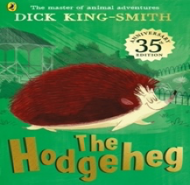
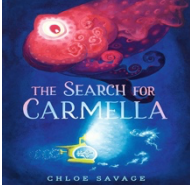


# Riversdale Primary School

## MEDIUM TERM PLANNING

|            |          |
|------------|----------|
| YEAR GROUP | Year 2   |
| TERM       | Autumn 1 |

| CLASS READER                                                                      | VEHICLE TEXT(S) FOR WRITING                                                                                                                                             |
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| LEARNING OVERVIEW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p>This half term, Year 2 will discover how remarkable individuals can make a lasting difference as they explore the work of Florence Nightingale and Mary Seacole in History. In Science, pupils will investigate what makes something living and explore how different plants and animals depend on their habitats for food, water and shelter. Their understanding of the wider world will grow through Geography as they locate the four countries and capital cities of the United Kingdom and explore their distinctive identities. Creativity and practical thinking will be developed as pupils experiment with line, tone and texture in Art, learn how information technology is used in everyday life in Computing, and design a tasty, healthy picnic dish in Design and Technology. They will create animal-inspired sound patterns and explore musical dynamics in Music, develop balance, coordination and control through PE, and consider the importance of trust, responsibility and keeping promises through the story of Noah in Religious Education.</p> |

| SIGNIFICANT PEOPLE PAST & PRESENT                                              |                                                                        |                                                           |
|--------------------------------------------------------------------------------|------------------------------------------------------------------------|-----------------------------------------------------------|
| <ul style="list-style-type: none"><li>Florence Nightingale (History)</li></ul> | <ul style="list-style-type: none"><li>Mary Seacole (History)</li></ul> | <ul style="list-style-type: none"><li>Noah (RE)</li></ul> |

| UNCRC LINKED ARTICLES                                                                                                                                   |                                                                                                                                             |                                                                                                                                |
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| <ul style="list-style-type: none"><li>Article 6 – Life, survival and development</li><li>Article 14 – Freedom of thought, belief and religion</li></ul> | <ul style="list-style-type: none"><li>Article 24 – Health and health services</li><li>Article 27 – An adequate standard of living</li></ul> | <ul style="list-style-type: none"><li>Article 29 – Goals of education</li><li>Article 31 – Leisure, play and culture</li></ul> |

| SUBJECT         | <b>CONSOLIDATING:</b><br>WHAT SKILLS SPECIFIC TO THIS TOPIC ARE BEING BUILT UPON?<br>WHAT KNOWLEDGE SPECIFIC TO THIS TOPIC IS BEING CONSOLIDATED?                                                                                                                                                                                                                                                                                                                                                                                                      | <b>HEAD*</b><br>WHAT SUBSTANTIVE KNOWLEDGE SHOULD THE CHILDREN LEARN?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>HAND*</b><br>WHAT DISCIPLINARY KNOWLEDGE AND SKILLS SHOULD THE CHILDREN LEARN?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>HEART*</b><br>WHAT VALUES AND EMOTIONAL INTELLIGENCE CONCEPTS SHOULD THE CHILDREN DEVELOP?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>PHONICS:</b> | Year 1 Summer 2: <ul style="list-style-type: none"> <li>/ai/ eigh aigh ey ea eight (straight, grey, break)</li> <li>/n/ kn gn (knee, gnaw)</li> <li>/m/ mb (thumb)</li> <li>/ear/ ere eer (here, deer)</li> <li>/zh/ su si (treasure, vision)</li> <li>/j/ dge (bridge)</li> <li>/i/ y (crystal)</li> <li>/j/ ge (large)</li> <li>/sh/ ti ssi si ci (potion, mission, mansion, delicious)</li> <li>/or/ augh our oar ore (daughter, pour, oar, more)</li> <li>New Tricky Words: busy, beautiful, pretty, hour, move, improve, parents, shoe</li> </ul> | Little Wandle Letters & Sounds Revised Scheme:<br><br>Phase 5 Review <ul style="list-style-type: none"> <li>Week 1               <ul style="list-style-type: none"> <li>/ai/ a-e ai ay a eigh ea ey aigh</li> <li>/ee/ y ea ee e ie ey e-e</li> <li>/igh/ igh i-e i y ie</li> <li>/oa/ ow o o-e oa oe ou</li> <li>Tricky Words: people, eye, whole</li> </ul> </li> <li>Week 2               <ul style="list-style-type: none"> <li>/oo/ /yoo/ oo u u-e ew ue ou ui</li> <li>/air/ air are ear ere</li> <li>/ur/ er ur ir or ear</li> <li>/ow/ ou ow</li> <li>Tricky Words: through, improve, move, prove, shoe, two, who, beautiful, their, parents</li> </ul> </li> <li>Week 3               <ul style="list-style-type: none"> <li>/or/ or a aw au ore oor al oar our augh aur</li> <li>/zh/ si su</li> <li>/ch/ ch tch ture</li> <li>/sh/ sh ti ch ssi ci si</li> <li>Tricky Words: thought, sure</li> </ul> </li> <li>Week 4               <ul style="list-style-type: none"> <li>/j/ j g ge dge</li> <li>/s/ s ss c ce se st sc</li> <li>/u/ ou</li> <li>/e/ ea</li> <li>/i/ y</li> <li>/o/ a</li> <li>/u/ o o-e</li> <li>/oo/ u oul</li> <li>Schwa: er, a, or, ar, our, re</li> </ul> </li> </ul> | GPCs, Words & Tricky Words (including Common Graphemes, Unusual Graphemes but Useful Words, and Where in the Word activities): <ul style="list-style-type: none"> <li>Apply correct Grapheme/Phoneme correspondence for known GPCs.</li> <li>Identify digraphs/trigraphs in know words.</li> <li>Sound out and blend to read known words OR mentally sound and blend to read known words.</li> <li>Sight read previously taught tricky words.</li> <li>Describe what is tricky about previously taught tricky words.</li> <li>Sort words by phoneme (where applicable).</li> <li>Sort words by grapheme (where applicable).</li> </ul> Read the Sentence: <ul style="list-style-type: none"> <li>Identify digraphs/trigraphs.</li> <li>Identify previously taught tricky words.</li> <li>Read words aloud when pointed to by the teacher.</li> <li>Read sentences at a quicker pace.</li> </ul> Spelling & Write the Sentence: <ul style="list-style-type: none"> <li>Segment and count the sounds within a word on their fingers.</li> <li>Recognise the number of sounds within a word.</li> <li>Check the number of sounds written corresponds with the number of sounds spoken.</li> <li>Check the grapheme/phoneme correspondence is correct.</li> </ul> | <ul style="list-style-type: none"> <li>Pupils will develop resilience by practising sounds, blending and reading unfamiliar words, even when they find them difficult.</li> <li>Pupils will use reflection by thinking about what they already know and applying it to read new words.</li> <li>Pupils will develop reflection by noticing which parts of a word are difficult and choosing a strategy to help them remember it.</li> <li>Pupils will take responsibility for their reading by using phonics, recognising familiar words and checking that what they read makes sense.</li> <li>Pupils will show respect by recognising that the same sound can be represented by different letters and groups of letters.</li> <li>Pupils will develop resilience by re-reading words and sentences to improve their accuracy, fluency and confidence.</li> <li>Pupils will take responsibility by reading regularly and joining in positively during phonics and reading activities.</li> <li>Pupils will show respect by listening carefully when others read and giving them time and encouragement.</li> <li>Pupils will use reflection by identifying the sounds in words and applying their phonics knowledge when spelling.</li> <li>Pupils will develop resilience by correcting mistakes and trying a different strategy when their first attempt does not work.</li> </ul> |

