** (Y1 writing time, comparing time; Y2 find durations of time, compare durations of time)<br>• **Number: Place Value – place value to 100** (Y1 counting to 100, partitioning numbers, comparing numbers, ordering numbers, one more, one less; Y2 partitioning to add and subtract)<br>• **Geometry: Shape - recognise and name shapes** (recognise and name 2D and 3D shapes); **2D shapes** (Y2 count side on 2D shapes, count vertices on 2D shapes, draw 2D shapes, lines of symmetry); **3D shapes** (Y2 count faces on 3D shapes, count edges on 3D shapes, count vertices on 3D shapes); **sorting** (sort 2D and 3D shapes); **patterns** (Y1 patterns with 3D and 2D shapes; Y2 make patterns with 2D shapes, make patterns with 3D shapes)<br>• **Statistics - statistics** (make tally charts, draw pictograms, interpret pictograms, block diagrams)<br>• **Problem-Solving**<br>• **Investigations** | • **Number: Four Operations – number lines** (using number lines to add, subtract, multiply and divide, counting in steps); **inverses** (understanding the inverse operation); Counting in steps and partitioning numbers to jump on the number line<br>• **Money – money** (coin totals, calculating change, comparing money using <,>,=))<br>• **Time - ordering events** (Y1 before and after, dates); **telling the time** (Y1 time to the hour, time to the half hour; Y2 o'clock and half past, quarter past and quarter to, telling the time to 5 minutes); **hours and days** (Y2 hours and days); **write and compare time** (Y1 writing time, comparing time; Y2 find durations of time, compare durations of time)<br>• **Geometry: Shape – 2D shapes (**lines of symmetry, symmetrical and asymmetrical shapes); **angles** (recognising and finding right angles; Y2 understanding angles - obtuse/acute)<br>• **Statistics - increments** (Y1 make tally charts, draw pictograms, interpret pictograms, block diagrams with increments of 2, 5 and 10; Y2 make tally charts, draw pictograms, interpret pictograms, block diagrams including halves)<br>• **Number: Place Value – estimation** – (estimating with place value; rounding numbers up or down to their nearest 10 (Y1) or 100 (Y2)<br>• **Number: Fractions – comparing fractions** (compare fractions, sort fractions)<br>• **Geometry: Position and Direction - turns** (Y1 describe turns; Y2 describing turns); **movement** (Y1 describe position; Y2 describing movement and turns); **position** (Y1 describe position); **patterns with shapes** (Y2 making patterns with shapes)<br>• **Problem-Solving**<br>• **Investigations** |

| | English | | |
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| **English** | Poetry - fire poems<br>Recount - The Great Fire of London<br>Poetry - The Great Fire of London<br>Diary writing – diary entries (Samuel Pepys)<br>Drama - The Great Fire of London<br>Information texts - fire trucks<br>Labels and captions - fire engines<br>Letter writing - thank you letters<br>Story writing - Dragon Loves Penguin<br>Story writing - Lost and Found<br>Poetry - ice poems<br>Leaflets and posters  - polar animals<br><br>Texts: Fire Poetry – fiery fingers/Fire is like a Dragon<br>Great Fire of London poem, information texts about fire engines, Dragon Loves Penguin - Debi Gliori, Lost and Found - Oliver Jeffers, information texts about polar animals | Descriptive writing - nocturnal animals<br>Non-fiction texts - nocturnal animal facts<br>Posters /non-chronological reports - owls, bats, hedgehogs<br>Safety leaflets – how to keep hedgehogs safe<br>Letter writing - Hedgehog Preservation Society<br>Storyboards - Owl Babies<br>Story writing - Owl Babies<br>Story writing - The Brave Little Hedgehog<br>Story writing (endings) - The Fox in the Dark<br>Descriptive factual writing - Bat Loves the Night<br>Recount - British Wildlife Centre visit<br><br>Texts: Owl Babies - Martin Waddell, letter from Hedgehog Preservation Society, The Brave Little Hedgehog - Paul and Emma Rogers, The Fox in the Dark - Alison Green/Deborah Allwright, Bat Loves the Night -  Nicola Davies, information texts about nocturnal animals | Mindmaps - the seaside<br>Instructions - RNLI safety at the beach.<br>Story writing - The Whale and The Snail<br>Labels and captions - imagine You're a Pirate/Mermaid<br>Descriptive writing - imagine you're a Sandie<br>Character study - The Rainbow Fish<br>Posters - Summer Fair<br>Recount - Brighton and Hove visit<br>Information texts - seahorses<br>Drama - Jolly Roger<br>Information texts - Punch and Judy<br>Author visit - Cathy Watts<br><br>Texts: Imagine You're a Pirate/Mermaid - Meg Clibbon information texts about seahorses, seahorse fiction texts, The Rainbow Fish - Marcus Pfister, The Snail and the Whale - Julia Donaldson, Sandies in the Beach Huts/Hello Again Sandies!!/Watch Out for the Sandies - Cathy Watts |
