

## Overarching Big Questions

YEAR 2/3 Year cycle	Autumn A	Autumn B	Spring A	Spring B	Summer
Yellow	<p><b>MY BODY</b></p> <p>Which parts of the body allow us to move?</p>	<p><b>CELEBRATIONS &amp; CULTURE</b></p> <p><i>USES OF EVERY DAY MATERIALS</i></p> <p>What do different cultures celebrate?</p>	<p><b>A LONG TIME AGO (SPECIFY PERIOD)</b></p> <p><i>Vikings and Pirates</i></p> <p><b>STATES OF MATTER</b></p> <p>What was it like when my Grandparents were children?</p>	<p><b>LIGHT AND COLOUR</b></p> <p><i>LIGHT</i></p> <p>What happens when you mix different colours together?</p>	<p><b>ENVIRONMENT &amp; CONSERVATION</b></p> <p><i>ROCKS</i></p> <p><i>How can we protect our environment?</i></p>

## Cognition & Learning

### Mathematics

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
<b>Yellow</b>	<b>MY BODY</b>	<b>CELEBRATIONS &amp; CULTURE USES OF EVERY DAY MATERIALS</b>	<b>A LONG TIME AGO (SPECIFY PERIOD) Vikings and Pirates STATES OF MATTER</b>	<b>LIGHT AND COLOUR LIGHT</b>	<b>ENVIRONMENT &amp; CONSERVATION ROCKS</b>
<b>KNOWLEDGE</b>	<p><b>Pre-formal Number</b> – Responds to a number of songs through their enjoyment of action rhymes and songs that relate to their experience of numbers.</p> <p><b>Shape</b> – early awareness of shape, space and measure grows from their sensory awareness and opportunities to observe objects and their movements, and to play and explore. See Characteristics of Effective Learning – Playing and Exploring, and Physical Development</p> <p><b>Semi-formal</b> -Understand the ‘one more than/one less than’ relationship between consecutive numbers. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles, and cuboids)</p>	<p><b>Pre formal Number-</b> Begin to participate in reciprocal games using familiar actions or own sounds.</p> <p><b>Measurement-</b> To reach for and grasp an object.</p> <p><b>Semi formal Number-</b> Understand quantities and count objects to</p>	<p><b>Pre-formal-</b> Pupils show emerging awareness of activities and experiences. They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects [for example, attending briefly to interactions with a familiar person]</p>	<p><b>Pre-formal-</b> Pupils begin to respond consistently to familiar people, events and objects by; Reacting to new activities and experiences [for example, withholding their attention]</p> <p>Beginning to show interest in people, events and objects.</p>	<p><b>Pre- formal –</b> Turn takes in a one-to-one situation with an adult Responds to own name Responds consistently to one stimulus Key milestone Briefly follows a moving stimuli Shows behaviour which can be interpreted as rejection of some stimuli Responds differently to different stimuli Terminates interaction with adult Anticipates repetitively presented stimuli Objects to the end of an interaction</p> <p><b>Semi formal-</b> The learner is;</p>

	<p>using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p><b>Formal Number-</b> Explore the composition of numbers to 10. Recognises some numerals of personal significance.</p> <ul style="list-style-type: none"> <li>•Recognises numerals 1 to 5</li> <li>•Counts to three or four objects by saying one number name for each item</li> <li>•Counts actions or objects which cannot be moved.</li> </ul> <p>Counts objects to 10, and beginning to count beyond 10</p> <ul style="list-style-type: none"> <li>•Counts out up to six objects from a larger group</li> <li>•Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> </ul>	<p>10, and begin to count beyond 10</p> <p>Understand quantities and count out up to six objects from a larger group.</p> <p>Know how to select the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p><b>Measurement-</b> Demonstrates early understanding of weight- heavy and light.</p> <p>Compare tallest, longest, smallest, biggest.</p> <p><b>Formal-</b> Recognise some numerals of personal significance.</p> <ul style="list-style-type: none"> <li>•Recognises</li> </ul>	<p><b>Semi formal – Counting</b> Students are</p> <ul style="list-style-type: none"> <li>• encouraged to join in rote counting up to five</li> <li>• taught to recognise numerals from one to nine and understand that each represents a constant number or amount</li> </ul> <p><b>Counting</b></p> <ul style="list-style-type: none"> <li>• taught to demonstrate an understanding of one-to-one correspondence in a range of contexts.</li> <li>• Taught to count reliably to 5, make sets of up to 5 objects and use numbers to five in familiar</li> </ul>	<p>Accepting and engaging in coactive exploration.</p> <p>Follows a moving stimulus.</p> <p><b>Semi formal- Rote Counting</b> The learner is;</p> <ul style="list-style-type: none"> <li>• supported to join in rote counting to 9/10</li> <li>• taught to count back from 5</li> <li>• taught to rote count onwards from a given small number</li> </ul> <p><b>Counting</b> The learner is;</p> <ul style="list-style-type: none"> <li>• taught to count at up to 10 objects reliably.</li> <li>• taught to estimate a small number (up to 10) and check by counting.</li> <li>• taught to show an understanding that the last number counted represents the total number of the count.</li> </ul> <p>Recognising representations The learner is;</p> <ul style="list-style-type: none"> <li>•taught to make a subset of up to 5 objects</li> </ul>	<p>Taught to respond to 'add one' to or 'take one away' from a number of objects in practical situations</p> <p>Encouraged to find the total number of items up to 5 in two groups by counting all of them.</p> <p><b>Formal-</b> Begin to realise that combining objects gives you a greater amount and taking away gives you a smaller amount</p> <p>Begin to use own methods to record combining two sets</p> <p>In practical context record simple addition problems up to 6</p> <p>Partition and combine sets of objects from 1 to 6</p>
--	---	--	---	--	---

		<p>numerals 1 to 5.</p> <ul style="list-style-type: none"> <li>•Counts up to three or four objects by saying one number name for each item.</li> <li>•Counts actions or objects which cannot be moved.</li> <li>•Counts objects to 10, and beginning to count beyond 10. •Counts out up to six objects from a larger group.</li> </ul> <p>Selects the heavy and light/full/empty.</p> <p>Compares 2 different weights using balance scales with adult support.</p> <p>Order objects by height.</p>	<p>activities and games</p> <p><b>Recognising representations</b></p> <ul style="list-style-type: none"> <li>• taught to recognise some familiar representations of numbers.</li> </ul> <p><b>Recognising and recording numerals</b></p> <ul style="list-style-type: none"> <li>• taught to use some number names accurately in play and daily activities.</li> <li>• Taught to show recognition of numerals in the environment or personal significance.</li> <li>• Taught to make plausible attempts at recording numbers.</li> </ul> <p><b>Compare and order.</b></p> <ul style="list-style-type: none"> <li>• Taught to know that a group of things</li> </ul>	<p>Recognising and recording numerals</p> <p>The learner is;</p> <ul style="list-style-type: none"> <li>•taught to recognise numerals 1-5 in familiar contexts.</li> <li>• Understand that each numeral represents a constant number,</li> </ul> <p><b>Data collection/statistics:</b></p> <p><b>Recognising Representations</b></p> <p>Automatically recognise pictorial representation of numbers 1-10 e.g. dice and Numicon.</p> <p><b>Formal- Number –</b></p> <p>Rote counting to 50</p> <p>Initiate counting from zero</p> <p>Independently count from 1, then 0 to 30</p> <p>Starting from any given whole number count on to 20</p> <p>Count backwards from 20 to 0.</p> <p><b>Data analysis –</b></p> <p>Interpret and construct simple pictograms, tally charts, block</p>	
--	--	--	--	--	--