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|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>- Tricky Words: once, again, any, many, friend, busy, pretty, because, laugh</li> <li>• Week 5 <ul style="list-style-type: none"> <li>- ie /ee/ /igh/</li> <li>- y /ee/ /igh/ /i/</li> <li>- ea /ee/ /e/ /ai/</li> <li>- a /a/ /ai/ /or/</li> <li>- Tricky Words: friend</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>WRITING:</b> | <p>Year 1:</p> <ul style="list-style-type: none"> <li>• Use regular plural noun suffixes -s and -es, including understanding how these suffixes change the meaning of a noun.</li> <li>• Use the spelling rule for adding -s or -es as the plural marker for nouns.</li> <li>• Add -er and -est to words where no change is needed to the spelling of the root word.</li> <li>• Add -ing and -ed to words where no change is needed to the spelling of the root word.</li> <li>• Combine words to make sentences.</li> <li>• Join words and clauses using and.</li> <li>• Compose a sentence orally before writing it.</li> <li>• Sequence sentences to form short narratives.</li> <li>• Re-read writing to check that it makes sense.</li> <li>• Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</li> <li>• Use a capital letter for names of people and places, the days of the week and the personal pronoun I.</li> </ul> | <p>Ready, Steady, Write Scheme:</p> <p>Vehicle Texts:</p> <ul style="list-style-type: none"> <li>• Leo and the Octopus</li> <li>• The Search for Carmella</li> </ul> <p>Grammar: Word</p> <ul style="list-style-type: none"> <li>• Use of the Suffixes -er &amp; -est in adjectives.</li> <li>• Learn how to use -ly in Standard English to turn adjectives into adverbs.</li> <li>• Develop understanding of regular plural noun suffixes -s or -es</li> </ul> <p>Grammar: Sentence</p> <ul style="list-style-type: none"> <li>• Subordination (using when, if, that, because).</li> <li>• Co-ordination (or, and, but).</li> <li>• Expanded Noun Phrases for description and specification.</li> <li>• Learn that the grammatical patterns in a sentence indicate its function as a question or command.</li> </ul> <p>Grammar: Text</p> <ul style="list-style-type: none"> <li>• Correct choice and consistent use of past and present tense throughout writing.</li> </ul> <p>Grammar: Punctuation</p> <ul style="list-style-type: none"> <li>• Use of capital letters, full stops and question marks to demarcate sentences.</li> <li>• Use apostrophes to mark singular possession in nouns.</li> </ul> | <p>Pupils to apply grammar, purpose for writing and specific text type features in <b>Writing to Narrate:</b></p> <ul style="list-style-type: none"> <li>• A friendship narrative.</li> </ul> <p>Pupils to apply grammar, purpose for writing and specific text type features in <b>Writing to Recount:</b></p> <ul style="list-style-type: none"> <li>• An underwater explorer's log.</li> </ul> <p>Handwriting:</p> <ul style="list-style-type: none"> <li>• Form lower case letters of the correct size relative to one another in most of their writing</li> <li>• Begin to use the diagonal and horizontal strokes needed to join letters in some of their writing</li> <li>• Write capital letters and digits of the correct size, orientation and relationship to each other</li> <li>• Use spacing between words that reflects the size of the letters.</li> </ul> <p>Composition:</p> <ul style="list-style-type: none"> <li>• Plan writing before beginning by noting down ideas and vocabulary.</li> <li>• Apply basic editing skills to correct spelling, punctuation, and grammar mistakes based on current learning.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will show respect by listening to others' ideas, taking turns and valuing the words and sentences shared by their peers.</li> <li>• Pupils will take responsibility for their writing by using available resources and making increasingly careful choices about vocabulary, punctuation and presentation.</li> <li>• Pupils will show responsibility when working with others by sharing ideas, taking part and supporting their partners.</li> <li>• Pupils will develop reflection by reading back their writing, identifying what works well and noticing where meaning could be clearer.</li> <li>• Pupils will use reflection to respond to feedback and make appropriate changes to their writing with increasing independence.</li> <li>• Pupils will show resilience by trying new vocabulary, sentence structures and spelling patterns, even when they find them difficult.</li> <li>• Pupils will develop resilience by returning to their writing to revise, edit and improve it rather than accepting their first attempt.</li> <li>• Pupils will develop a positive attitude towards writing by using stories, poems and non-fiction</li> </ul> |

