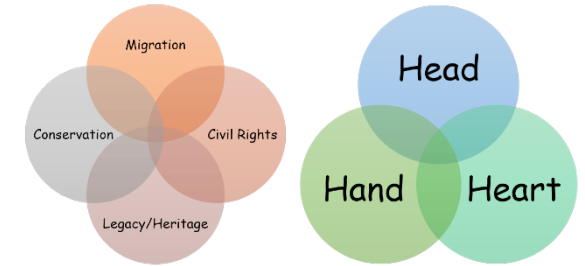


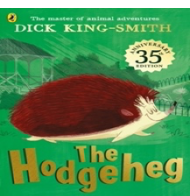
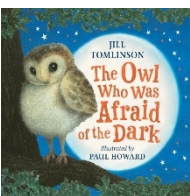
Riversdale Primary School

Medium Term Planning



Year Group	Year 2
Term	Autumn 1

Learning Overview
<p>Within this half term, pupils will begin to develop an understanding of what constitutes living things by discussing the seven main processes that living things undertake. They will use this knowledge to identify things that are no longer living or have never lived. They will build on this, by discussing the concept of nutrition and what living things require to survive. Linked to this, the pupils will continue to explore nutrition in design and technology, where they will discuss different nutrients in our food, balanced diets, as well as where our food comes from. The pupils will also look at health and hygiene in history, where they will begin to research significant nurses from the past and their different contributions to healthcare. Finally, in geography, pupils will begin to explore the different countries of the United Kingdom.</p>

Quality Stimulus Text(s)	
<ul style="list-style-type: none">• First week themed book• The Hodgeheg• The Owl Who Was Afraid of the Dark	<div></div> <div></div>

Significant People Past & Present	
<ul style="list-style-type: none">Florence Nightingale (History)Mary Seacole (History)	<ul style="list-style-type: none">Noah (RE)

Linked UNCRC Articles
<ul style="list-style-type: none"> Article 8: Protection and preservation of identity, Article 6: Life, survival, and development.

Subject	Consolidating: What skills specific to this topic are being built upon? What knowledge specific to this topic is being consolidated?	Head* What substantive KNOWLEDGE should the children learn?	Hand* What disciplinary knowledge and SKILLS should the children learn?	Heart* What VALUES and EMOTIONAL INTELLIGENCE concepts should the children develop?
Writing:	<p>Year 1:</p> <ul style="list-style-type: none"> Explain the purposes in which a postcard might be used within a real-life context. Identify the format of a postcard including the recipient's address, date and appropriate greeting/sign off. Define the term conjunction as a word that links two ideas together, for example the word 'and'. Know that the word 'and' should not be used too often. Understand the sentence type 'question'. Know that a question is demarcated with a question mark, which is a different punctuation mark to a full stop (used for statements). Explain how a question might be used in the context of a postcard. Define the term suffix. Know that suffixes can be added to change a word from present to past tense, e.g. -ed. Know that the simple past tense is written using verbs such as: was or were. Know that a Fact File requires a clear, simple title. Identify that ideas are grouped together based on specific categories. Recognise that a fact file is written in the third person. Know that fact files are written in the appropriate tense depending on the topic. Understand that simple conjunctions are used to construct simple sentences and join two ideas. 	<p><u>POSTCARD:</u></p> <ul style="list-style-type: none"> Explain the purposes in which a postcard might be used within a real-life context. Identify the format of a postcard including the recipient's address, date and appropriate greeting/sign off. Define the term conjunction as a word that links two ideas together, for example the word 'and'. Know that the word 'and' should not be used too often. Understand the sentence type 'question'. Know that a question is demarcated with a question mark, which is a different punctuation mark to a full stop (used for statements). Explain how a question might be used in the context of a postcard. Define the term suffix. Know that suffixes can be added to change a word from singular to plural. Define singular and plural. Know that suffixes can be added to change a word from simple present to simple past tense. Define present tense. Define past tense. <p><u>3rd PERSON NARRATIVE:</u></p> <ul style="list-style-type: none"> Know that narratives are written in the order that events happen (chronologically). Recognise that adverbs of time help show the sequence of events. Know that sentences must include a subject and a verb. Know that subordinating conjunctions help to link ideas. 	<p>Pupils to apply grammar, purpose for writing and specific text type features in Writing to Inform:</p> <ul style="list-style-type: none"> Postcard to a friend based on an event from The Hodgeheg. Non-chronological report about animals native to the local area. <p>Pupils to apply grammar, purpose for writing and specific text type features in Writing to Entertain:</p> <ul style="list-style-type: none"> 3rd person narrative about an animal native to the UK. <p>Handwriting:</p> <ul style="list-style-type: none"> Form lower case letters of the correct size relative to one another in most of their writing Begin to use the diagonal and horizontal strokes needed to join letters in some of their writing Write capital letters and digits of the correct size, orientation and relationship to each other Use spacing between words that reflects the size of the letters. <p>Composition:</p> <ul style="list-style-type: none"> Plan writing before beginning by noting down ideas and vocabulary. Apply basic editing skills to correct spelling, punctuation, and grammar mistakes based on current learning. 	<ul style="list-style-type: none"> Work collaboratively, listening to one another and sharing ideas. Enjoying writing and listening to stories. Building confidence in reading and writing. Reflect on own writing and set targets for improvement, with support. Respect the work of others and show empathy when providing feedback.