| **Science** | <u>Seasonal change</u> - what changes are there outside in Autumn?<br>Seasonal walk noting changes<br>What sort of weather do we have - creating a weather map/report (role play)<br>Comparative observations - what clouds can we see? What is the wind like? How much rain do we have? What is the temperature?<br><br><u>Everyday materials</u><br>Material hunt around the school<br>Sorting materials into natural and man-made<br>Investigating how quickly/slowly different materials burn (link with Great Fire of London - History)<br>How do foods change when they are heated? - focus on bread, chocolate, ice and eggs<br>How do foods change when they are cooled? - focus on making ice cream<br>Where is the coolest place in the classroom? - how do I slow the melting of an ice cube?<br>Which materials will help to slow a snowman from melting?<br>Comparative investigation - which material is best for blocking a hole in a bucket? | <u>Seasonal change</u> - what changes are there outside in Winter and Spring?<br>Seasonal walk noting changes<br>Comparative observations - what clouds can we see? What is the wind like? How much rain do we have? What is the temperature?<br><br><u>Animals including humans</u><br>What are the main parts of our bodies? Labelling my body outline (head, arm, leg, chest)<br>Which parts of our body do we use for our senses?<br>Investigating our different senses<br>Naming animals - what can we see in our local environment?<br>Classifying animals - mammals. birds, insects, amphibians, reptiles, fish<br>Classifying animals - vertebrates and invertebrates<br>What are carnivores, herbivores and omnivores?<br>What is hibernation - which animals hibernate? how long?<br>Creating animal fact files<br>Identifying and naming - describing the structures of pets (tail, fur, shell, teeth, claws)<br>Creating own new pet - roll a dice game for number of eyes, legs, wings, spots, etc - children name species and write about caring for new pet | <u>Seasonal Change</u> - what are the different seasons?<br>What happens in each season outside?<br>Spring visitors - a lamb<br>Observing school bird boxes<br>Seasonal walk noting changes<br>Comparative observations - what clouds can we see? What is the wind like? How much rain do we have? What is the temperature?<br>Devising seasonal weather forecasts<br><br><u>Animals including humans</u><br>Link to RSE skills – human offspring, growth<br>How are boys and girls different? Labelling external body parts<br>How do babies grow? - growth of a foetus<br>Visit - new mum<br>Comparing what a baby can do to what I can do<br>Measuring body parts (height, feet, head, etc) of different aged children<br>What do we need to be healthy? (link to PE) |

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| **History** | Events beyond living memory – The Great Fire of London<br>• Chronological Understanding - visit from Rainbow theatre; study of the Great Fire of London; sorting fire engines past and present; classroom visual time line; writing a diary from view point of an eye witness (link to English)<br>• Historical Knowledge - visit from Rainbow Theatre; sorting fire engines past and present; investigating life in London during Great Fire of London, e.g. hygiene, development of fire service; diary writing from viewpoint of an eyewitness (link to English)<br>• Interpretations of History - exploration of Pepys diary; Rainbow theatre visit; gathering information from books, video clips, eye witness accounts<br>• Historical Enquiry - exploring changes in building materials and town planning; investigating 'The Great Fire of Beeding'; comparison between modern fire fighters and fire engines with the past; understanding why the fire service was created<br>• Organisation and Communication - sorting events and objects into groups; using timelines to order events or objects; listening to and telling stories about the past; talking, writing and drawing about things from the past; drama/role play; writing (reports, labelling, simple recount); creating classroom display; annotating photographs | Lives of significant individuals -comparison of lives of Beatrix Potter and Axel Scheffler<br>• Chronological Understanding - compare own life with Beatrix Potter's<br>• Historical Knowledge - comparing similarities and differences between work of Beatrix Potter and Axel Scheffler<br>• Interpretations of History - exploration of Beatrix Potter's diary; gathering information from letters, websites, information books and works<br>• Historical Enquiry - exploring lives of Axel Scheffler and Beatrix Potter; comparison of lives and works; asking questions *"How have published books changed?"