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|                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><i>Vocabulary:</i><br/> <i>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present) apostrophe, comma</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>texts as inspiration for their own ideas.</p> <ul style="list-style-type: none"> <li>Pupils will show respect when discussing others' writing by giving supportive feedback and recognising effort as well as success.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>MATHEMATICS:</b> | <p>Year 1:</p> <ul style="list-style-type: none"> <li>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</li> <li>Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s.</li> <li>Given a number, identify 1 more and 1 less.</li> <li>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.</li> <li>Read and write numbers from 1 to 20 in numerals and words.</li> <li>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</li> <li>Represent and use number bonds and related subtraction facts within 20.</li> <li>Add and subtract one-digit and two-digit numbers to 20, including 0.</li> <li>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math>.</li> </ul> | <ul style="list-style-type: none"> <li>Recognise the 1s and 10s places in any given number and associated value of the digits within them.</li> <li>Understand addition and be able to add 2, 3, or 5 to any given number.</li> <li>Understand that adding or subtracting 10s only affects the 10s place.</li> <li>Explain addition and subtraction in relation to the 10s place.</li> <li>Explain how to represent numbers visually, e.g., drawing pictures, using manipulatives, or placing them on a number line.</li> <li>Identify the meaning of estimation.</li> <li>Know that estimation involves approximating based on given information/evidence.</li> <li>Explain the concepts of greater than and less than in terms of relative value.</li> <li>Know the meaning of the equality/inequality symbols: <math>&lt;</math>, <math>&gt;</math>, and <math>=</math></li> <li>Explain the concept of partitioning numbers into their 10s and 1s for the purpose of comparison.</li> <li>Know the names of numbers and how these can be representing using numerals and words.</li> <li>Quickly recall basic addition facts and number bonds up to 20.</li> <li>Recognise the associated subtraction facts.</li> </ul> | <p>Number &amp; Place Value:</p> <ul style="list-style-type: none"> <li>Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward.</li> <li>Recognise the place value of each digit in a two-digit number (10s, 1s).</li> <li>Identify, represent, and estimate numbers using different representations, including the number line.</li> <li>Compare and order numbers from 0 up to 100.</li> <li>Use <math>&lt;</math>, <math>&gt;</math> and <math>=</math> signs.</li> <li>Read and write numbers to at least 100 in numerals and in words.</li> <li>Use place value and number facts to solve problems.</li> </ul> <p>Addition &amp; Subtraction:</p> <ul style="list-style-type: none"> <li>Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.</li> <li>Solve problems with addition and subtraction applying their increasing knowledge of mental and written methods.</li> <li>Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100.</li> <li>Add and subtract numbers using concrete objects, pictorial representations, and mentally,</li> </ul> | <ul style="list-style-type: none"> <li>Pupils will show respect by listening carefully to others' mathematical ideas and explanations.</li> <li>Pupils will show respect by taking turns when discussing and solving problems collaboratively.</li> <li>Pupils will show respect by recognising that different methods can be equally valid.</li> <li>Pupils will show respect by agreeing, questioning and challenging ideas appropriately.</li> <li>Pupils will demonstrate responsibility by selecting appropriate methods, equipment and resources.</li> <li>Pupils will demonstrate responsibility by explaining their mathematical thinking rather than simply giving others the answer.</li> <li>Pupils will demonstrate responsibility by checking their calculations and correcting errors.</li> <li>Pupils will demonstrate responsibility by contributing positively when working with a partner or group.</li> <li>Pupils will develop reflection by reviewing their methods and considering whether their answers are reasonable.</li> <li>Pupils will develop reflection by learning from mistakes and using feedback to improve.</li> <li>Pupils will develop reflection by comparing different strategies</li> </ul> |

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|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Define the term inverse and the relationship between addition and subtraction.</li> <li>Describe the part/part/whole diagram and how this relates to addition and subtraction.</li> <li>Identify a range of words meaning addition.</li> <li>Identify a range of words meaning subtraction.</li> <li>Recognise the operation that a word problem is asking for.</li> <li>Explain the importance of place value when adding or subtracting two-digit numbers.</li> <li>Recognise how to layout addition and subtraction using the formal written method.</li> <li>Define the term renaming.</li> <li>Define the term multiplication.</li> <li>Understand that multiplication can be described as "groups of".</li> <li>Recognise that multiplication is repeated addition.</li> <li>Quickly recall the 2- multiplication tables.</li> </ul> | <p>including: a two-digit number and 1s, a two-digit number and 10s, 2 two-digit numbers, adding 3 one-digit numbers.</p> <ul style="list-style-type: none"> <li>Show that addition of 2 numbers can be done in any order (commutative) and subtraction of one number from another cannot.</li> <li>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> </ul> <p>Multiplication:</p> <ul style="list-style-type: none"> <li>Recall and use multiplication and division facts for the 2 multiplication tables, including recognising even numbers.</li> </ul> | <p>and identifying efficient approaches.</p> <ul style="list-style-type: none"> <li>Pupils will develop reflection by explaining what they have learned and identifying their next steps.</li> <li>Pupils will develop resilience by persevering when calculations, reasoning or problems are challenging.</li> <li>Pupils will develop resilience by trying a different strategy when their first approach is unsuccessful.</li> <li>Pupils will develop resilience by breaking complex problems into smaller, manageable steps.</li> <li>Pupils will develop resilience by recognising that mistakes and misconceptions are an important part of mathematical learning.</li> </ul> |
| <b>SCIENCE:</b> | <p>Year 1:</p> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds, and mammals.</li> <li>Identify and name a variety of common animals that are carnivores, herbivores, and omnivores.</li> <li>Describe and compare the structure of a variety of common animals.</li> <li>Develop the ability to ask questions.</li> <li>Use practical resources provided to gather evidence to answer questions generated by themselves or the teacher.</li> </ul> | <p>Living Things &amp; Their Habitats (Lessons 1 – 5):</p> <ul style="list-style-type: none"> <li>All living things do seven processes.</li> <li>We can use MRS GREN to remind us of the processes.</li> <li>Dead things have stopped doing the seven processes.</li> <li>Things that have never been alive have never and will never do the seven processes.</li> <li>Different animals and plants need different homes to survive.</li> <li>Habitats can be forests, ponds, deserts, and more.</li> <li>Animals and plants find food, water, and shelter in their habitats.</li> </ul>                                                                                                                                                                                                                                                                                          | <p>Ask Questions:</p> <ul style="list-style-type: none"> <li>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.</li> <li>Where appropriate, answer these questions.</li> <li>Answer questions developed with the teacher through a scenario.</li> </ul> <p>Enquiry:</p> <ul style="list-style-type: none"> <li>Describe the characteristics used to identify a living thing.</li> <li>Use practical resources provided to gather evidence to answer</li> </ul>                                                     | <ul style="list-style-type: none"> <li>Pupils will develop resilience by observing closely, asking questions and continuing to investigate when an answer is not immediately clear.</li> <li>Pupils will show respect by recognising that all living things carry out life processes and have needs.</li> <li>Pupils will reflect on their observations to identify similarities and differences and sort things into appropriate groups.</li> <li>Pupils will demonstrate responsibility by observing local plants and animals carefully</li> </ul>                                                                                                                                 |