			<p>changes in quantity when something is added or taken away.</p> <ul style="list-style-type: none"> <li>• Taught to demonstrate concept of 'less'.</li> </ul> <p><b>Time and Money-</b></p> <ul style="list-style-type: none"> <li>• Taught to begin to use everyday language related to time.</li> <li>• Encouraged to anticipate some regular events such as playtimes or home time.</li> </ul> <p><b>Money</b></p> <p>The learner is;</p> <p>Taught to understand that you can exchange one object for another.</p> <p><b>Formal – Rote Counting</b></p> <ul style="list-style-type: none"> <li>• Independently rote count to 20</li> <li>• Count back from 10</li> </ul> <p>Counting</p> <ul style="list-style-type: none"> <li>• Be able to count at least 20</li> </ul>	<p>diagrams and simple tables.</p> <p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</p> <p>Ask and answer simple questions that require sorting the categories by quantity, totalling and comparing simple categorical data.</p>	
--	--	--	--	---	--

objects  
accurately 1 by  
1

- Reliably count up to 10 objects that move or can't be seen (e.g. bubbles, runners in a race, objects being dropped into a tin)
- Accurately count out a small number of objects from a larger group (e.g. count out twelve pieces of Lego from a box of bricks)
- Apply counting skills 0-20 to play simple games and use in role play/life skills activities (contextual)
- Show an understanding that the number

			<p>items remain the same, even when rearranged.</p> <p><b>Money</b> – In shopping activities use up to ten 1p coins to buy objects up to a value of 10p.  Recognise and sort 1p, 2p and 5p coins by the size, shape and colour.</p> <p><b>Time</b>  Sequence chronologically three daily events.  Understand and use in context some terminology relating to passage of time i.e. before, after, later, next</p>		
<b>KEY VOCABULARY</b>	<p><b>Pre-formal</b> – Touch, feel, look, listen hold, soft, hard, next, shape.</p> <p><b>Semi-formal</b>- Addition and subtraction: add, more, and, make,</p>	<p><b>Pre formal</b>- add, more, full empty half full, holds container</p>	<p><b>Pre formal</b>- money coin penny, pence, pound time days</p>	<p><b>Pre formal</b> position over, under above, below top,</p>	<p><b>Pre formal</b> left, right up, down forwards, backwards, sideways across next to, close, near, far</p>

<p>sum, total, altogether, double, one more, two more ... ten more, how many more to make ...?,  <b>Formal</b> – how many more is ... than ...?, how much more is ...?, take away, how many are left/left over?, how many have gone?, one less, two less, ten less ... , how many fewer is ... than ...?, how much less is ...?, difference between.  how many more is ... than ...?, how much more is ...?, take away, how many are left/left over?, how many have gone?, one less, two less, ten less ... , how many fewer is ... than ...?, how much less is ...?, difference between.  Properties of shape: shape, pattern, flat, curved, straight, round, hollow, solid Sort, make, build, draw, size bigger, larger, smaller, symmetrical, pattern, repeating pattern, match 2-D shape: corner, side, rectangle (including square), circle, triangle 3-D shape: face, edge, vertex, vertices, cube, pyramid, sphere, cone.  <b>Functional</b> –</p>	<p><b>Semi formal</b>  double/half mass  weight light heavy  Zero, number,  one, two, three ...  to twenty and  beyond, teens  numbers, eleven,  twelve ... twenty,  none, how many  ...?, count,</p> <p><b>Formal</b>  heavier full/empty  more than less  than capacity  volume  count (up) to,  count on (from,  to), count back  (from, to), count in  ones, twos, fives,  tens, is the same  as, more, less,  odd, even, few,  pattern, pair</p>	<p>of the week,  Monday- Sunday</p> <p><b>Semi formal-</b>  pence coin  pound note  value  before after  next  hours/minutes/  first  today  yesterday/tom  orrow</p> <p><b>Formal</b>  morning,  afternoon,  evening, night  bedtime,  dinner time,  playtime today,  yesterday,  tomorrow  before, after  next, last  pence, pound  price, cost buy,  sell</p>	<p>bottom, side on,  in outside</p> <p><b>Semi formal</b>  add, more, and,  make, sum, total,  altogether,  double, one  more, two more  ... ten more, how  many more to  make ...?, how  many more is ...  than ...?, how  much more is  ...?,</p> <p><b>Formal</b>  take away, how  many are left/left  over?, how many  have gone?, one  less, two less, ten  less ... , how  many fewer is ...  than ...?, how  much less is ...?,  difference  between</p>	<p><b>Semi formal</b>  count, sort group, set, list, guess  how many ...?  pattern puzzle what could we try  next? how did you work it out?  Recognise</p> <p><b>Formal</b>  Number bonds, number line  Add, more, increase, plus, make,  sum, total, altogether, count all</p>
---	---	--	---	---



IT

	Autumn A	Autumn B	Spring A	Spring B	Summer
	<b>MY BODY</b>	<b>CELEBRATIONS &amp; CULTURE USES OF EVERY DAY MATERIALS</b>	<b>A LONG TIME AGO (SPECIFY PERIOD) <i>Vikings and Pirates</i> STATES OF MATTER</b>	<b>LIGHT AND COLOUR <i>LIGHT</i></b>	<b>ENVIRONMENT &amp; CONSERVATION <i>ROCKS</i></b>
	Pre-formal – To recognise familiar people. To respond to peers. To show interest in a range of people. To know that technology is to be used	Pre-formal – To gesture or vocalise to draw attention or comment on something. To turn to visual stimulus presented from the left, right, above and below eye level. To show some	Pre-formal - To begin to see the connection between their movements and the effect they have. To track an object left to right, right to left, up and down. To	Pre-formal - To begin to see connection between their movements and the effects they have. To know they can activate moving items with their physical movements. To know how to explore gadgets through observation and tactile exploration.  Semi-formal – To press a start button. To remember sequences of 2 to 3 steps. To understand directional language – forwards and backwards.  Formal – To press buttons and explore the beebot. To follow simple verbal directional language. To give simple verbal directional language instructions to adults and peers.	Pre-formal – To indicate yes or no. To make a choice of real objects or photos from a choice of two. To hold two objects at the same time, one in each hand.  Semi-formal – To choose between two objects or symbols to make a choice. To