	<ul style="list-style-type: none"> • Recognise that diagrams/pictures can help to make the information we are writing clearer. • Know that simple captions/labels can make diagrams better to understand. • Know that a story has a beginning, middle and an end. • Recognise that many stories signal the beginning using phrases such as "One day,". • Identify that stories might be written in third person. • Know that that third person means when you write about someone else. • Recognise pronouns for other people such as: he, she or they, will be used in a 3rd person narrative. • Understand that most stories are written in the past tense as they are about fictional events that have happened in a fictional world. • Recognise that simple conjunctions can be used to link two ideas, e.g.: and, but, then, so. • Recognise that simple time conjunctions can be used to sequence events in the correct order, e.g.: first, then, next. • Identify a range of adjectives for size and colour that can help to add detail to a narrative and engage the reader. • Define similes as a way of describing a person, place or thing by comparing it to something else, using the words 'like' or 'as'. • Know that similes are a more engaging and creative way to describe. 	<ul style="list-style-type: none"> • Recognise that coordinating conjunctions join two main ideas together. • Recognise that sentences can be linked with simple conjunctions. • Know that sentences can be joined with words like but, so, and because to give more detail. • Understand that adding extra information makes a story more interesting for the reader. • Know that a new paragraph can be used to show a change in time, place, or action. • Understand that paragraphs help to organise a story, so it is easier to read. • Recognise that using pronouns like he, she, and they avoids repeating names too often. • Recognise that words like as and while show two things happening at the same time. • Know that speech-like expressions can be used in dialogue to make characters sound more natural. • Recognise that adjectives add description to make writing more interesting. • Know that adjectives can be formed by adding suffixes -less or -ful. • Understand that -er and -est can be added to adjectives to compare things . • Know that adverbs describe how something happens. • Understand that -ly can be added to adjectives to form adverbs. • Identify that exclamation marks are used to show strong emotion or commands. • Understand that commas are used to separate items in a list. • Know that apostrophes are used for contractions. 		
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		<ul style="list-style-type: none"> • Recognise that possessive apostrophes show when something belongs to someone. • Understand that -es, -ed, and -ing can be added to verbs to change their tense. • Recognise that the progressive form of verbs shows ongoing actions in the past or present. • Identify that narratives should use the past tense consistently. <p><u>NON-CHRONOLOGICAL REPORT:</u></p> <ul style="list-style-type: none"> • Know that a non-chronological report needs a clear and simple title that tells the reader what the report is about. • Understand that a brief introduction tells the reader what the report is about. • Know that a conclusion summarises the main points of the report. • Recognise that information should be organised into sections based on specific categories. • Know that each section focuses on one key idea to make the report clear. • Identify that subheadings help to organise information and make it easier for the reader to find details. • Recognise that present tense is used when writing about things that are still true. • Know that past tense is used when writing about things from the past. • Understand that a non-chronological report includes facts, not opinions. • Recognise that formal language should be used to inform the reader. • Know that linking words like because, so, and if can help to explain information. 		
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		<ul style="list-style-type: none"> Recognise that simple conjunctions can be used to join facts together. Identify that capital letters are used for proper nouns. Know that full stops, question marks, and exclamation marks must be used correctly. Recognise that expanded noun phrases add detail to information. Understand that technical words linked to the topic should be included. 		
Phonics:	<p>Year 1 Summer 2:</p> <ul style="list-style-type: none"> /ai/ eigh aigh ey ea eight (straight, grey, break) /n/ kn gn (knee, gnaw) /m/ mb (thumb) /ear/ ere eer (here, deer) /zh/ su si (treasure, vision) /j/ dge (bridge) /i/ y (crystal) /j/ ge (large) /sh/ ti ssi si ci (potion, mission, mansion, delicious) /or/ augh our oar ore (daughter, pour, oar, more) New Tricky Words: busy, beautiful, pretty, hour, move, improve, parents, shoe 	<p>Phase 5 Review</p> <ul style="list-style-type: none"> Week 1 <ul style="list-style-type: none"> /ai/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e-e /igh/ igh i-e i y ie /oa/ ow o o-e oa oe ou Tricky Words: people, eye, whole Week 2 <ul style="list-style-type: none"> /oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow Tricky Words: through, improve, move, prove, shoe, two, who, beautiful, their, parents Week 3 <ul style="list-style-type: none"> /or/ or a aw au ore oor al oar our augh aur /zh/ si su /ch/ ch tch ture /sh/ sh ti ch ssi ci si Tricky Words: thought, sure Week 4 <ul style="list-style-type: none"> /j/ j g ge dge /s/ s ss c ce se st sc /u/ ou /e/ ea /i/ y /o/ a 	<p>GPCs, Words & Tricky Words (including Common Graphemes, Unusual Graphemes but Useful Words, and Where in the Word activities):</p> <ul style="list-style-type: none"> Apply correct Grapheme/Phoneme correspondence for known GPCs. Identify digraphs/trigraphs in know words. Sound out and blend to read known words OR mentally sound and blend to read known words. Sight read previously taught tricky words. Describe what is tricky about previously taught tricky words. Sort words by phoneme (where applicable). Sort words by grapheme (where applicable). <p>Read the Sentence:</p> <ul style="list-style-type: none"> Identify digraphs/trigraphs. Identify previously taught tricky words. Read words aloud when pointed to by the teacher. Read sentences at a quicker pace. <p>Spelling & Write the Sentence:</p> <ul style="list-style-type: none"> Segment and count the sounds within a word on their fingers. Recognise the number of sounds within a word. 	<p>Values: Reflect, Aspire, Value, Respect, Individuality, Share, Empathy</p> <ul style="list-style-type: none"> Pupils will show aspiration by practising their sounds and blending to become confident readers. Pupils will reflect on what they already know and use it to read new words. Pupils will reflect on what makes a word tricky and how they can remember it. Pupils will value the knowledge they've built up over time to read tricky words by sight. Pupils will respect individuality by recognising that sounds can be represented in different ways. Pupils will show aspiration by connecting new learning to what they already know and building on it. Pupils will share their reading confidently with others. Pupils will show empathy by supporting their peers as they learn to read unfamiliar words. Pupils will reflect on the sounds in each word to spell with care and accuracy.