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|      | <ul style="list-style-type: none"> <li>• Make careful observations to support identification.</li> <li>• Use appropriate senses, aided by equipment such as magnifying glasses or digital microscopes, to make observations.</li> <li>• Record observations, for example: using photographs, videos, drawings, labelled diagrams or in writing.</li> <li>• Sort and group things identifying their own criteria for sorting.</li> <li>• With support carry out pattern seeking enquiries.</li> </ul>            | <p><i>Vocabulary:</i><br/> <i>observe, experiment, move, respiration, sense, grow, reproduce, excrete, nutrition, habitat</i></p>                                                                                                                                                                                                                                                                                                                                                                                                        | <p>questions generated by themselves or the teacher.</p> <ul style="list-style-type: none"> <li>• With support carry out: tests to classify.</li> <li>• Use their observations and testing to compare objects, materials and living things.</li> <li>• Use simple secondary sources (such as identification sheets) to name living things.</li> </ul> <p>Observe:</p> <ul style="list-style-type: none"> <li>• Make careful observations to support identification, comparison and noticing change.</li> <li>• Use appropriate senses, aided by equipment such as magnifying glasses or digital microscopes, to make observations.</li> </ul> <p>Record/Present:</p> <ul style="list-style-type: none"> <li>• Classify using simple prepared tables and sorting rings.</li> <li>• Record observations, for example: using photographs, videos, drawings, labelled diagrams or in writing.</li> </ul> <p>Conclusions:</p> <ul style="list-style-type: none"> <li>• Use experiences of the world around them to suggest appropriate answers to questions.</li> </ul> | <p>without harming or disturbing them.</p> <ul style="list-style-type: none"> <li>• Pupils will show respect for the natural environment by understanding that plants and animals depend on their habitats for food, water and shelter.</li> <li>• Pupils will reflect on their learning, reconsider earlier ideas and use scientific evidence to correct misunderstandings.</li> </ul>                                                                                          |
| ART: | <p>Year 1:</p> <ul style="list-style-type: none"> <li>• Start to record simple media explorations in a sketch book.</li> <li>• Begin to build information on colour theory.</li> <li>• Talk about own work, explaining simply the process they have used.</li> <li>• Look at and talk about the work of other artists expressing their likes and dislikes in simple terms.</li> <li>• Begin to explore the work of a range of artists and designers, describing simple differences and similarities.</li> </ul> | <p>Drawing – Introduction to Drawing 2:</p> <ul style="list-style-type: none"> <li>• Lines can vary in thickness.</li> <li>• Thick lines can make things look strong, bold, or important.</li> <li>• Thin lines can be used to show details.</li> <li>• Light pressure on the pencil creates light lines.</li> <li>• Hard pressure on the pencil creates dark lines.</li> <li>• Patterns with lines, dots and squiggles can mimic textures found in nature.</li> <li>• Different tools create different textures in drawings.</li> </ul> | <p>Exploring &amp; Developing Ideas:</p> <ul style="list-style-type: none"> <li>• Use a sketchbook to record media experimentations including textures and patterns to inform own work.</li> <li>• Use a sketchbook to plan and develop simple ideas based on experimentation.</li> </ul> <p>Responding to Art:</p> <ul style="list-style-type: none"> <li>• Talk about how a piece of art makes them feel.</li> <li>• Talk about own work, explaining the process they have used and begin to identify likes and dislikes.</li> </ul> <p>Drawing:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Pupils will develop reflection by recalling previous drawing skills and considering how they can use them in new work.</li> <li>• Pupils will develop resilience by experimenting with different lines, patterns and materials until they create the texture they intend.</li> <li>• Pupils will demonstrate responsibility by controlling their drawing tools and pencil pressure carefully to create light and dark marks.</li> </ul> |