<p>safely with an adult.</p> <p>Semi-formal – To look at photographs of people and identify who they do not know. To name adults that they know and trust. To identify adults, they don't know.</p> <p>Formal – To understand to not give personal details online if someone asks. To know to tell an adult if a stranger is talking to them online.</p>	<p>response to their own reflection</p> <p>Semi-formal – To control a digital device. To select a photo of self. To know how to use the functions on technical devices.</p> <p>Formal – To operate some devices independently. To respond to simple instructions to control a device. To independently solve simple problems, they notice.</p>	<p>anticipate repeatedly presented stimuli. To observe the results of their own actions.</p> <p>Semi-formal – To reach towards a control device. To anticipate the next action. To remember sequences of 2 steps. To know how to use functions on technical devices. To use interactive whiteboard. To explore and use a rollerball mouse. To know if they press a button on a</p>	<p><i>Know how to program a Beebot to move in different directions e.g. forwards, backwards, left and right</i></p> <p><i>Know how to program a Beebot to move to a specific location on a Beebot mat</i></p> <p><i>Know how to persevere in problem solving in order to get the Beebot to the specific location</i></p> <p><i>Know how to write the sequence of directions (program) down which made the Beebot move e.g. through pictures, symbols, words</i></p> <p><i>Know how to check for errors in the program and 'debug'</i></p> <p><i>Know how to revisit and read simple programs made in order to get the Beebot to move in the same way as before</i></p> <p><i>Know how to collect data using technology in a way that you can interpret or read e.g. graphs, tally charts, ticks, crosses</i></p> <p><i>Know how to represent data collected using technology</i></p> <p><i>Know how to create a simple graph using relevant programs e.g. too simple graphs</i></p>	<p>sometimes use yes and no appropriately. To take part in collecting data with their friends.</p> <p>Formal – To view and use simple data collection which is presented in a graph form. To use a simple data collection programme to create a graph.</p>
--	--	--	---	--

		<p>keyboard the same letter appears on the screen.</p> <p>Formal – To know how to use a keyboard and a mouse with control. To independently solve simple ICT problems. To use a standard mouse to use 'target and touch' patterns on a computer. To use a standard mouse when using unfamiliar programs. To use a keyboard to type</p>	
--	--	--	--

	<p>Pre-formal – recognise, familiar, respond, interest</p> <p>Semi-formal – look, identify, do know, don't know</p> <p>Formal – understand, personal details, stranger, trusted adult</p>	<p>Pre-formal – attention, comment, visual, turn</p> <p>Semi-formal – control, select, know, functions</p> <p>Formal – operate, respond, control, solve</p>	<p>Pre-formal – Movements, effects, track, anticipate, observe.</p> <p>Semi-formal – Reach, control, explore, press.</p> <p>Formal – Use, solve, mouse, keyboard, type.</p>	<p>Pre-formal – connection, movement, activate, observation, exploration</p> <p>Semi-formal – press, remember, understand, directions</p> <p>Formal – press, follow, directions, give, directions, instructions</p> <p>Pre-formal – forwards, backwards</p> <p>Semi-formal – Beebot, left, right</p> <p>Formal – too simple graphs, location, debug</p>	<p>Pre-formal – yes, no, choice, hold</p> <p>Semi-formal – choose, appropriate, data collection</p> <p>Formal – view, use, data collection, graph</p>
--	---	---	---	---	---

**Subject ; Science**

|

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
Yellow	MY BODY	CELEBRATIONS & CULTURE <i>USES OF EVERY DAY MATERIALS</i>	A LONG TIME AGO (SPECIFY PERIOD) <i>Vikings and Pirates</i> <i>STATES OF MATTER</i>	LIGHT AND COLOUR <i>LIGHT</i>	ENVIRONMENT & CONSERVATION <i>ROCKS</i>
Disciplinary Knowledge	<p><i>Know that there are different living things including humans.</i></p> <p><i>Know that living things need water</i></p> <p><i>Know that exercise is important for all living things</i></p> <p><i>Know that healthy food is important for living things</i></p> <p><i>Know that it is important to maintain good levels of hygiene</i></p> <p><i>Know how to make simple categorisations</i></p>	<p>Know that some things can be recycled and some things cannot.</p> <p>Know how to sort and order recycling.</p> <p>Know what 'man-made' means.</p> <p>Know what 'natural' means.</p> <p>Know how to alter and change something by adding or subtracting.</p>	<p>Know that the sky is filled with planets, stars, moons, dwarf planets, asteroids etc - celestial objects.</p> <p>Know that the sun is a star.</p> <p>Know what a telescope is</p> <p>Know that planets were discovered a long time ago.</p> <p>Know that the closer to a star, the hotter it is.</p> <p><i>Know that ultra violet light from the sun can cause harm and that we need to protect our skin and eyes with suncream and sunglasses.</i></p> <p>Know and recognise what planets are made of.</p> <p>Know what a solid liquid and gas are.</p>	<p>Know that by adding white, colours can be changed.</p> <p>Know I sunglasses can alter the vision of what we see.</p> <p>Know that different hues can be see by looking through a variety of coloured cellophane.</p> <p>Know that shadows can be distorted by moving the light source.</p> <p>Know how to measure shadows.</p> <p>Know how to track and notice the course of the sun by measuring shadows.</p> <p>Know what a sundial is</p>	<p>Know that rocks have different properties ie Pumice is a light rock and Granite is hard.</p> <p>Know that soft stones can be used to e.g. remove pet hair..</p> <p>Know that hard rocks can be used for e.g. kitchen tiles</p> <p>Know that rocks can be found outside.</p> <p>Know that plants grow</p> <p>Know some plants like sunshine but some plants like shade.</p> <p>Know what helps a plant grow.</p> <p>Know how to measure and chart the growth of plants.</p> <p>Know what should and shouldn't be in a garden.</p> <p>Know how to safely remove litter to maintain a clean safe environment</p>
Vocabulary	Pre-formal – humans animals	Pre-formal- Natural and Man-made. Semi-formal- Recycling Formal- Order	Pre- formal- Sun Semi formal- Planets Formal- Solar system <i>Ultra Violet – sunlight that can harm the skin – this is why we use suncream</i>	Pre- formal- Shadow Semi formal- shade Formal- <i>Ultra Violet???</i>	Pre- formal- Rock flower Semi- formal- pumice leaves stem Formal - granite roots nutrients