		<ul style="list-style-type: none"> - /u/ o o-e - /oo/ u oul - Schwa: er, a, or, ar, our, re - Tricky Words: once, again, any, many, friend, busy, pretty, because, laugh • Week 5 <ul style="list-style-type: none"> - ie /ee/ /igh/ - y /ee/ /igh/ /i/ - ea /ee/ /e/ /ai/ - a /a/ /ai/ /or/ - Tricky Words: friend 	<ul style="list-style-type: none"> • Check the number of sounds written corresponds with the number of sounds spoken. • Check the grapheme/phoneme correspondence is correct. 	
Mathematics:	<p>Year 1:</p> <ul style="list-style-type: none"> • Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s. • Given a number, identify 1 more and 1 less. • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. • Read and write numbers from 1 to 20 in numerals and words. • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. • Represent and use number bonds and related subtraction facts within 20. • Add and subtract one-digit and two-digit numbers to 20, including 0. • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$. 	<ul style="list-style-type: none"> • Recognise the 1s and 10s places in any given number and associated value of the digits within them. • Understand addition and be able to add 2, 3, or 5 to any given number. • Understand that adding or subtracting 10s only affects the 10s place. • Explain addition and subtraction in relation to the 10s place. • Explain how to represent numbers visually, e.g., drawing pictures, using manipulatives, or placing them on a number line. • Identify the meaning of estimation. • Know that estimation involves approximating based on given information/evidence. • Explain the concepts of greater than and less than in terms of relative value. • Know the meaning of the equality/inequality symbols: $<$, $>$, and $=$ • Explain the concept of partitioning numbers into their 10s and 1s for the purpose of comparison. • Know the names of numbers and how these can be representing using numerals and words. 	<p>Number & Place Value:</p> <ul style="list-style-type: none"> • Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward. • Recognise the place value of each digit in a two-digit number (10s, 1s). • Identify, represent, and estimate numbers using different representations, including the number line. • Compare and order numbers from 0 up to 100. • Use $<$, $>$ and $=$ signs. • Read and write numbers to at least 100 in numerals and in words. • Use place value and number facts to solve problems. <p>Addition & Subtraction:</p> <ul style="list-style-type: none"> • Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures. • Solve problems with addition and subtraction applying their increasing knowledge of mental and written methods. • Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. 	<ul style="list-style-type: none"> • Working collaboratively with partners and in groups. • Using appropriate listening skills and turn taking in group discussion. • Showing empathy and kindness by helping each other to understand. • Knowing that giving your partner the answer is not helpful but explaining it is. • To recognise the value in making mistakes. • To identify the importance of resilience in problem solving. • To find different ways to solve the same problem.

		<ul style="list-style-type: none"> • Quickly recall basic addition facts and number bonds up to 20. • Recognise the associated subtraction facts. • Define the term inverse and the relationship between addition and subtraction. • Describe the part/part/whole diagram and how this relates to addition and subtraction. • Identify a range of words meaning addition. • Identify a range of words meaning subtraction. • Recognise the operation that a word problem is asking for. • Explain the importance of place value when adding or subtracting two-digit numbers. • Recognise how to layout addition and subtraction using the formal written method. • Define the term renaming. • Define the term multiplication. • Understand that multiplication can be described as “groups of”. • Recognise that multiplication is repeated addition. • Quickly recall the 2- multiplication tables. 	<ul style="list-style-type: none"> • Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s, a two-digit number and 10s, 2 two-digit numbers, adding 3 one-digit numbers. • Show that addition of 2 numbers can be done in any order (commutative) and subtraction of one number from another cannot. • Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. <p>Multiplication:</p> <ul style="list-style-type: none"> • Recall and use multiplication and division facts for the 2 multiplication tables, including recognising even numbers. 	
Science:	<p>Year 1:</p> <ul style="list-style-type: none"> • Identify and name a variety of common animals including fish, amphibians, reptiles, birds, and mammals. • Identify and name a variety of common animals that are carnivores, herbivores, and omnivores. • Describe and compare the structure of a variety of common animals. • Develop the ability to ask questions. 	<p>Living Things & Their Habitats:</p> <ul style="list-style-type: none"> • All living things do seven processes. • We can use MRS GREN to remind us of the processes. • Dead things have stopped doing the seven processes. • Things that have never been alive have never and will never do the seven processes. • Different animals and plants need different homes to survive. • Habitats can be forests, ponds, deserts, and more. 	<p>Ask Questions:</p> <ul style="list-style-type: none"> • Develop the ability to ask questions such as: what something is, how things are similar and different, the ways things work, which alternative is better, how things change and how they happen. • Where appropriate, answer these questions. • Answer questions developed with the teacher through a scenario. <p>Enquiry:</p> <ul style="list-style-type: none"> • Describe the characteristics used to identify a living thing. 	<p>Values: Individuality, Reflect, Respect, Value, Aspire,</p> <ul style="list-style-type: none"> • Support pupils in understanding that some of the most successful scientists had common traits, despite being individuals in their own right. • Encourage pupils to reflect on these traits and behaviours and to see if they can adopt them to become good scientists. • Respect for living things and understanding the importance of life.