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|                   | <ul style="list-style-type: none"> <li>Explore a range of drawing implements, e.g. pencils, crayons, pastels, charcoal, chalks, to make marks.</li> <li>Name and draw a range of lines, shapes and marks from observation.</li> <li>Produce a range of patterns using different lines, shapes and marks.</li> <li>Begin to show control of the lines, shapes and marks made.</li> <li>Draw from imagination.</li> <li>Draw on different surfaces.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Pencils come in various grades.</li> <li>Hard pencils (e.g. 2H) create lighter tones.</li> <li>Soft pencils (e.g. 2B) create darker tones.</li> </ul> <p><i>Vocabulary:</i><br/>drawing tools, weight, light, dark, tone, pattern, texture, observation, pressure, grade</p>                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Experiment with a range of drawing implements on different surfaces.</li> <li>Investigate tone by drawing light/dark lines using a pencil.</li> <li>Demonstrate control over the types of marks made with a range of media when drawing from observation.</li> <li>Begin to explore texture through copying different strokes, e.g. dots, dashes and squiggles.</li> <li>Experiment with different line weights (thick and thin).</li> <li>Investigate tone using different grades of pencils, e.g. HB, 2B, 4B.</li> </ul> | <ul style="list-style-type: none"> <li>Pupils will develop resilience by practising with different pencil grades and pressures to achieve a range of tones.</li> <li>Pupils will show respect by observing their surroundings closely and recognising the details and beauty within their local environment.</li> <li>Pupils will reflect on their drawing, use feedback and make changes that improve its detail, tone and texture.</li> </ul>                                         |
| <b>COMPUTING:</b> | <p>Year 1:</p> <ul style="list-style-type: none"> <li>The names of common digital devices (e.g. computer, tablet, camera).</li> <li>The names of the parts of the device (e.g. screen, keyboard, mouse).</li> <li>People should have different passwords.</li> <li>Passwords keep things safe.</li> <li>Computer files need a name so they can be found again.</li> <li>Their work can be saved on a digital device.</li> <li>Online means to be connected to other devices or the internet.</li> <li>Some digital devices are online.</li> <li>Using a mouse, trackpad and/or touchscreen to interact with digital devices.</li> <li>Using a keyboard to interact with a device.</li> <li>Describe where technology is used at home (e.g. playing games, watching videos).</li> <li>Browsing and interacting with pre-selected websites, software or videos.</li> </ul> | <p>Kapow Computing Scheme:</p> <p>Using Computers 2:<br/>Lessons 1 – 3</p> <ul style="list-style-type: none"> <li>To know that IT is a part of our everyday life and the world we live in.</li> <li>To know that some parts of websites are linked together.</li> <li>To know that there are visual clues on websites to show the links.</li> </ul> <p><i>Vocabulary:</i><br/>app (application), button, computer, connect, device, file, internet, keyboard, mouse, online, program, screen, touchscreen, trackpad</p> | <p>Identifying and Operating Hardware:</p> <ul style="list-style-type: none"> <li>Using a mouse, trackpad and/or touchscreen for a specific purpose.</li> <li>Using a keyboard for a specific purpose.</li> <li>Using inputs to create outputs.</li> <li>Identifying common uses of IT in the wider world (e.g., shops, self-service screens, traffic lights).</li> </ul> <p>Networks:</p> <ul style="list-style-type: none"> <li>Following links on websites to get to other parts of a page.</li> <li>Beginning to recognise a search tool.</li> </ul>          | <ul style="list-style-type: none"> <li>Pupils will show respect by handling digital devices carefully, taking turns and using shared equipment appropriately.</li> <li>Pupils will reflect on how information technology is used in everyday places and how it helps people complete different tasks.</li> <li>Pupils will develop resilience by using links, buttons and visual clues to navigate a website and trying again when they do not reach the page they expected.</li> </ul> |

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|     | <ul style="list-style-type: none"> <li>• Creating and naming a file with guidance.</li> <li>• Saving and retrieving their work with guidance.</li> <li>• Using a password to log in and log out of a common platform (this could be a visual password or with support).</li> <li>• Recognising a login screen.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| DT: | <p>Year 1:</p> <ul style="list-style-type: none"> <li>• Begin to develop a sensory food vocabulary using taste, smell, texture and feel.</li> <li>• Name and group familiar fruits and vegetables.</li> <li>• Understand the need for a variety of fruits and vegetables in a healthy diet.</li> <li>• Begin to develop an understanding of where food comes from (growing).</li> <li>• Begin to recognise how food comes from the source to our plates with a focus on fruits and vegetables.</li> <li>• Existing products: <ul style="list-style-type: none"> <li>- what products are,</li> <li>- who products are for,</li> <li>- where products might be used,</li> <li>- what materials products are made of,</li> <li>- what they like and dislike about products.</li> </ul> </li> </ul> | <p>Picnic Pieces:<br/>Lessons 1 – 3</p> <p>CONTEXT:<br/><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> <ul style="list-style-type: none"> <li>• Animals are reared on farms for their meat.</li> <li>• Fish are caught from rivers, lakes and the sea.</li> <li>• Farmers and fishers sell the meat/fish to supermarkets for us to buy.</li> <li>• The Eatwell Plate helps us see how much of each type of food we should eat.</li> <li>• Carbohydrates give us energy to play and learn.</li> <li>• Proteins help our muscles grow and stay strong.</li> <li>• A small amount of fats and oils is needed for healthy skin and energy.</li> </ul> <p>Vocabulary:<br/><i>source, meat, rear, fish, catch, healthy, nutrient</i></p> | <p>Cooking &amp; Nutrition:</p> <ul style="list-style-type: none"> <li>• Begin to develop an understanding that some foods are reared or caught.</li> <li>• Continue to build on understanding of how food comes from the source to our plates, with a focus on meat.</li> <li>• Expand understanding of food groups, identifying the importance of carbohydrates, proteins and fats in a healthy and balanced diet.</li> <li>• Explore the eat well plate and how the different parts of a meal fit into the section of the plate.</li> <li>• Continue to develop a sensory food vocabulary using taste, smell, texture and feel.</li> </ul> <p>Evaluating:</p> <ul style="list-style-type: none"> <li>• Existing products: <ul style="list-style-type: none"> <li>- what products are,</li> <li>- who products are for,</li> <li>- where products might be used,</li> <li>- what materials products are made of,</li> <li>- what they like and dislike about products.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will show respect by recognising the work of farmers and fishers and appreciating the journey food takes from its source to our plates.</li> <li>• Pupils will develop responsibility by understanding how balanced food choices help to keep their bodies healthy and strong.</li> <li>• Pupils will reflect on the taste, texture, nutritional value and suitability of different foods for a picnic.</li> </ul> |