**Semi-formal –  
water**

**Formal – hygiene**

**Communication and Interaction**

**Subject; Literacy**

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
Yellow	MY BODY	CELEBRATIONS & CULTURE	A LONG TIME AGO (SPECIFY PERIOD)	LIGHT AND COLOUR <i>LIGHT</i>	ENVIRONMENT & CONSERVATION <i>ROCKS</i>
<b>KNOWLEDGE</b>	<p>Disciplinary Knowledge</p> <p>Communication, Tracking, Phonics, Reading, Early Reading, Writing, Handwriting and Prerequisites for Literacy are taught through a variety of schemes appropriate to each student, such as the use of an Eye Gaze, Read Write Inc. and See and Learn.</p>	<p>Communication, Tracking, Phonics, Reading, Early Reading, Writing, Handwriting and Prerequisites for Literacy are taught through a variety of schemes appropriate to each student, such as the use of an Eye Gaze, Read Write Inc. and See and Learn.</p> <p>Please follow sequenced plans / schemes etc for individual students</p>	<p>Communication, Tracking, Phonics, Reading, Early Reading, Writing, Handwriting and Prerequisites for Literacy are taught through a variety of schemes appropriate to each student, such as the use of an Eye Gaze, Read Write Inc. and See and Learn.</p> <p>Please follow sequenced plans / schemes etc for individual students</p>	<p>Communication, Tracking, Phonics, Reading, Early Reading, Writing, Handwriting and Prerequisites for Literacy are taught through a variety of schemes appropriate to each student, such as the use of an Eye Gaze, Read Write Inc. and See and Learn.</p> <p>Please follow sequenced plans / schemes etc for</p>	<p>Communication, Tracking, Phonics, Reading, Early Reading, Writing, Handwriting and Prerequisites for Literacy are taught through a variety of schemes appropriate to each student, such as the use of an Eye Gaze, Read Write Inc. and See and Learn.</p> <p>Please follow sequenced plans / schemes etc for individual students identified to follow a scheme.</p> <p>Pre-formal – To initiate interactions and shared activities To apply potential solutions systematically to problems.</p> <p>Semi-formal-</p>

	<p>Please follow sequenced plans / schemes etc for individual students identified to follow a scheme.</p> <p>Pre-formal – To continue to use hands to purposefully reach out to use communication aids or control devices.</p> <p>To begin to participate in shared activity with less support.</p> <p>To request events or shared activities.</p> <p>Semi-formal- Speaking – To know how to greet others Listening – To begin to know that we use our ears to listen Reading – To repeat copy and imitate adult model of finger scanning pictures left to right</p>	<p>identified to follow a scheme.</p> <p>Pre-formal – Participate in fully prompted activities.</p> <p>Begin to track familiar objects and people in social space.</p> <p>Semi-formal- Speaking – To show curiosity and ask a question about the object Listening – To continue to listen and respond to simple questions Reading – To continue to show reading like behaviour by turning the pages in the book. Writing – to demonstrate grip control</p> <p>Formal – Spoken Language – to Reading: word reading – To begin to read words of two syllables that contain the same graphemes. Reading: comprehension – To</p>	<p>identified to follow a scheme.</p> <p>Pre-formal – To develop mark making skills by accepting co-active movements with adult</p> <p>Semi formal Speaking – To answer a question using two words. Listening – To look at adults who are speaking to them Reading – To continue to anticipate words, rhymes or events in a familiar and repetitive text. Writing – to make marks from left to right.</p> <p>Formal – Spoken Language – to Reading: word reading – To continue to read words of two syllables that contain the same graphemes. Reading: comprehension – To be introduced to non-fiction books that are structured in different ways Writing: transcription – To spell words</p>	<p>individual students identified to follow a scheme.</p> <p>Pre-formal – Perform actions often by trial and improvement</p> <p>To sustain concentration for short periods, begin to communicate intentionally</p> <p>Semi-formal- Speaking – To follow/respond to simple prompts Listening – To continue to listen and respond to instructions Reading – To listen and join in with poems within a small group. Writing – to begin to trace or overwrite straight lines and shapes.</p> <p>Formal – Spoken Language – to Reading: word reading – To begin to read words</p>	<p>Speaking – To follow an instruction to speak quietly/loudly Listening – To continue to listen, attend and follow a familiar/favourite story for a short time Reading – To point to pictures and point out details in a text. Writing – to continue to trace or overwrite straight lines and shapes.</p> <p>Formal – Spoken Language – to follow an instruction to speak quietly/loudly Reading: word reading – To continue to read words containing common suffixes, such as, ness. Reading: comprehension – To begin to discuss their favourite words. Writing: transcription – To add suffixes to spell longer words, including -ness Writing: composition – To begin to proof-read own writing to check for errors in spelling Writing: vocabulary, grammar and punctuation – To continue to learn how to use question marks.</p>
--	--	--	---	--	---



	<p>To listen and engage with a familiar rhyme or story.</p> <p>Writing – To demonstrate grip control.</p> <p>To make vertical, horizontal and circular strokes independently</p> <p>Formal –</p> <p>Spoken Language – to continue to ask a question.</p> <p>Reading: word reading – To understand that there are alternative sounds for graphemes.</p> <p>Reading: comprehension – To continue to discuss word meanings.</p> <p>Writing: transcription – To continue to add prefixes and suffixes, adding s or es as the plural marker for nouns.</p> <p>Writing: composition – To continue to discuss what they have written with the teacher.</p> <p>Writing: vocabulary, grammar and punctuation – To continue to join words by using ‘and’.</p>	<p>begin to discuss the sequence of events in books</p> <p>Writing: transcription – To spell words by segmenting spoken words into phonemes</p> <p>Writing: composition – To consider what they are going to write with an adult, writing down ideas and/or key words.</p> <p>Writing: vocabulary, grammar and punctuation – To begin to learn how to use capital letters.</p>	<p>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>Writing: composition – to consider what they are writing with an encapsulating what they want to say, sentence by sentence</p> <p>Writing: vocabulary, grammar and punctuation – To continue to learn how to use capital letters.</p>	<p>containing common suffixes, such as, ful.</p> <p>Reading: comprehension – To begin to recognise simple recurring literary language in poetry</p> <p>Writing: transcription – To add suffixes to spell longer words, including -ful</p> <p>Writing: composition – To develop positive attitudes towards and stamina for writing by: writing poetry</p> <p>Writing: vocabulary, grammar and punctuation – To begin to learn how to use question marks.</p>	
--	---	--	--	---	--