	<ul style="list-style-type: none"> Use practical resources provided to gather evidence to answer questions generated by themselves or the teacher. Make careful observations to support identification. Use appropriate senses, aided by equipment such as magnifying glasses or digital microscopes, to make observations. Record observations, for example: using photographs, videos, drawings, labelled diagrams or in writing. Sort and group things identifying their own criteria for sorting. With support carry out pattern seeking enquiries. 	<ul style="list-style-type: none"> Animals and plants find food, water, and shelter in their habitats. <p><i>Vocabulary:</i> <i>observe, experiment, move, respiration, sense, grow, reproduce, excrete, nutrition, habitat</i></p>	<ul style="list-style-type: none"> Use practical resources provided to gather evidence to answer questions generated by themselves or the teacher. With support carry out: tests to classify. Use their observations and testing to compare objects, materials and living things. Use simple secondary sources (such as identification sheets) to name living things. <p>Observe:</p> <ul style="list-style-type: none"> Make careful observations to support identification, comparison and noticing change. Use appropriate senses, aided by equipment such as magnifying glasses or digital microscopes, to make observations. <p>Record/Present:</p> <ul style="list-style-type: none"> Classify using simple prepared tables and sorting rings. Record observations, for example: using photographs, videos, drawings, labelled diagrams or in writing. <p>Conclusions:</p> <ul style="list-style-type: none"> Use experiences of the world around them to suggest appropriate answers to questions. 	<ul style="list-style-type: none"> Understanding the value of life and the differences between living, dead, and non-living things. Aspire to learn more about the plants and animals in your local environment, setting goals to identify new species and understand their roles. Respect the habitats of plants and animals by not disturbing them and understanding their importance for all living beings.
Art:	<p>Year 1:</p> <ul style="list-style-type: none"> Start to record simple media explorations in a sketch book. Begin to build information on colour theory. Talk about own work, explaining simply the process they have used. Look at and talk about the work of other artists expressing their likes and dislikes in simple terms. Begin to explore the work of a range of artists and designers, describing simple differences and similarities. 	<p>Drawing – Introduction to Drawing 2:</p> <ul style="list-style-type: none"> Lines can vary in thickness. Thick lines can make things look strong, bold, or important. Thin lines can be used to show details. Different pressures on the pencil create light and dark lines. Hatching and cross hatching can be used to add texture and to make areas of light and dark. Patterns with lines, dots and squiggles can mimic textures found in nature. 	<p>Exploring & Developing Ideas:</p> <ul style="list-style-type: none"> Use a sketchbook to record media experimentations including textures and patterns to inform own work. Use a sketchbook to plan and develop simple ideas based on experimentation. <p>Responding to Art:</p> <ul style="list-style-type: none"> Talk about how a piece of art makes them feel. Talk about own work, explaining the process they have used and begin to identify likes and dislikes. 	<p>Values: Individuality, Empathy, Reflect, Aspire, Respect,</p> <ul style="list-style-type: none"> Experiment with different types of lines and pressures. Each student's drawing style will emerge, showcasing their unique individuality in their approach to creating light and dark lines. Discuss the emotions and feelings that certain patterns and textures evoke. This encourages them to consider the perspectives and feelings of others when

	<ul style="list-style-type: none"> Explore a range of drawing implements, e.g. pencils, crayons, pastels, charcoal, chalks, to make marks. Name and draw a range of lines, shapes and marks from observation. Produce a range of patterns using different lines, shapes and marks. Begin to show control of the lines, shapes and marks made. Draw from imagination. Draw on different surfaces. 	<ul style="list-style-type: none"> Different art materials, like crayons, pastels, and charcoal, create different textures in drawings. Different tools, like fingers or blending sticks, can help to blend and smudge media. Pencils come in various grades. Hard pencils create lighter tones, while soft pencils create darker tones. Combining different pencil grades in one drawing can help to make the drawing more realistic. <p><i>Vocabulary:</i> weight, light, dark, texture, tone, hatching, cross-hatching, observation</p>	<p>Drawing:</p> <ul style="list-style-type: none"> Experiment with a range of drawing implements on different surfaces. Investigate tone by drawing light/dark lines using a pencil. Demonstrate control over the types of marks made with a range of media when drawing from observation. Begin to explore texture through copying different strokes, e.g. dots, dashes and squiggles. Experiment with different line weights (thick and thin). Investigate tone through the use of different grades of pencils, e.g. HB, 2B, 4B. 	<p>interpreting art, fostering empathy.</p> <ul style="list-style-type: none"> Reflect on the qualities and effects of each medium. They need to think about which medium best suits their intentions for portraying light and dark elements. Use different pencil grades effectively requires students to set goals and work towards achieving a desired outcome, promoting a sense of aspiration in their artistic growth. Reflect on their drawing and that of others, identifying strengths and areas for development. Show respect for their surroundings and develop an appreciation for the beauty of their immediate world. Applying feedback in order to develop and improve drawings, shows aspiration. Show respect for their surroundings and develop an appreciation for the beauty of their immediate world.
<p>Computing: First Week of Autumn</p>	<p>Year 1:</p> <ul style="list-style-type: none"> To know that passwords are important for security. To know that the internet is many devices connected to one another. To know that you should tell a trusted adult if you feel unsafe or worried online. To know that people you do not know on the internet (online) are strangers and are not always who they say they are. To know that to stay safe online it is important to keep personal information safe. To know that 'sharing online means giving something specific to someone else via the internet and 	<p>Kapow Computing Scheme:</p> <p>Online Safety:</p> <ul style="list-style-type: none"> To understand the difference between online and offline. To understand what information, we should not post online. To know what the techniques are for creating a strong password. To know that you should ask permission from others before sharing about them online and that they have the right to say 'no.' To understand that not everything I see or read online is true. <p><i>Vocabulary:</i></p>	<p>Online Safety:</p> <ul style="list-style-type: none"> Identifying whether information is safe or unsafe to be shared online. Create a strong password. Be respectful of others when sharing online and ask for their permission before sharing content. Apply strategies for checking if something they read online is true. Express how stay safe when talking to people online and what to do if they see or hear something online that makes them feel upset or uncomfortable. 	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> Respecting others' privacy and personal boundaries online. Using respectful language and behaviour in digital communications. Respect the uniqueness of each individual's online presence and the importance of expressing oneself while staying safe. Create strong, unique passwords and usernames to protect personal accounts. Explore the value of personal information and the potential