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| <b>GEOGRAPHY:</b> | <p>Year 1:</p> <ul style="list-style-type: none"> <li>Know that the local area is Southfields and is in London.</li> <li>Describe and locate the features of the local area on maps.</li> <li>Show on a map which country they live in (England) and what its capital is (London).</li> <li>Recognise if a place is a city, town or village.</li> <li>Use world maps and globes to identify the United Kingdom and its countries.</li> <li>Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map.</li> <li>Begin to use eight points of a compass.</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> </ul> | <p>The United Kingdom:<br/>Lessons 1 – 3</p> <ul style="list-style-type: none"> <li>The UK is an island nation surrounded by water.</li> <li>The UK is part of the continent of Europe.</li> <li>The United Kingdom (UK) is made up of four countries. <ul style="list-style-type: none"> <li>England</li> <li>Scotland</li> <li>Wales</li> <li>Northern Ireland</li> </ul> </li> <li>Capital City <ul style="list-style-type: none"> <li>London</li> <li>Edinburgh</li> <li>Cardiff</li> <li>Belfast</li> </ul> </li> <li>Flower <ul style="list-style-type: none"> <li>Rose</li> <li>Thistle</li> <li>Daffodil</li> <li>Shamrock</li> </ul> </li> </ul> <p><i>Vocabulary:</i><br/><i>island, country, continent, capital city, government</i></p> | <p>Locational Knowledge:</p> <ul style="list-style-type: none"> <li>To know they live in the continent of Europe.</li> <li>Name and locate the four countries of the UK (England, Ireland, Scotland, Wales).</li> <li>Name and locate the capital cities of the UK (London, Dublin, Edinburgh, Cardiff).</li> </ul> <p>Mapwork:</p> <ul style="list-style-type: none"> <li>Use world maps and globes to identify the United Kingdom and its countries.</li> <li>Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map.</li> <li>Begin to use eight points of a compass.</li> </ul> <p>Interpret a Range of Sources:</p> <ul style="list-style-type: none"> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> </ul> | <ul style="list-style-type: none"> <li>Pupils will reflect on how their local area, city, country and continent are connected.</li> <li>Pupils will show respect by recognising that each UK country has its own identity, traditions, symbols and culture.</li> <li>Pupils will demonstrate responsibility by using maps, symbols and compass directions carefully to locate capital cities accurately.</li> </ul>                          |
| <b>HISTORY:</b>   | <p>Year 1:</p> <ul style="list-style-type: none"> <li>Recount main events from a significant event in history.</li> <li>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.</li> <li>Begin to understand where people and events fit on a timeline.</li> <li>Discuss a significant person within a historical event and why they were important.</li> <li>Describe simple changes relating to ideas/objects that have occurred.</li> <li>Identify simple reasons for change.</li> </ul>                                                                                                                                                           | <p>Florence, Mary and Edith:<br/>Lessons 1 – 3</p> <ul style="list-style-type: none"> <li>Florence Nightingale <ul style="list-style-type: none"> <li>Was a famous nurse who lived in the 1800s.</li> <li>Cared for wounded soldiers during the Crimean War.</li> <li>Improved hospitals by making them clean and safe.</li> <li>Started the Nightingale Training School for nurses</li> </ul> </li> <li>Mary Seacole <ul style="list-style-type: none"> <li>Was a famous nurse who lived in the 1800s.</li> <li>Cared for wounded soldiers during the Crimean War.</li> <li>Known as "Mother Seacole" and was respected by many.</li> </ul> </li> </ul>                                                                                            | <p>Chronology:</p> <ul style="list-style-type: none"> <li>Recount main events from a significant event in history.</li> <li>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.</li> <li>Begin to understand where people and events fit on a timeline.</li> </ul> <p>Historical Significance:</p> <ul style="list-style-type: none"> <li>Discuss a significant person within a historical event and why they were important.</li> </ul> <p>Change and Continuity:</p> <ul style="list-style-type: none"> <li>Describe simple changes relating to ideas/objects that have occurred.</li> </ul>                                                                                                                                                       | <ul style="list-style-type: none"> <li>Pupils will show respect by recognising Florence Nightingale's dedication to caring for sick and wounded people.</li> <li>Pupils will consider how Florence Nightingale took responsibility for improving cleanliness, safety and training in hospitals.</li> <li>Pupils will show respect by learning about Mary Seacole's knowledge, compassion and contribution to caring for soldiers.</li> </ul> |