*<br>• Organisation and Communication - sorting events and objects into groups; using timelines to order events or objects; listening to and telling stories about the past; talking, writing and drawing about things from the past; drama/role play; writing (reports, labelling, simple recount); creating classroom display; annotating photographs | Local study – changes to Brighton<br>• Chronological Understanding - comparison of seaside today and seaside in the past (Punch and Judy, Victorian seaside, beach huts); Victorian seaside experience; Worthing Museum visit: exploration of Volks Railway;, bathing machines and uses in the past<br>• Historical Knowledge - comparing seaside today and seaside in the past (Punch and Judy, Victorian seaside beach huts, carousel); Worthing Museum visit; exploration of Volks Railway; seaside dress up day<br>• Interpretations of History - looking at seaside videos, pictures, information books<br>• Historical Enquiry - comparison of seaside now and in the past; changes to transport in Victorian times<br>• Organisation and Communication - sorting events and objects into groups; using timelines to order events or objects; listening to and telling stories about the past; talking, writing and drawing about things from the past; drama/role play; writing (reports, labelling, simple recount); creating classroom display; annotating photographs |
| **Geography** | • Locational Knowledge – locate Australia on a map/globe; where it is in relation to the UK; understand there are seven continents in the world; understand that Australia and the UK are surrounded by water; understand that there are also very cold countries in the world<br>• Place Knowledge - compare UK and Australia; compare Brighton with Sydney; use key vocabulary to describe similarities and difference (weather, culture, landscape)<br>• Human and Physical Geography - identify seasonal and daily weather patterns in the United Kingdom, Australia and North Pole; find out about Australian landmarks, both physical and human; understand that due to global warming, the arctic countries and animals that live there are under threat of extinction<br>• Geographical Skills and Fieldwork - look at the map of Australia and pinpoint where the bush fires took place | • Locational Knowledge – location of Lake District compared to our own location | • Locational Knowledge - compare key human and physical feature of Upper Beeding (rural location) with Brighton (seaside location); compare the seaside in the past compared to now; explore significant landmarks (Brighton Pier/ Brighton Eye/ the Eye 360/ West Pier); locate human and physical features on a map |
| **Art** | • Drawing – taking a pencil for a walk, lines, mark making; investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes<br>• Painting - exploring colour mixing (colour wheel) – primary and secondary colours, hot and cold colours; exploring different types of paint; exploring different sized brushes; collaborative art<br>• Printing - printing background for collaborative art<br>• Art through Technology - use graphics package to create images and effects with; lines by changing size of brushes, shapes using eraser, shape and fill tools, colours and texture using simple filters to manipulate and create images - Snowman point of view (birds eye view)<br><br>Artist study – Andy Goldsworthy | • Drawing - observational drawing of nocturnal animals focusing on lines, marks, shape, tone using charcoal<br>• Painting - creating night time scenes; painting nocturnal animals inspired by focus artist, David Shepherd<br>• Printing - explore texture by creating wax rubbings<br><br>Artist study – David Shepherd | • Drawing – observational drawing of shells focusing on lines, marks, shape, tone, texture, pattern; using seaside sunglasses (view finder) to focus on shell details<br>• Painting - Painting clay tile; visiting artist Robin Cooper-Hannan demonstrating painting techniques and working collaboratively; painting seascapes<br>• Textiles - sea weaving – using materials to weave the background; templates and joining techniques – sea creature puppet<br>• 3D Sculpture - clay thumb pot - manipulate malleable materials e.g. rolling and kneading; clay relief tile - crosshatching, creating clay slip to join pieces; understanding safety and care of materials/tools; natural sculpture - creating sculptures using natural materials during trip to Brighton seafront<br><br>Artist Study – Robin Cooper-Hannan (local artist) |