	<p>'posting' online means placing information on the internet.</p> <ul style="list-style-type: none"> When using the internet to search for images, learning what to do if they come across something online that worries them or makes them feel uncomfortable. Understanding how to interact safely with others online. Recognising how actions on the internet can affect others. Recognising what a digital footprint is and how to be careful about what we post. 	<p><i>accepting, consent, denying permission, fake, giving permission, offline, online, Password, permission, personal information, pop-up, pressure, private information, real, Reliable, sharing online, source, trusted adult</i></p>		<p>consequences of sharing it recklessly.</p> <ul style="list-style-type: none"> Evaluate the reliability and credibility of online sources. Ensure trustworthiness online, including how to identify trustworthy websites and individuals. Address the risks and benefits of sharing personal information with others on the internet. Critically analysing online content before sharing or believing it. Be responsible when sharing content online, including images, videos, and personal information. Know the consequences of oversharing and how to set appropriate boundaries. Aspire to be positive digital citizens who contribute positively to online communities. Promote online empathy and kindness, in our actions.
<p>Computing: Remainder of Autumn 1</p>	<p>Year 1:</p> <ul style="list-style-type: none"> Learning how to explore and tinker with hardware to find out how it works. Learning where keys are located on the keyboard. Using a basic range of tools within graphic editing software. Developing control of the mouse through dragging, clicking and resizing images to create different effects. Developing an understanding of different software tools. Recognising devices that are connected to the internet. Logging in and out and saving work on their own account. Log in and log out means to begin and end a connection with a computer 	<p>Kapow Computing Scheme:</p> <p>What is a Computer? (Lessons 1, 2 & 5 only)</p> <ul style="list-style-type: none"> To know the difference between a desktop and laptop computer. To know that people control technology. To know some input devices that give a computer an instruction about what to do (output). To know that computers often work together. <p><i>Vocabulary:</i> <i>battery, buttons, computer, desktop, electricity, input, invention, keyboard, laptop, mouse, output, robot, screen (monitor), tablet, technology, wire</i></p>	<ul style="list-style-type: none"> Understanding what a computer is and that it's made up of different components. Recognising that buttons cause effects, and that technology follows instructions. Learning how we know that technology is doing what we want it to do via its output. Using greater control when taking photos with cameras, tablets or computers. Developing word processing skills, including altering text, copying and pasting and using keyboard shortcuts. Using word processing software to type and reformat text. Creating and labelling images. Learning how computers are used in the wider world. 	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Aspire</p> <ul style="list-style-type: none"> Teach students how to care for technology, such as handling laptops and desktop computers carefully, shows respect for equipment. When learning to use word processing software, students can express their individuality through creating and formatting text in their unique styles. Students should understand the value of technology in making tasks easier, such as how computers can quickly process large amounts of information or help create documents. Explain that pupils are entrusted with using technology in a safe and

	<ul style="list-style-type: none"> A computer and mouse can be used to click, drag, fill, select, add backgrounds, text, layers, shapes and clipart. Passwords are important for security and to keep us safe. 			<p>appropriate way. Linked to the acceptable use policy and the online safety unit studied.</p> <ul style="list-style-type: none"> Encourage students to reflect on the consequences of their actions with technology, such as when they input data and receive an output. The concept of computers working together (networking) can illustrate how sharing resources makes tasks easier, such as how networked computers can share information or printers. Encourage students to aspire to improve their technological skills, such as learning new keyboard shortcuts, improving their word processing skills, or becoming better at creating images and labels.
DT:	<p>Year 1:</p> <ul style="list-style-type: none"> Begin to develop a sensory food vocabulary using taste, smell, texture and feel. Name and group familiar fruits and vegetables. Understand the need for a variety of fruits and vegetables in a healthy diet. Begin to develop an understanding of where food comes from (growing). Begin to recognise how food comes from the source to our plates with a focus on fruits and vegetables. Existing products: <ul style="list-style-type: none"> what products are, who products are for, where products might be used, what materials products are made of, what they like and dislike about products. 	<p>CONTEXT:</p> <p><i>"Hi. I'm Jocelyn and I work in an office. We are having a picnic later this year and I am not sure what to bring. It needs to be tasty, healthy and include a mixture of food groups. I won't be able to heat anything up, so it needs to be eaten cold. Can you help me design something?"</i></p> <p>Picnic Pieces (Lessons 1 – 3):</p> <ul style="list-style-type: none"> Animals are reared on farms for their meat. Fish are caught from rivers, lakes and the sea. Farmers and fishers sell the meat/fish to supermarkets for us to buy. The Eatwell Plate helps us see how much of each type of food we should eat. Carbohydrates give us energy to play and learn. Proteins help our muscles grow and stay strong. 	<p>Cooking & Nutrition:</p> <ul style="list-style-type: none"> Begin to develop an understanding that some foods are reared or caught. Continue to build on understanding of how food comes from the source to our plates, with a focus on meat. Expand understanding of food groups, identifying the importance of carbohydrates, proteins and fats in a healthy and balanced diet. Explore the eat well plate and how the different parts of a meal fit into the section of the plate. Continue to develop a sensory food vocabulary using taste, smell, texture and feel. <p>Evaluating:</p> <ul style="list-style-type: none"> Existing products: <ul style="list-style-type: none"> what products are, who products are for, where products might be used, 	<p>Values: Respect, Reflect, Value, Aspire, Individuality, Share</p> <ul style="list-style-type: none"> Understanding and appreciating the work that farmers and fishers do to provide us with food. Considering the journey of food from source to plate and reflecting on the efforts involved. Recognising the importance of different food groups and valuing the role they play in maintaining our health. Aspiring to make healthy food choices and understanding the impact of a balanced diet on our overall well-being. Encouraging children to explore and appreciate a variety of tastes and textures, reflecting individual preferences. Sharing picnic foods and experiences with classmates, fostering a sense of community and togetherness.