<p><b>KEY VOCABULARY</b></p>	<p>Pre-formal – use verbs associated with body parts – lift leg, stretch arm, blink eyes</p> <p>Semi-formal – Use verbs associated with body parts – wriggle toes / bend fingers, arms, knees</p> <p>Formal – Use verbs / Pluralise nouns associated with body – twist waists, beating hearts</p>	<p>Pre-formal – special - adjective</p> <p>Semi-formal – invite - verb</p> <p>Formal – guest list - noun</p>	<p>Pre-formal – Creative - adjective</p> <p>Semi-formal – Known / Familiar - adjective</p> <p>Formal – Syllables - noun</p>	<p>Pre-formal – Bright - adjective</p> <p>Semi-formal – Glow - noun</p> <p>Formal – Fluorescence noun</p>	<p>Pre-formal – Setting - noun</p> <p>Semi-formal – Climate - noun</p> <p>Formal – Terrain - noun</p>
----------------------------------	---	--	---	---	---

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
Yellow	MY BODY	CELEBRATIONS & CULTURE	A LONG TIME AGO (SPECIFY PERIOD)	LIGHT AND COLOUR <i>LIGHT</i>	ENVIRONMENT & CONSERVATION <i>ROCKS</i>
Disciplinary Knowledge	<p>Know about changes within living memory. Where appropriate, these should be used to reveal aspects of change in every day / national life</p> <p>Know how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world (people travelling to and from different parts of the world – influence of food, drink, clothing for different weathers, music)</p> <p>Notice similarities and differences.</p> <p>Know that clothing changes over time</p> <p>Know that the clothes worn by babies no longer fit them.</p> <p>Know which clothes do fit them.</p> <p>Know when to ask questions about how to put clothing on with increasing independence.</p> <p>Know that Wolverhampton is</p>	<p>Know that people in different geographical locations wear a range of materials dependant on the climate.</p> <p>Know that people wear animal skins in cold weather.</p> <p>Know people use local resources to celebrate festivals. Eg. Holly and Ivy (UK) Ligonberries and lichen (Scandinavia)</p> <p>Know light weight materials are used in warmer climates.</p> <p>Know different climates use a range of materials to build shelter. (Japan- paper because of earthquakes, Inuit Snow and Ice Igloos).</p> <p>Know how to find the locations of countries as per hemisphere.</p>	<p>Know that historical settlers and invaders travelled across the seas to conquer new lands.</p> <p>Know more about how people travelled across seas and oceans</p> <p>Know the points of a compass have meaning.</p> <p>Know dialects alter through travel.</p> <p>Know that invaders used natural resources as currency ( shells, fur, beads, copper and metals such as gold and silver)</p> <p>Know that when travelling , time zones alter.</p> <p>Know where invaders would set up camp.</p> <p>Know what resources invaders would need before setting out on a voyage.</p> <p>Know that the oceans and seas would change</p>	<p>Know that the sun produces all natural light.</p> <p>Know the sun is a star.</p> <p>Know that different seasons alter colours of plants and trees. Eg. Deciduous trees (falling off - leaves)</p> <p>Know that natural geographic phenomena change colours dependant on its state. Eg. Dormant or Active Volcanoes.</p> <p>Know plants and bulbs change colour as they grow- observe a bulb transforming into a flower.</p> <p>Know different countries are identified by flags and these have different colours and shapes.</p>	<p>Know the difference between clean and dirty water. Know about the water cycle.</p> <p>Know that plastic pollution is rising.</p> <p>Know the world location of geographical features- which countries are wooded, icy, arid?</p> <p>Know that different parts of the world have different geographical features. Eg mountains.</p> <p>Know about volcanoes.</p>

	around the middled of the United Kingdom Know that a map can be used to identify where families travel to and from.		if they encounter a storm.  Know how an invader would need to dress.		
Vocabulary	<p><b>Pre-formal</b> – sleeves, home</p> <p><b>Semi-formal</b> – longer sleeves, move</p> <p><b>Formal</b> – grow, relocate</p>	<p><b>Pre-formal – thick and thin</b></p> <p><b>Semi-formal – Natural</b></p> <p><b>Formal – Shelter</b></p>	<p>Pre-formal Travel Boat, Aeroplane Car Sea Storm Money</p> <p>Semi- formal Pirate Viking Long boat Ship Coins Notes Formal Invader Jolly Roger Dialect Currency</p>	<p>Pre-formal Colours Shapes Sizes High and Low Flags Sun and Stars Same</p> <p>Semi formal Volcanoes Mast Distance Space Change</p> <p>Formal Dormant Active Vexillology Transform</p>	<p>Pre-formal World High Low Up and Down Icy Wooded</p> <p>Semi formal Plastic Mountains Streams Lakes</p> <p>Formal Pollution Geographic features</p>

Subject ; MFL

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
Yellow	MY BODY	CELEBRATIONS & CULTURE	A LONG TIME AGO (SPECIFY PERIOD)	LIGHT AND COLOUR <i>LIGHT</i>	ENVIRONMENT & CONSERVATION <i>ROCKS</i>

		<b>USES OF EVERY DAY MATERIALS</b>	<b>Vikings and Pirates STATES OF MATTER</b>		
<b>DISCIPLINARY KNOWLEDGE</b>	<p><i>Know that French is a language spoken by many</i></p> <p><i>Know the sound of key words about the body in French</i></p> <p><i>Know that songs can be used to help us remember words and phrases</i></p> <p><i>Know that they can make items for body parts (hats, scarves, mitts, socks / slippers)</i></p> <p>Pre-formal – Semi-formal – Formal –</p>	<p><i>Know some of the key celebrations that are celebrated in France</i></p> <p><i>Know that different people can have different cultures</i></p> <p><i>Know/experience some key features of French culture e.g. food, lifestyle</i></p> <p>Pre-formal – Semi-formal – Formal –</p>	<p><i>Know that people can be described by their features or personality</i></p> <p><i>Know/listen to some simple French words to describe people e.g. hair colour, eye colour</i></p> <p><i>Know/listen to some simple French words to describe peoples personality</i></p> <p><i>Know/listen to words to compare and describe places/things from now and in the past</i></p> <p>Pre-formal – Semi-formal – Formal –</p>	<p><i>Know/listen to the primary colours in French e.g. red, yellow and blue</i></p> <p><i>Know how to show preferences for your favourite colours</i></p> <p><i>Know how to experience and explore light and dark</i></p> <p>Pre-formal – Semi-formal – Formal –</p>	<p><i>Know that it is important to protect our environment</i></p> <p><i>Know some key ideas about how to protect our environment e.g. saving water, turning lights off, recycling</i></p> <p><i>Know how it is important to look after the environment both here and in France</i></p> <p>Pre-formal – Semi-formal – Formal –</p>
<b>VOCABULARY</b>	<p>The body – le corps</p> <p><b>Preformal</b></p> <p>Head - tête</p> <p><b>Semi formal</b> -</p> <p>Shoulders - épaules</p> <p><b>Formal</b> -Knees – genoux</p> <p>Toes - orteils</p>	<p><b>Pre-formal</b> – festival - festival</p> <p><b>Semi-formal</b> – celebration - la fête</p> <p><b>Formal</b> – party - faire la fête</p>	<p><b>Pre-formal</b> – hair colour - couleur des cheveux</p> <p><b>Semi-formal</b> – eye colour - couleur des yeux</p> <p><b>Formal</b> – old Vieille (feminine) vieux (masculine)</p> <p>new nouvelle(feminine)</p>	<p>Colours - couleurs</p> <p><b>Pre-formal</b> – red - rouge</p> <p><b>Semi-formal</b> – yellow - jaune</p> <p><b>Formal</b> – blue - bleue (feminine) Bleu (masculine)</p>	<p><b>Pre-formal</b> – outside - dehors</p> <p><b>Semi-formal</b> – recycle - recycler</p> <p><b>Formal</b> – environment - environnement</p>