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| **Computing** | **Computer Systems and Networks**<br>• To identify technology<br>• To identify a computer and its main parts<br>• To use a mouse in different ways<br>• To use a keyboard to type on a computer<br>• To use the keyboard to edit text<br>• To create rules for using technology responsibly<br><br>**Creating Digital Media - Painting**<br>• To describe what different freehand tools do<br>• To use the shape tool and the line tools<br>• To make careful choices when painting a digital picture<br>• To explain why I chose the tools I used<br>• To use a computer on my own to paint a picture<br>• To compare painting a picture on a computer and on paper | **Programming Quizzes**<br>• To explain that a sequence of commands has a start<br>• To explain that a sequence of commands has an outcome<br>• To create a program using a given design<br>• To change a given design<br>• To create a program using my own design<br>• To decide how my project can be improved<br><br>**Data and Information**<br>• To recognise that we can count and compare objects using tally charts<br>• To recognise that objects can be represented as pictures<br>• To create a pictogram<br>• To select objects by attribute and make comparisons<br>• To recognise that people can be described by attributes<br>• To explain that we can present information using a computer | **Programming a Robot**<br>• To describe a series of instructions as a sequence<br>• To explain what happens when we change the order of instructions<br>• To use logical reasoning to predict the outcome of a program<br>• To explain that programming projects can have code and artwork<br>• To design an algorithm<br>• To create and debug a program that I have written<br><br>**Creating Digital Media – Music**<br>• To say how music can make us feel<br>• To identify that there are patterns in music<br>• To experiment with sound using a computer<br>• To use a computer to create a musical pattern<br>• To create music for a purpose<br>• To review and refine our computer work | |
| **DT** | Preparing Fruit & Veg – fruit smoothies/fruit drinks<br>• Design - design product using simple design criteria; generate ideas and design investigating variety of fruit and vegetables; communicate ideas through talk and drawings<br>• Make - use simple utensils and equipment safely; select fruit and vegetables according to characteristics<br>• Evaluate - taste and evaluate range of fruit and vegetables; evaluate ideas and finished products against design criteria<br>• Technical knowledge - understand where fruit and vegetables come from; understand basic principles of a healthy and varied diet (The Eatwell plate); know and use technical and sensory vocabulary | DT<br>Sliders & Levers – Moving animal picture<br>• Design - generate ideas based on own experiences and design criteria; develop, model and communicate ideas through drawings and mock-ups<br>• Make - plan by suggesting what to do next; select and use tools, explaining choices; use simple finishing techniques<br>• Evaluate - explore range of existing books and everyday products that use simple sliders and levers; evaluate product discussing how well it works in relation to purpose<br>• Technical knowledge - explore and use sliders and levers; understand different mechanisms that produce different types of movement; know and use relevant technical vocabulary | Templates & joining techniques –sea creature puppet<br>• Design - design product for chosen user and purpose; generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and information/communication technology<br>• Make - select and use range of tools and equipment; select and use textiles according to characteristics<br>• Evaluate - explore and evaluate range of textile products; evaluate ideas throughout and final product against original design criteria<br>• Technical knowledge - understand how 3-D textile products are made, using template to create two identical shapes; understand how to join fabrics using different techniques; explore different finishing techniques; know and use relevant technical vocabulary | |

| Music | Hands, Feet, Heart (Charanga) | Topic-related Music | Topic-related Music |
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| | **Performing** | **Performing** | **Performing** |