		<ul style="list-style-type: none"> A small amount of fats and oils is needed for healthy skin and energy. <p><i>Vocabulary:</i> source, meat, rear, fish, catch, healthy, nutrient</p>	<ul style="list-style-type: none"> what materials products are made of, what they like and dislike about products. 	
Geography:	<ul style="list-style-type: none"> Know that the local area is Southfields and is located in London. Describe and locate the features of the local area on maps. Show on a map which country they live in (England) and what its capital is (London). Recognise if a place is a city, town or village. Use world maps and globes to identify the United Kingdom and its countries. Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map. Begin to use eight points of a compass. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. 	<p>The United Kingdom (Lessons 1 – 3):</p> <ul style="list-style-type: none"> The UK is an island nation surrounded by water. The UK is part of the continent of Europe. The United Kingdom (UK) is made up of four countries. <ul style="list-style-type: none"> England Scotland Wales Northern Ireland Capital City <ul style="list-style-type: none"> London Edinburgh Cardiff Belfast Flower <ul style="list-style-type: none"> Rose Thistle Daffodil Shamrock <p><i>Vocabulary:</i> island, country, continent, capital city, government</p>	<p>Locational Knowledge:</p> <ul style="list-style-type: none"> To know they live in the continent of Europe. Name and locate the four countries of the UK (England, Ireland, Scotland, Wales). Name and locate the capital cities of the UK (London, Dublin, Edinburgh, Cardiff). <p>Mapwork:</p> <ul style="list-style-type: none"> Use world maps and globes to identify the United Kingdom and its countries. Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map. Begin to use eight points of a compass. <p>Interpret a Range of Sources:</p> <ul style="list-style-type: none"> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. 	<p>Values: Individuality, Respect, Democracy, Empathy, Share</p> <ul style="list-style-type: none"> Understanding their unique location and identity within Riversdale Primary School. Appreciating the diversity of their school community and the wider world. Recognising that each country in the UK has its own governance and identity. Appreciation for the different cultures within the UK. Recognising the importance and significance of capital cities in each country. Sharing knowledge about the different capital cities and their characteristics.
History:	<p>Year 1:</p> <ul style="list-style-type: none"> Recount main events from a significant event in history. Develop an awareness of the past, using common words and phrases relating to the passing of time, such as past, present, century, before and after. Begin to understand where people and events fit on a timeline. 	<p>Florence, Mary and Edith (Lessons 1 – 3):</p> <ul style="list-style-type: none"> Florence Nightingale <ul style="list-style-type: none"> Was a famous nurse who lived in the 1800s. Cared for wounded soldiers during the Crimean War. Improved hospitals by making them clean and safe. Started the Nightingale Training School for nurses Mary Seacole <ul style="list-style-type: none"> Was a famous nurse who lived in the 1800s. 	<p>Chronology:</p> <ul style="list-style-type: none"> Recount main events from a significant event in history. Develop an awareness of the past, using common words and phrases relating to the passing of time, such as past, present, century, before and after. Begin to understand where people and events fit on a timeline. <p>Historical Significance:</p>	<p>Values: Respect, Value, Empathy</p> <ul style="list-style-type: none"> Respecting the contributions and dedication of historical figures like Florence Nightingale. Highlight the value of Florence Nightingale's work in improving healthcare and nursing practices. Explore how Mary Seacole cared for and empathised with sick and injured soldiers during the war.

	<ul style="list-style-type: none"> Discuss a significant person within a historical event and why they were important. Describe simple changes relating to ideas/objects that have occurred. Identify simple reasons for change. Recognise why people did things or why events happened. Begin to explain what happened as a result of events or people's actions. 	<ul style="list-style-type: none"> Cared for wounded soldiers during the Crimean War. Known as "Mother Seacole" and was respected by many. <p><i>Vocabulary:</i> nurse, war, battlefield, wounded, hygiene, reform, legacy</p>	<ul style="list-style-type: none"> Discuss a significant person within a historical event and why they were important. <p>Change and Continuity:</p> <ul style="list-style-type: none"> Describe simple changes relating to ideas/objects that have occurred. Identify simple reasons for change. <p>Cause and Consequence:</p> <ul style="list-style-type: none"> Recognise why people did things or why events happened. Begin to explain what happened as a result of events or people's actions. 	
Music:	<p>Year 1:</p> <ul style="list-style-type: none"> Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Coordinating the speed of their movements to match the speed of the music (not the beat). Beginning to move in time with the beat of the music. Beginning to articulate how a piece of music affects them. Identifying some common instruments when listening to music. Relating sounds in music to real-world experiences. Recognising simple patterns and repetition in rhythm. Appreciating music from a wide variety of cultures and historical periods. Singing simple songs, chants and rhymes from memory. Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower. Competently singing songs with a very small pitch range (two notes 	<p>Kapow Music Scheme:</p> <p>Call and Response (Animals)</p> <ul style="list-style-type: none"> To be able to recognise and name up to three instruments from Group A and B. <p><i>Vocabulary:</i> call and response, dynamics, sound pattern</p>	<p>Listening and Evaluating:</p> <ul style="list-style-type: none"> Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Confidently moving in time with the beat of the music when modelled. Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. Recognising simple patterns and repetition in rhythm (e.g. where a pattern of beats is repeated). To recognise and name the following instruments: up to three instruments from Group A and B. <p>Creating Sound:</p> <ul style="list-style-type: none"> Singing a range of call and response chants, matching the dynamic and tempo they hear with accuracy. Breathing at appropriate times when singing. Singing part of a given song in their head (using their "thinking voice"). Developing an awareness of how dynamics are affected by the force 	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> Respect different musical traditions, genres, and cultures. Appreciate the skills and efforts of their peers and musicians. Respect for the instruments and equipment used in music-making. Explore different instruments and musical roles. Maintain individual responsibilities in group performances, ensemble rehearsals, and collaborative projects. Engage in reflective practices after performances, analysing what went well and areas for improvement. Share musical talents and skills through performances. Share ideas, insights, and responsibilities. Aim for higher levels of musical proficiency and expression. Develop a love for music through exposure to various genres and styles. Listen to and understand each other in teamwork.