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|               | <ul style="list-style-type: none"> <li>Recognise why people did things or why events happened.</li> <li>Begin to explain what happened because of events or people's actions.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><i>Vocabulary:</i><br/> <i>nurse, war, battlefield, wounded, hygiene, reform, legacy</i></p>                                                                                                                                                | <ul style="list-style-type: none"> <li>Identify simple reasons for change.</li> </ul> <p>Cause and Consequence:</p> <ul style="list-style-type: none"> <li>Recognise why people did things or why events happened.</li> <li>Begin to explain what happened because of events or people's actions.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>MUSIC:</b> | <p>Year 1:</p> <ul style="list-style-type: none"> <li>Notation is read from left to right.</li> <li>Listening with concentration to short pieces of music or excerpts from longer pieces of music.</li> <li>Engaging with and responding to longer pieces of music.</li> <li>Coordinating the speed of their movements to match the speed of the music (not the beat).</li> <li>Beginning to articulate how a piece of music affects them (e.g. it makes them feel sleepy, it makes them want to dance, it makes them happy).</li> <li>Identifying some common instruments when listening to music.</li> <li>Relating sounds in music to real-world experiences (e.g. "it sounds like squelching mud").</li> <li>Talking about the tempo of music using the vocabulary fast and slow.</li> <li>Talking about the dynamics of the music, using the vocabulary loud, quiet and silent.</li> <li>Talking about the pitch of music, using the vocabulary high and low.</li> <li>Stating what they enjoyed about their peers' performances.</li> <li>Recognising and naming the following instruments: up to three instruments from Groups A and B.</li> </ul> | <p>Kapow Music Scheme:</p> <p>To know that:</p> <ul style="list-style-type: none"> <li>Dynamics can change the effect a sound has on the audience.</li> </ul> <p><i>Vocabulary:</i><br/> <i>call and response, dynamics, sound pattern</i></p> | <p>Listening and Evaluating</p> <ul style="list-style-type: none"> <li>Listening with concentration to short pieces of music or excerpts from longer pieces of music.</li> <li>Engaging with and responding to longer pieces of music.</li> <li>Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience.</li> <li>Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated).</li> <li>Stating what they enjoyed about their peers' performances.</li> <li>Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow.</li> <li>Recognising and naming the following instruments: up to three instruments from Groups A and B.</li> </ul> <p>Creating Sound</p> <ul style="list-style-type: none"> <li>Breathing at appropriate times when singing.</li> <li>Singing a range of call and response chants, matching the dynamic and tempo they hear with accuracy.</li> <li>Singing part of a given song in their head (using their 'thinking voice').</li> <li>Developing an awareness of how dynamics are affected by the</li> </ul> | <ul style="list-style-type: none"> <li>Pupils will develop reflection by listening closely and considering how different sounds can represent particular animals.</li> <li>Pupils will develop resilience by practising and repeating sound patterns until they can perform them accurately and in time.</li> <li>Pupils will show respect by listening carefully, taking turns and responding accurately to another performer's musical phrase.</li> <li>Pupils will demonstrate responsibility by handling instruments carefully and selecting sounds that match a given idea or character.</li> <li>Pupils will reflect on how changes in volume affect a performance and offer positive feedback about what worked well.</li> </ul> |

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|     | <ul style="list-style-type: none"> <li>Developing an awareness of how sound is affected by the way an instrument is held.</li> <li>Using instruments imaginatively to create soundscapes which convey a sense of place.</li> <li>Using bilateral and hand-eye coordination to play/hold instruments using both hands.</li> <li>Maintaining a comfortable position when sitting or standing to sing and play instruments.</li> <li>Reading different types of notation by moving eyes from left to right as sound occurs.</li> <li>Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories.</li> <li>Experimenting with creating different sounds using a single instrument.</li> <li>Experimenting with creating loud, soft, high and low sounds.</li> <li>Selecting objects and/or instruments to create sounds to represent a given idea or character.</li> <li>Offering positive feedback on others' performances.</li> <li>Showing awareness of the leader, particularly when starting or ending a piece.</li> </ul> |                                                                                                                                                          | <p>force with which an instrument is played.</p> <ul style="list-style-type: none"> <li>Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling.</li> <li>Maintaining a comfortable position when sitting or standing to sing and play instruments.</li> </ul> <p>Improvising and Composing</p> <ul style="list-style-type: none"> <li>Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories.</li> <li>Improvising simple question and answer phrases, using untuned percussion or voices.</li> <li>Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument.</li> <li>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</li> <li>Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.</li> </ul> <p>Performing</p> <ul style="list-style-type: none"> <li>Offering positive feedback on others' performances.</li> <li>Starting to maintain a steady beat throughout short singing performances.</li> <li>Standing or sitting appropriately when performing or waiting to perform.</li> <li>Performing actively as a group, clearly keeping in time with the beat.</li> </ul> |                                                                                                                                                              |
| PE: | <p>Year 1:</p> <ul style="list-style-type: none"> <li>Balance supports stability.</li> <li>Eyes help track objects.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Multi Skills</p> <p>To Know that:</p> <ul style="list-style-type: none"> <li>Balance supports stability.</li> <li>Eyes help track objects.</li> </ul> | <ul style="list-style-type: none"> <li>Master running, jumping, throwing, catching and balancing with increasing coordination and agility.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Pupils will develop resilience by practising different balances and trying again when they lose stability.</li> </ul> |