| | • Learn to sing a simple song and memorise words; | • Learnt the song 'We like to Come out at Night'; | • Learn to sing Five Little Starfish, The Jellyfish (Sing Up website); |
| | • begin to use correct technique when playing a range of percussion instruments; | • create actions to accompany the song; using boomwhackers and other non-tuned instruments to accompany the song using D & A | • Accompany The Jellyfish song using tuned and untuned instruments; |
| | • learn to play G,A,C on a tuned instrument and follow a score; | | • Learn songs for the Year 2 Locality Singing Festival; |
| | • keep a steady beat and copy simple rhythm patterns Follow a beat and change action on direction | **Improvising and Composing** | • Rhythm games that embed interrelated dimensions of music |
| | | • Compose extra verses for song using other nocturnal animals; | |
| | **Listening and Reviewing** | • Compose a nocturnal animal piece using a graphic score; | **Listening and Reviewing** |
| | Talk about music heard with appropriate vocabulary; begin to explore how music can affect emotions; recognise how music enriches our lives; identify different sound sources; identify well-defined features | • Use instruments to add sound effects; explore patterns of sound | Talk about music heard with appropriate vocabulary; begin to explore how music can affect emotions; recognise how music enriches our lives; identify different sound sources; identify well-defined features |
| | | **Rhythm In The Way We Walk (Charanga)** | |
| | **Improvising and Composing** | **Performing** | **Friendship Song (Charanga)** |
| | • start to improvise with a question and answer activity, clap back own answer; | • Learn to sing two songs that use different styles; | **Performing** |
| | • listen to and sing back, then listen and play own answer using two notes , C moving to D; | • Complete a series of activities to warm up bodies and voices before singing; | • Play an accompaniment on untuned instruments – drums, tambourines, finding the pulse, keeping time to beat; |
| | • taking turns to improvise; practise improvising over track of song | • Play a variety of warm up games | • Learn to play a section tuned instrument - xylophones/glockenspiels/ boomwhackers |
| | | **Listening and Reviewing** | |
| | **Performing - Nativity Songs** | Talk about music heard with appropriate vocabulary; begin to explore how music can affect emotions; recognise how music enriches our lives; identify different sound sources; identify well-defined features | **Interrelated Dimensions** |
| | • Learn to sing a series of simple songs tunefully and memorise words; | | • Pitch, Duration, Dynamics: Tempo, Timbre, Texture, Structure are covered through all elements of performing, listening and appraising. |
| | • Rhythm games - keep a steady beat and copy simple rhythm patterns | **Interrelated Dimensions** | |
| | | • Pitch, Duration, Dynamics: Tempo, Timbre, Texture, Structure are covered through all elements of performing, listening and appraising. | Vocabulary: high, low and middle sounds; long and short sounds; fast and slow; repetition and introduction |
| | **Interrelated Dimensions** | | |
| | • Pitch, Duration, Dynamics: Tempo, Timbre, Texture, Structure are covered through all elements of performing, listening and appraising. | Vocabulary: high, low and middle sounds; long and short sounds; fast and slow; repetition and introduction | |
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| **PE** | **Dance**<br>• Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.<br>**Ball Skills**<br>• In this unit, pupils will explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.<br>**Gymnastics**<br>• In this unit pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.<br>**Sending and Receiving Games**<br>• Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by the rules to keep themselves and others safe. | **Fundamentals and Fitness**<br>• Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas.<br>**Team Building Games**<br>• In this unit pupils develop their communication and problem solving skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They are given the opportunity to discuss and plan their ideas to get the most successful outcome.<br>**Yoga**<br>• Pupils learn about mindfulness and awareness. They begin to learn poses and techniques that will help them connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning includes postures, breathing and meditation taught through fun and engaging activities.