	<p>that are different but close together).</p> <ul style="list-style-type: none"> • Breathing at appropriate times when singing. • Exploring changing their singing voice in different ways. • Singing a range of call and response chants, attempting to match the pitch and tempo they hear. • Developing an awareness of how sound is affected by the way an instrument is held. (Groups A, B and C.) • Developing an awareness of how dynamics are affected by the force with which an instrument is played. (Groups A, B and C.) • Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. (Group A.) • Using instruments imaginatively to create soundscapes which convey a sense of place. (Group B.) • Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. (Group A.) • Maintaining a comfortable position when sitting or standing to sing and play instruments. • Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories. • Improvising simple question and answer phrases, using untuned percussion or voices. • Experimenting with creating different sounds using a single instrument. • Experimenting with creating loud, soft, high and low sounds. • Selecting objects and/or instruments to create sounds to 		<p>with which an instrument is played.</p> <ul style="list-style-type: none"> • Learning to use instruments to follow the beat, by first observing and then mimicking the teacher's modelling. • Maintaining a comfortable position when sitting or standing to sing and play instruments. <p>Composing:</p> <ul style="list-style-type: none"> • Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories. Improvising simple question and answer phrases, using untuned percussion or voices. • Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. • Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. • Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. <p>Performing:</p> <ul style="list-style-type: none"> • Offering positive feedback on others' performances. • Starting to maintain a steady beat throughout short performances. • Standing or sitting appropriately when performing or waiting to perform. • Performing actively as a group, clearly keeping in time with the beat. 	
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	<p>represent a given idea or character.</p> <ul style="list-style-type: none"> • Playing and combining sounds under the direction of a leader (the teacher). • Offering positive feedback on others' performances. • Starting to maintain a steady beat throughout short singing performances. • Keeping head raised when singing. • Keeping instruments still until their part in the performance. • Performing actively as part of a group; keeping in time with the beat. • Showing awareness of leader particularly when starting or ending a piece. 			
PE:	<p>Year 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. 	<ul style="list-style-type: none"> • Explain the difference between attacking and defence. • Express what qualities each one has. 	<ul style="list-style-type: none"> • Applying attacking and defending skills in a variety of simple games. • Make choices about appropriate targets, space and equipment. • Use a variety of simple tactics. 	<p>Values: Respect, Value, Entrust, Reflect, Share, Democracy, Aspire, Empathy</p> <ul style="list-style-type: none"> • Carry out activities to improve their work and understand why they are useful. • Come up with and share sensible solutions, given time to think about their actions. • Work collaboratively to improve individual and team member skills, showing aspiration. • Value the efforts of others and show empathy when providing peer-assessment/feedback. • Entrust each other to be kind and supportive, showing good sportsmanship. • Show resilience when receiving feedback and reflect on how this can be used.
RE:	<p>Year 1:</p> <ul style="list-style-type: none"> • Identify religious stories and talk about them. • Use the right names for things that are special to believers. 	<p>What promise did God make to Noah?</p> <ul style="list-style-type: none"> • Promises are made to show people they can trust you. 	<p>Learning about Religion & Beliefs:</p> <ul style="list-style-type: none"> • Identify religious stories and talk about them. • Use the right names for things that are special to believers. 	<p>Values: Value, Entrust, Individuality, Reflect, Love, Share</p>