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|     | <ul style="list-style-type: none"> <li>Bending knees supports safe landing.</li> <li>Coordination improves control.</li> <li>Space awareness helps avoid collisions.</li> <li>Master running, jumping, throwing, catching and balancing with increasing coordination and agility.</li> <li>Understand how movement choices affect success in simple activities.</li> <li>Identify how movements can be improved.</li> <li>Understand how movement supports healthy development.</li> </ul>                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Bending knees supports safe landing.</li> <li>Coordination improves control.</li> <li>Space awareness helps avoid collisions.</li> </ul> <p><i>Vocabulary:</i><br/> <i>balance, stability, coordination, control, space, tracking, running, jumping, throwing, catching, landing, agility</i></p>                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Understand how movement choices affect success in simple activities.</li> <li>Identify how movements can be improved.</li> <li>Understand how movement supports healthy development.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Pupils will demonstrate responsibility by moving with control and using space safely to avoid collisions.</li> <li>Pupils will take responsibility for their safety by bending their knees and controlling their bodies when landing.</li> <li>Pupils will reflect on how watching the object and adjusting their movement can improve the accuracy of a throw.</li> <li>Pupils will develop resilience by continuing to practise tracking and catching when they do not succeed immediately.</li> <li>Pupils will show respect by taking turns, encouraging others and recognising that everyone develops physical skills at a different rate.</li> </ul>                                                            |
| RE: | <p>Year 1:</p> <ul style="list-style-type: none"> <li>Identify religious stories and talk about them.</li> <li>Use the right names for things that are special to believers.</li> <li>Use some religious words to describe some religious practices.</li> <li>Talk about religious art, symbols and words.</li> <li>Say what some symbols stand for and what some of the art and music is about.</li> <li>Tell religious stories and talk about them.</li> <li>Talk about things that happen to them.</li> <li>Talk about what they find interesting or puzzling.</li> <li>Ask about what happens to others with respect for their feelings.</li> <li>Talk about some things in stories that make people ask questions.</li> </ul> | <p>What promise did God make to Noah?</p> <ul style="list-style-type: none"> <li>Promises are made to show people they can trust you.</li> <li>God was angry because people were being unkind and making bad choices.</li> <li>God decided to send a big flood to clean the world.</li> <li>God told Noah to build a big boat called an ark.</li> <li>Noah was building an ark to keep his family and the animals safe.</li> <li>People laughed at Noah and didn't believe him.</li> <li>When the rain stopped, Noah sent out a dove three times.</li> <li>When it didn't come back, he knew land was near.</li> <li>A rainbow was the symbol of God's promise to never flood the whole world again.</li> </ul> | <p>Learning about Religion &amp; Beliefs:</p> <ul style="list-style-type: none"> <li>Identify religious stories and talk about them.</li> <li>Use the right names for things that are special to believers.</li> <li>Use some religious words to describe some religious practices.</li> <li>Talk about religious art, symbols and words.</li> <li>Say what some symbols stand for and what some of the art and music is about.</li> <li>Tell religious stories and talk about them.</li> </ul> <p>Learning from Religion &amp; Beliefs:</p> <ul style="list-style-type: none"> <li>Talk about things that happen to them.</li> <li>Talk about what they find interesting or puzzling.</li> <li>Ask about what happens to others with respect for their feelings.</li> <li>Talk about some things in stories that make people ask questions.</li> </ul> | <ul style="list-style-type: none"> <li>Pupils will consider the responsibility involved in making a promise and trying to keep their word.</li> <li>Pupils will reflect on how unkind actions, and poor choices can affect other people and the wider community.</li> <li>Pupils will show respect by recognising Noah's decision to do what he believed was right.</li> <li>Pupils will recognise Noah's resilience in continuing with his task even when other people laughed at him.</li> <li>Pupils will consider the responsibility Noah accepted for keeping his family and the animals safe.</li> <li>Pupils will reflect on the rainbow as a symbol of God's promise and consider why symbols can help people remember important beliefs.</li> </ul> |

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|             | <ul style="list-style-type: none"> <li>Talk about what is important to them and to others with respect for their feelings.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Significant People</b><br>Noah: <ul style="list-style-type: none"> <li>Was a kind and good man who tried to do the right thing.</li> <li>Trusted God and didn't give up, even when others laughed at him.</li> </ul><br><i>Vocabulary:</i><br><i>promise, ark, flood, raven, dove, rainbow, covenant, heritage, migration, conservation</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Talk about what is important to them and to others with respect for their feelings.</li> </ul>                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>RHW:</b> | Year 1: <ul style="list-style-type: none"> <li>Where their brain is in their body and what it looks like.</li> <li>That our brain has 3 main parts, and it works best when they work together.</li> <li>The 3 parts are Team H-A-P: Hippocampus, Amygdala and Prefrontal Cortex.</li> <li>That when we feel big emotions, our Amygdala can react and take over our brain, sending the Hippocampus and Prefrontal Cortex to sleep.</li> <li>That Happy Breathing helps our entire body, including our brain, to relax and wakes up the Hippocampus and Prefrontal Cortex.</li> <li>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.</li> <li>About different feelings that humans can experience.</li> <li>How to recognise and name different feelings.</li> <li>How feelings can affect people's bodies and how they behave.</li> <li>How to recognise what others might be feeling.</li> <li>To recognise that not everyone feels the same at the same time</li> </ul> | My Happy Mind: Meet Your Brain<br>Lessons 1 – 5<br><br>To Learn: <ul style="list-style-type: none"> <li>More about what their brain looks like and that it is fully grown by the age of 6.</li> <li>That our brain helps us to make good decisions and remember what we have learnt.</li> <li>That the Amygdala causes them to Fight, Flight or Freeze.</li> <li>Children will be asked to reflect and think of examples of how they use each of Team H-A-P.</li> <li>That when we learn something new, our brain remembers it and grows.</li> <li>About Neuroplasticity and examples of how they can use it to help them.</li> <li>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.</li> </ul><br><i>Vocabulary:</i><br><i>brain, cells, team H-A-P, hippocampus, amygdala, prefrontal cortex, happy breathing, neuroplasticity, grow, 'fight, flight, freeze'</i> | My Happy Mind: Meet Your Brain <ul style="list-style-type: none"> <li>Use breathing techniques (e.g. Happy Breathing) to calm their body and brain.</li> <li>Practise calming themselves down before or during moments of stress or big emotion.</li> <li>Persevere with a task, recognising that repeated effort helps them improve.</li> <li>Talk about how practising something helps them get better over time.</li> <li>Reflect on and discuss what helps them learn best.</li> </ul> | <ul style="list-style-type: none"> <li>Pupils will develop reflection by considering how different parts of Team H-A-P help them think, remember and make decisions.</li> <li>Pupils will reflect on times when their Amygdala may have caused a fight, flight or freeze response and how this can affect their behaviour.</li> <li>Pupils will develop responsibility by recognising when they are experiencing big emotions and using Happy Breathing to help regulate themselves.</li> <li>Pupils will develop resilience by understanding neuroplasticity and recognising that repeated practice and effort help them improve.</li> <li>Pupils will take responsibility for their learning by identifying strategies, including Happy Breathing and practice, that help their brain work effectively.</li> </ul> |

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|  | <p>or feels the same about the same things.</p> <ul style="list-style-type: none"><li>• About ways of sharing feelings; a range of words to describe feelings.</li><li>• About things that help people feel good (e.g. Playing outside, doing things they enjoy, spending time with family, getting enough sleep.)</li><li>• 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.</li><li>• To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it.</li><li>• About change; to identify feelings associated with this; to recognise what helps people to feel better.</li></ul> |  |  |  |
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