**SEMH****Subject ; Religious Education**

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
Yellow	MY BODY	CELEBRATIONS & CULTURE USES OF EVERY DAY MATERIALS	A LONG TIME AGO (SPECIFY PERIOD) <i>Vikings and Pirates</i> STATES OF MATTER	LIGHT AND COLOUR <i>LIGHT</i>	ENVIRONMENT & CONSERVATION <i>ROCKS</i>
DISCIPLINARY KNOWLEDGE	<p><i>Know key beliefs of religions in the local area (Christianity and Islam)</i></p> <p><i>Know the key places of worship in local area</i></p> <p><i>Know that you belong to a community</i></p> <p><i>Know what respect is and how to show it</i></p> <p><i>Know what celebrations and festivals are celebrated in the local area</i></p> <p><i>Know why we show care to each other</i></p> <p>Pre-formal – Semi-formal – Formal –</p>	<p><i>Know how to explore and experience listening to a range of Christian and Jewish music and traditional hymns</i></p> <p><i>Know how to explore artworks and pictures which are significant for the focus religions e.g. stained-glass windows, star of David</i></p> <p><i>Know how pictures and music are used by religious people to support worship and praise</i></p> <p><i>Know what music and art are significant in your own life</i></p>	<p><i>Know different ways that Christians and Buddhists express identity and belonging</i></p> <p><i>Know some of the special things/artefacts that are important to Christians and why</i></p> <p><i>Know some of the special things/artefacts that are important to Buddhists and why</i></p> <p><i>Know some of the special things that are important to you</i></p> <p>Pre-formal – Semi-formal – Formal –</p>	<p><i>Know how to recognise different symbols which express a community's way of life</i></p> <p><i>Know how to recognise similarities and differences between symbols and communities</i></p> <p><i>Know how to recognise some of the key symbols for Christianity and what they mean</i></p> <p><i>Know how to recognise some of the key symbols for Sikhism and what they mean</i></p> <p>Pre-formal – Semi-formal – Formal –</p>	<p><i>Know how to recognise your own community and what that means for you</i></p> <p><i>Know how to develop a sense of belonging</i></p> <p><i>Know key beliefs for Christians regarding community e.g. the golden rule, love thy neighbour</i></p> <p><i>Know key beliefs and values for Hindus regarding community</i></p> <p><i>Know what being thankful means and how to show it</i></p> <p><i>Know what you are thankful for</i></p> <p>Pre-formal – Semi-formal – Formal –</p>

		Pre-formal – Semi-formal – Formal –			
VOCABULARY	Pre-formal – Church/Mosque Semi-formal – Place of worship Formal - Community	Pre-formal – Hymns Semi-formal – Worship Formal – Praise	Pre-formal – Special things Semi-formal – Artefact Formal – Tradition	Pre-formal – Candle Semi-formal – Message/Meaning Formal – Five Ks (kesh, kangha, kara, kachera and kirpan)	Pre-formal – Community Semi-formal – Thankful Formal – Belonging

Subject ; PSHE

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
Yellow	MY BODY	CELEBRATIONS & CULTURE USES OF EVERY DAY MATERIALS	A LONG TIME AGO (SPECIFY PERIOD) Vikings and Pirates STATES OF MATTER	LIGHT AND COLOUR LIGHT	ENVIRONMENT & CONSERVATION ROCKS
Knowledge	<p>Respond to questions regarding their own family/friends. Know that families are all different and that they should respect those differences.</p> <p>Know that bodies change with age.</p> <p>Know who are ‘safe’ adults that can assist them with specific tasks.</p> <p>Know that they can participate in personal hygiene routines including toileting, hand washing with increasing independence.</p>	<p>Know and identify things that all people have in common.</p> <p>Know and describe things we do in the groups we belong to.</p> <p>Know different ways we can help people feel welcome in different groups we belong to.</p> <p>Know what a secret is. Know what a surprise is.</p>	<p><b>Links to prior learning:</b> <i>Know and identify changes to the body that occur with age.</i></p> <p>Know that different clothes are appropriate for different climates/activities etc.</p> <p>Know how to assist with dressing and undressing.</p>	<p>Know and participate in routines associated with day and night.</p> <p>Know that we wear different items for different times of the day e.g. school uniform, pyjamas.</p> <p>Know and respond to questions regarding simple emotions.</p>	<p>Know and describe some simple ways we can help keep ourselves physically safe in a range of environments.</p> <p>Know why it is important to keep ourselves physically safe outside the classroom.</p> <p>Know some simple ways of keeping safe around water, roads etc.</p>

	Know that hygiene tasks such as toileting/showering etc. should be done in private in order to keep themselves safe.	Know that you can communicate with people online and how to do so safely.	Know that trusted adults may physically touch us as part of daily care.  Know that our body belongs to us and that we should ask permission before touching others.  <i>Know and identify activities that should be done in private.</i>	Know how to communicate emotions using different strategies e.g. body language, facial expressions, verbally etc.	Know feelings associated with not feeling safe e.g. scared, frightened etc and identify trusted adults who can help.  Know and demonstrate ways of asking for help.
Vocabulary	<b>Pre-formal</b> – changes,  <b>Semi-formal</b> – Routine, independent,  <b>Formal</b> – private, public. safe, unsafe	Surprise, secret, common, groups	Dressing, undressing, public, private, growth	Routines, day, night, emotion, express	Frightened, scared, worried, help, dangerous,