<br>**Invasion Games**<br>• Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents. | **Target Games**<br>• In this unit pupils will develop their aim using both underarm and overarm actions. Pupils will be given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.<br>**Net and Walls Games**<br>• Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent and over a net. They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others.<br>**Athletics**<br>• In this unit, pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently.<br>**Striking and Fielding Games**<br>• Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points and how to use simple tactics. They learn the rules of the games and use these to play fairly. They show respect towards others when playing competitively and develop communication skills. |
| **PSHE** | Me and My World<br>Writing class rules/electing class reps<br>Harvest – what does it mean to be hungry?<br>Who cares for me?<br>How am I feeling?<br>Who can help me? 999<br>Online safety (passwords)<br>Jeans for Genes<br><br>We are all Different<br>Black History – What is Black History Month?<br>Children in Need<br>Anti-bullying<br>What do I like/dislike?<br>What is fair and unfair, kind and unkind, right and wrong? | Dreams and Goals<br>New Year Resolutions<br>What am I good at?<br>What do I want to be?<br>Jobs (parent visitors)<br>Dream jars<br><br>Healthy Me<br>Road safety<br>Personal hygiene<br>Dental health<br>Stopping illnesses and diseases<br>Being safe at home<br>Fire safety (WSFS) | Relationships<br>What is a good friend?<br>Medal for a friend<br>playing co-operatively<br>What is jealousy?<br>When I am angry<br>How do I say 'sorry'?<br><br>Changing Me<br>Growing older<br>Feelings – moving home, losing a pet<br>Becoming independent<br>Similarities and differences between me and my friends – interests and likes<br>Year 2 - What is privacy? PANTS rule<br>Transition to Y2/3 |

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| **RE** | Christianity<br>Does God want Christians to look after the world?<br>• Refection - think about something you have made<br>• Scavenger hunt - find five items<br>• Explore items found - who made them?<br>• Share the Creation Story - children create own response<br>• Look at pictures of the works - sort into caring/not caring for the world<br>• What might God write in a letter to us about the world?<br>• Class display - draw picture of something God would be pleased with us about<br><br>Christianity<br>What gift would I have given to Jesus if He had been born in my town?<br>• Share special gifts that we have<br>• Explore the Christmas Story<br>• Bag of gifts - who gave these to Jesus?<br>• Creating story sticks<br>• What gift would you give to Jesus?<br>• Sharing gifts and reasons | Christianity<br>Was it always easy for Jesus to show friendship?<br>• Share story of being left out<br>• Sort pictures - things a good friend does/does not do<br>• Share Bible stories showing Jesus's friendship<br>• Freeze-frame scenes from stories<br>• Web of friendship - what do I value in my friends?<br><br>Christianity<br>Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?<br>• What would you do if the Queen was visiting? How do you greet special people to your home?<br>• Tell Easter Story<br>• Make palm leaves and re-enact story<br>• How would Christians welcome Jesus to their town today?<br>• Discussion - Jesus arrived as a king, but did he leave as one? | Judaism<br>Is Shabbat important to Jewish children?<br>• Days of the week - what do you do on different days?<br>• Explore what a Jewish child does Friday to Sunday<br>• Focus on Shabbat meal - what is it?<br>• Jewish visitor - what does Shabbat mean to you?<br>• Discussion - should a Jewish child go out on a Friday?<br>• What would you have in a special class meal?<br><br>Judaism<br>Does Chanukah make Jewish people feel closer to God?<br>• Explore cards for celebration - what would we need to do to celebrate a birthday?<br>• Explore Chanukah - what is similar/different to our birthday celebration ideas?<br>• Sorting hoops - which activities help a Jewish child feel closer to God?<br>• Class display - making candles of thanks | |
| **Visits and Visitors** | Rainbow Theatre<br>Fire Brigade<br>Ice Man | British Wildlife Centre<br>Sussex Falconry<br>Hedgehog Man | Hove Lagoon<br>Brighton Beach/Volks Railway/Carousel<br>Cathy Watts beach hut<br>Cathy Watts Sandies Day<br>Punch and Judy<br>Worthing Museum<br>Rainbow Theatre<br>RNLI<br>RE - Jewish visitor<br>Art - Robin Cooper-Hannan | |