	<ul style="list-style-type: none"> • Use some religious words to describe some religious practices. • Talk about religious art, symbols and words. • Say what some symbols stand for and what some of the art and music is about. • Tell religious stories and talk about them. • Talk about things that happen to them. • Talk about what they find interesting or puzzling. • Ask about what happens to others with respect for their feelings. • Talk about some things in stories that make people ask questions. • Talk about what is important to them and to others with respect for their feelings. 	<ul style="list-style-type: none"> • God was angry because people were being unkind and making bad choices. • God decided to send a big flood to clean the world. • God told Noah to build a big boat called an ark. • Noah was building an ark to keep his family and the animals safe. • People laughed at Noah and didn't believe him. • When the rain stopped, Noah sent out a dove three times. • When it didn't come back, he knew land was near. • A rainbow was the symbol of God's promise to never flood the whole world again. <p>Significant People Noah:</p> <ul style="list-style-type: none"> • Was a kind and good man who tried to do the right thing. • Trusted God and didn't give up, even when others laughed at him. <p><i>Vocabulary:</i> promise, ark, flood, raven, dove, rainbow, covenant, heritage, migration, conservation</p>	<ul style="list-style-type: none"> • Use some religious words to describe some religious practices. • Talk about religious art, symbols and words. • Say what some symbols stand for and what some of the art and music is about. • Tell religious stories and talk about them. <p>Learning from Religion & Beliefs:</p> <ul style="list-style-type: none"> • Talk about things that happen to them. • Talk about what they find interesting or puzzling. • Ask about what happens to others with respect for their feelings. • Talk about some things in stories that make people ask questions. • Talk about what is important to them and to others with respect for their feelings. 	<ul style="list-style-type: none"> • A promise is something of value, we are entrusted to keep our word (promise). • We can reflect on why God may have become angry with the people. • Noah was an individual who caused God to reflect on the decision to destroy the world. • Noah stayed true to himself (as an individual) in the face of other people's ridicule. • God entrusted Noah with the task of building the ark and saving the animals whom God showed love for. • Noah valued his relationship with God and was happy to share the ark with the animals. • God showed love for the world by showing a rainbow in the sky. • God reflected on the flood and decided not to destroy the earth again.
RSE:	<p>Year 1:</p> <ul style="list-style-type: none"> • Where their brain is in their body and what it looks like. • That our brain has 3 main parts, and it works best when they work together. • The 3 parts are Team H-A-P: Hippocampus, Amygdala and Prefrontal Cortex. • That when we feel big emotions, our Amygdala can react and take over our brain, sending the Hippocampus and Prefrontal Cortex to sleep. • That Happy Breathing helps our entire body, including our brain, to 	<p>My Happy... Scheme:</p> <p>My Happy Mind: Meet Your Brain Lessons 1 - 5 To Learn:</p> <ul style="list-style-type: none"> • More about what their brain looks like and that it is fully grown by the age of 6. • That our brain helps us to make good decisions and remember what we have learnt. • That the Amygdala causes them to Fight, Flight or Freeze. • Children will be asked to reflect and think of examples of how they use each of Team H-A-P. 	<p>My Happy Mind: Meet Your Brain</p> <ul style="list-style-type: none"> • Use breathing techniques (e.g. Happy Breathing) to calm their body and brain. • Practise calming themselves down before or during moments of stress or big emotion. • Persevere with a task, recognising that repeated effort helps them improve. • Talk about how practising something helps them get better over time. • Reflect on and discuss what helps them learn best. 	<p>My Happy Mind: Meet Your Brain</p> <p>Values: Reflect, Entrust, Aspire, Love, Value</p> <ul style="list-style-type: none"> • Pupils will reflect on how they use different parts of their brain in daily situations. • Pupils will trust in their brain's ability to grow and change through effort and practise. • Pupils will aspire to keep learning and improving by understanding how their brain works. • Pupils will care for their mental wellbeing by using strategies like Happy Breathing.

	<p>relax and wakes up the Hippocampus and Prefrontal Cortex.</p> <ul style="list-style-type: none"> • That if they want to improve at something, they need to practise repeatedly, and our brain helps us get better each time. This is called Neuroplasticity. • About different feelings that humans can experience. • How to recognise and name different feelings. • How feelings can affect people's bodies and how they behave. • How to recognise what others might be feeling. • To recognise that not everyone feels the same at the same time or feels the same about the same things. • About ways of sharing feelings; a range of words to describe feelings. • About things that help people feel good (e.g. Playing outside, doing things they enjoy, spending time with family, getting enough sleep.) • Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good. • To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it. • About change; to identify feelings associated with this; to recognise what helps people to feel better. 	<ul style="list-style-type: none"> • That when we learn something new, our brain remembers it and grows. • About Neuroplasticity and examples of how they can use it to help them. • How they can use Happy Breathing to help Team H-A-P work as a team, but also how Happy Breathing can help with Neuroplasticity. <p><i>Vocabulary:</i> <i>brain, cells, team H-A-P, hippocampus, amygdala, prefrontal cortex, happy breathing, neuroplasticity, grow, 'fight, flight, freeze'</i></p> <p>My Happy Mind Places: Lessons 1 – 2 To Recap:</p> <ul style="list-style-type: none"> • About different feelings that humans can experience. • How to recognise and name different feelings. • How feelings can affect people's bodies and how they behave. • How to recognise what others might be feeling. • To recognise that not everyone feels the same at the same time or feels the same about the same things. • About ways of sharing feelings; a range of words to describe feelings. • About things that help people feel good (e.g. Playing outside, doing things they enjoy, spending time with family, getting enough sleep.) • Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good. • To recognise when they need help with feelings; that it is important 	<p>My Happy Mind Places</p> <ul style="list-style-type: none"> • Name a range of different feelings. • Describe how feelings can affect their bodies and behaviour. • Identify how others might be feeling based on words, actions, or expressions. • Use a wide vocabulary to express and share their feelings. • Identify activities and routines that help them feel good. • Use calming strategies to manage big feelings and improve their mood. • Respond to changes by identifying emotions and using strategies to feel better. 	<ul style="list-style-type: none"> • Pupils will value the power of their brain and the importance of looking after it. <p>My Happy Mind Places</p> <p>Values: Empathy, Reflect</p> <ul style="list-style-type: none"> • Pupils will recognise and respond to how others may be feeling. • Pupils will reflect on how they feel and how those feelings affect their behaviour.
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		<p>to ask for help with feelings; and how to ask for it.</p> <ul style="list-style-type: none">About change; to identify feelings associated with this; to recognise what helps people to feel better. <p><i>Vocabulary:</i> <i>feelings, emotions, facial expressions, body, heart, strategies, happy place, middle place, busy place, team H-A-P, hippocampus, amygdala, prefrontal cortex</i></p>		
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*Links to Curriculum Themes: Migration, Civil Rights, Conservation, Legacy/Heritage