## Physical, Sensory and Medical

**Subject ; Art**

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
Yellow	MY BODY	CELEBRATIONS & CULTURE USES OF EVERY DAY MATERIALS	A LONG TIME AGO (SPECIFY PERIOD) <i>Vikings and Pirates</i> STATES OF MATTER	LIGHT AND COLOUR <i>LIGHT</i>	ENVIRONMENT & CONSERVATION ROCKS
DISCIPLINARY KNOWLEDGE	<p><i>Know how to use tools purposefully to make a mark/pattern</i></p> <p><i>Know how to make marks to represent their ideas</i></p> <p><i>Know the key features and key differences on a face e.g. different coloured eyes, hair</i></p> <p><i>Know key features of the body e.g. arms, legs, head</i></p> <p><i>Know how to use a range of drawing materials with increased control e.g. pens, pencils, colouring pencils</i></p> <p><i>Know how to create different marks using a range of drawing techniques and materials e.g. charcoal, pens, straight lines, scribbles, circles</i></p> <p>Pre-formal – Semi-formal –</p>	<p><i>Know how join objects together purposefully using different techniques e.g. glue stick, tape, PVA</i></p> <p><i>Know how to tolerate exploring a range of different textures and materials with increased independence</i></p> <p><i>Know the difference between a 2D and 3D model</i></p> <p><i>Know what a decoration is and its purpose</i></p> <p><i>Know how to create a 3D model for a purpose</i></p>	<p><i>Know how to use a range of tools with increased accuracy e.g. paint brush, hand prints, finger painting, rollers, sticks</i></p> <p><i>Know how to make choices about tools used to create a desired affect</i></p> <p><i>Know how to experiment with mixing a range of colours and observing the outcomes</i></p> <p><i>Know the primary colours and why they are important</i></p> <p><i>Know that if we mix the primary colours they create the secondary colours</i></p> <p><i>Know how to paint to a particular purpose to</i></p>	<p><i>Know how to layer coloured pencils to add detail to artworks</i></p> <p><i>Know how to create different textures using colouring pencils</i></p> <p><i>Know how to experiment with the pressure used when using colouring pencils to create darker or lighter colours</i></p> <p><i>Know how to make choices about which colours to use for specific ideas</i></p> <p>Pre-formal – Semi-formal – Formal –</p>	<p><i>Know how to explore a range of collages, feeling the different contrasting textures created</i></p> <p><i>Know how to make choices about which materials to use to create collages to give a certain effect or texture</i></p> <p><i>Know how to experiment adding different effects to images using ICT software to add to collages</i></p> <p><i>Know how to collect natural materials to use in collages</i></p> <p><i>Know how to consider contrast, repetition, and layering within collages created</i></p> <p>Pre-formal – Semi-formal – Formal –</p>

	Formal –	<i>Know how to create 3D models to make decorations for specific events</i>  <i>Know how to make creative choices to create decorations which are suitable</i>  Pre-formal – Semi-formal – Formal –	<i>create a desired image/outcome</i>  Pre-formal – Semi-formal – Formal –		
VOCABULARY	Pre-formal – pencil Semi-formal – scribble Formal – controlled	Pre-formal – choice Semi-formal – decorations Formal – sculpture	Pre-formal – paintbrush Semi-formal – primary colours Formal – secondary colours	Pre-formal – light/dark Semi-formal – pressure Formal – detail	Pre-formal – <b>contrast</b> Semi-formal – <b>repetition</b> Formal – <b>layering</b>

Subject ; DT

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
Yellow	MY BODY	CELEBRATIONS & CULTURE <i>USES OF EVERY DAY MATERIALS</i>	A LONG TIME AGO (SPECIFY PERIOD) <i>Vikings and Pirates</i>	LIGHT AND COLOUR <i>LIGHT</i>	ENVIRONMENT & CONSERVATION <i>ROCKS</i>

			STATES OF MATTER		
Disciplinary Knowledge	<p><i>CHECK ALLERGIES</i></p> <p><i>Know that healthy food can include plants, meat, fish, eggs and dairy products.</i></p> <p><i>Know how to prepare healthy - mainly savoury food</i></p> <p><i>Know that foods can be have different smells.</i></p> <p><i>Know food comes in different colours.</i></p> <p><i>Know food has different textures</i></p>	<p>Know how to;</p> <p>-build and apply a repertoire of knowledge,</p> <p>-understand how to communicate choices. - use skills in order to design and make their own design and products for known users.</p> <p>-use research and develop functional designs that are appealing and fit for purpose, aimed at particular individuals or groups</p> <p>-select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing</p>	<p>Know where the sun is</p> <p>Know where the earth is in relation to other celestial bodies.</p> <p>Know what planets are.</p> <p>Know that some materials can come in different forms eg Wool- rough fleece or spun yarn.</p> <p>Know that the moon is responsible for the tides.</p> <p>Know that some people grow crops to the cycle of the moon. Know some dishes are created for special occasions based on the cycle of the seasons</p> <p>Know when a project is finished.</p> <p>Know how to feel</p> <p>Know where the sun, planets and moon are in relation to Earth</p>	<p>Know how to make a project with a joint.</p> <p>Know how to make a project with three contrasting mediums.</p> <p>Know how to fold materials to make a shadow.</p> <p>Know how to articulate joints to create movement.</p> <p>Know how to add colours and textures to salads.</p> <p>Know how to add water to cordial and observe the colour changes.</p>	<p>Know how rocks can be used to build structures.</p> <p>Know how farmers tend to dry stone walls</p> <p>Know the importance of dry stone walls for crops and livestock.</p> <p>Know that some stones and rocks are harder/ softer than others.</p> <p>Know that seeds grow and we can use crops to make meals.</p> <p>Know that foods come in a variety of colours.</p> <p>Know what is litter and what isn't</p> <p>Know can we can reduce, re-use and recycle.</p>

			<p>(measurement and research)</p> <p>Know what materials could be used to create a model or mobile of the Solar System.</p> <p>Know what colours to use to decorate your project.</p> <p>Know the different effect created by ripping or cutting</p> <p>Know two ways two pieces can be joined</p> <p>proud of your work.</p> <p>Know some dishes are created for special occasions based on the cycle of the seasons</p>		
Vocabulary	<p><b>Pre - Formal</b> – Vegetarian food (e.g. plant based burger</p> <p><b>Semi-Formal</b> – high protein food preparation (e.g. tuna, sweetcorn and rocket leaf salad mix)</p> <p><b>Formal</b>– nutritious food (e.g. eggs, cheese, ham and spinach for an omelette)</p>	<p><b>Pre - Formal</b> – curve, corner</p> <p><b>Semi-Formal</b> – desk bin</p> <p><b>Formal</b>– Appealing desk bin, lid</p>	<p>Pre-formal- space</p> <p>Semi-formal- recipe</p> <p>Formal- celestial</p>	<p>Pre-formal colours</p> <p>Semi-formal hues</p> <p>Formal spectrum</p>	<p>Pre-formal litter</p> <p>Semi-formal stones and rocks</p> <p>Formal crops and agriculture</p>

**Subject ; Music**

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
<b>Yellow</b>	<b>MY BODY</b>	<b>CELEBRATIONS &amp; CULTURE USES OF EVERY DAY MATERIALS</b>	<b>A LONG TIME AGO (SPECIFY PERIOD) Vikings and Pirates STATES OF MATTER</b>	<b>LIGHT AND COLOUR LIGHT</b>	<b>ENVIRONMENT &amp; CONSERVATION ROCKS</b>
DISCIPLINARY KNOWLEDGE	<p><i>Know how to experiment using body parts to make a range of different sounds e.g. clicking fingers, stamping feet</i></p> <p><i>Know how to experiment combining a range of body percussion sounds</i></p> <p><i>Experiment by creating different sound patterns</i></p>	<p><i>Know how to use simple recording devices to record sounds and music accurately</i></p> <p><i>Know that music can be used for celebrations and special occasions for a purpose</i></p> <p><i>Know the difference between live music and recorded music</i></p>	<p><i>Know how to experiment with making a range of different vocalisations and sounds using our voice to music</i></p> <p><i>Know how to confidently activate and choose preferred songs</i></p> <p><i>Know how to listen attentively to a range of music and songs, both familiar and new</i></p>	<p><i>Know that musical sequences can be written down to be followed</i></p> <p><i>Know how to use colours to represent different instruments within a musical sequence</i></p> <p><i>Know how to follow and play/perform a musical</i></p>	<p><i>Know how to use simple recording devices to record sounds found outdoors with support</i></p> <p><i>Know how to take part in listening walks outside</i></p> <p><i>Know how to locate sounds heard outside</i></p> <p><i>Know how to identify sounds heard outside</i></p> <p><i>Know how to use instruments, objects, body percussion to recreate sounds heard outside</i></p>

	<p><i>using body percussion</i></p> <p><i>Listen carefully to other people using body percussion to make sound patterns</i></p> <p><i>Listen and recall a sound made through body percussion with accuracy</i></p> <p><i>Know how to copy and repeat a simple pattern using body percussion with increased accuracy</i></p> <p>Pre-formal – Semi-formal – Formal –</p>	<p><i>Know how to actively join in with musical performances</i></p> <p><i>Know and join in with a range of simple songs for celebrations e.g. happy birthday, Christmas songs</i></p> <p><i>Know why music can evoke certain emotions e.g. happiness, joy, sadness</i></p> <p><i>Know how music can be shared to bring people together</i></p> <p><i>Know that there are many different traditional songs made for celebrations from around the world and different cultures</i></p> <p>Pre-formal –</p>	<p><i>Know, recognise and anticipate familiar songs</i></p> <p><i>Know how to show enjoyment when hearing familiar songs and rhymes</i></p> <p><i>Know how to show enjoyment when listening to music from different time periods</i></p> <p><i>Know how to join in/accompany music from different time periods</i></p> <p><i>Know how to sing and play music with increased control</i></p> <p>Pre-formal – Semi-formal – Formal –</p>	<p><i>sequence that has been written down e.g. follow along with the colours</i></p> <p><i>Know how to play music together and take turns, knowing when it is your turn to play</i></p> <p><i>Know how to create/compose own musical sequences and patterns using colour notation</i></p> <p>Pre-formal – Semi-formal – Formal –</p>	<p><i>Know how to explore using a range of instruments to create different sounds and textures</i></p> <p><i>Know what timbre means</i></p> <p><i>Know how to create a soundscape based on sounds found in the environment</i></p> <p><i>Know how to use tuned and untuned instruments to create sounds with increasing accuracy</i></p> <p>Pre-formal – Semi-formal – Formal –</p>
--	--	---	--	--	---

		Semi-formal – Formal –			
VOCABULARY	Pre-formal – play Semi-formal – beat Formal – percussion	Pre-formal – celebration Semi-formal – performance Formal – audience	Pre-formal – quiet Semi-formal – rhythm Formal – melody	Pre-formal – musical pattern Semi-formal – musical sequence Formal – compose	Pre-formal – soundscape Semi-formal – texture Formal – timbre

Subject ; PE

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
------	----------	----------	----------	----------	--------

Yellow	MY BODY	CELEBRATIONS & CULTURE USES OF EVERY DAY MATERIALS	A LONG TIME AGO (SPECIFY PERIOD) Vikings and Pirates STATES OF MATTER	LIGHT AND COLOUR LIGHT	ENVIRONMENT & CONSERVATION ROCKS
Knowledge	<p>Know that they will learn about the effects of exercise on their body.</p> <p>Know that their body will get warmer as they exercise.</p> <p>Know that they will become breathless when exercising.</p> <p>To develop balance and coordination when jumping in different ways To master basic movements and apply these in a range of activities.</p> <p>I can hop along a path.</p> <p>I can perform a two-footed jump.</p> <p>I can explain why I need to warm up and cool down in my PE lessons.</p>	<p>Know that Their hearts will beat faster after rigorous exercise.</p> <p>Know how to adapt when body gets hot and sweaty (eg. Take off top).</p> <p>Know how to balance</p> <p>Know how to use their own body according to their bodies ability- eg. Can they tolerate manipulation? Can they walk, jump, spin?</p> <p>Know what tools/ equipment they need to cool down.</p> <p>Know the importance of Re-hydration.</p>	<p>Know how people would play or participate in games in the past.</p> <p>Know how to adapt a game to make it easier- eg move the goal closer or use a bigger ball.</p> <p>Know the history of a favourite sport.</p> <p>Know to rest when needed.</p> <p>Know how to celebrate achievements.</p> <p>Know how to use equipment and tools safely.</p>	<p>Know how to build stamina.</p> <p>Know to use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Know to use floor space effectively.</p> <p>Know how to use cutlery effectively.</p> <p>Know how to use writing materials effectively.</p> <p>Know how to combine a series of movements.</p> <p>Know how to represent colours, dark and light in modern dance.</p>	<p>Know how to carry resources without injury.</p> <p>Know how to handle artefacts with care.</p> <p>Know that balls come in different sizes, shapes and weight.</p> <p>Know how to sequence a movement to make it more fluid. Eg. Bowling a ball.</p> <p>Know how to make mark with different tools (fine motor).</p> <p>Know how to use bodies to make marks.</p> <p>Know how to bend down and lift back up.</p>
Key Vocabulary	<p>Pre Formal- Kick</p> <p>Semi-formal-fast</p> <p>Formal- routine</p>	<p>Pre-formal- Throw</p> <p>Semi- formal- Team</p> <p>Formal- Hydration</p>	<p>Pre-formal- Stretch</p> <p>Semi-formal- Equipment</p>	<p>Pre-formal- Space</p> <p>Semi- formal- Combine</p> <p>Formal- Stamina</p>	<p>Pre-formal- Balls</p> <p>Semi- Formal- contort</p> <p>Formal- Artefacts</p>



