



Spring Term	GREAT FIRES!
Cycle B 2025-26	

<u>Value:</u> Perseverance	<u>Specific Project:</u>	<u>Ignites:</u> <u>Trips, Visits & Visitors:</u> Bishop Dave, Bishop of Buckingham to North Crawley and Sherington Kingston Gym Sessions
----------------------------	--------------------------	---

English

Key Vocabulary	Key texts and Tier 2 vocabulary	Text Types
<p>Year 1 – story, adjective, questions, exclamation marks</p> <p>Year 2 – expanded noun phrase, exclamation sentences</p> <p>Both – sub-heading, picture, date, time, events, past tense, verb</p>	<p>Wk 1&2 Toby and the Great Fire of London by Margaret Nash</p> <ul style="list-style-type: none"> • Foolish • Choked • Terrible • Arc • Pong • Explosions • Sooty • Amazed <p>Wk 3&4 Molly McDrew and the Great fire of London by Naomi Joclun</p> <ul style="list-style-type: none"> • Enormous • Vast • Proudly • Dreadful • Hovering • Swirling • Raging 	<ul style="list-style-type: none"> • Asking questions/factfile • Reports • Diaries

- Relieved

Wk 5&6

Vlad and the Great fire of London by Kate Cunningham

- Flickered
- Curled
- Blazing
- Scampered
- Terrified
- Inferno
- Scorched
- Staggered

NC Links	Knowledge	Skills
<p>Year 1 – Composition</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher <p>Year 2 – Composition</p> <ul style="list-style-type: none"> • writing narratives about experiences of others (fictional) • writing poetry • writing for different purposes • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense • proof-reading to check for errors in spelling, grammar and punctuation • read aloud what they have written with appropriate intonation to make the meaning clear. <p>Year 1 – vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> • leaving spaces between words • joining words and joining clauses using and 	<p>Asking questions/fact file – question marks, prefix un</p> <p>Reports – verbs and suffix ending ed</p> <p>Diaries – noun phrases and exclamation sentences and exclamation marks</p>	<p>Asking questions/fact file (<i>weeks 1 and 2 DK</i>)</p> <p>Year 1</p> <ul style="list-style-type: none"> • use adjectives to describe • re-read writing to check it makes sense • use question marks • use conjunction ‘and’ • use prefix un- <p>Year 2</p> <ul style="list-style-type: none"> • use noun phrases to describe • use pronouns • use questions • use capital letters and full stops • use co-ordination and sub-ordination • use suffixes – ing, -ed, -est, -er <p>Reports(<i>weeks 3 and 4 PB</i>)</p> <p>Year 1</p> <ul style="list-style-type: none"> • write sentences in order to create a short narrative • use capital letters for names and places • use full stops • use exclamation marks • add suffix endings -ed <p>Year 2</p> <ul style="list-style-type: none"> • write in a logical sequence • use time adverbials • use pronouns • use capital letters and full stops • use exclamation marks • use past tense

- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learning the grammar for year 1 - question marks and conjunction 'and'
- use the grammatical terminology in English Appendix 2 in discussing their writing.

Year 2 – Vocabulary, grammar and punctuation

- learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- sentences with different forms: statement, question, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- some features of written Standard English
- use and understand the grammatical terminology

Diaries (*weeks 5 and 6 KB*)

Year 1

- write sentences in order to create a short narrative
- use adjectives to describe
- use capital letters and full stops
- use exclamation marks
- use conjunction 'and'
- use suffix er, est, ed

Year 2

- write in a logical sequence
- use expanded noun phrases
- use time adverbials
- use exclamation sentences
- use capital letters and full stops
- use exclamation marks
- use past tense correctly
- use co-ordinating and sub-ordinating conjunctions
- use suffixes

Speaking & Listening		
Speaking & Listening	Presentation	
<ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Consider and evaluate different viewpoints, attending to and building on the contributions of others • Select and use appropriate registers for effective communication 	<ul style="list-style-type: none"> • Participate in discussions, presentations, performances, role play, improvisations and debates 	
Spelling & Phonics		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> • All letters of the alphabet and the sounds which they most commonly represent • Consonant digraphs which have been taught and the sounds which they represent • Vowel digraphs which have been taught and the sounds which they represent • The process of segmenting spoken words into sounds before choosing graphemes to represent the sounds words with adjacent consonants guidance and rules which have been taught 	<ul style="list-style-type: none"> • To know and apply knowledge of set 1 /2 /3 phonemes and the corresponding graphemes including additional set 3 sounds e.g. ph, wh, and vowel digraphs and trigraphs in spelling words • Use spellings rules taught -e.g. adding a suffix where no change is needed to the root word. See NC English Appendix 1 : Spelling for rules • Compound words are 2 words joined together • Know the grapheme-phoneme correspondences that do and do not fit in with rules • Know and use the Year 2 spelling rules e.g. -le See Year 2 appendix for full list of rules • Contractions • Possessive apostrophe • Homophones and near-homophones 	<p>Year1</p> <ul style="list-style-type: none"> • Division of words into syllables • Segmenting spoken words into phonemes and representing with the correct grapheme • Adding suffixes: s, es, ing, ed, er, no change to root word • Adding the prefix -un • Spelling many common exception words –see year 1 & 2 list • Spell and join 2 words to make compound words • Identify alternative spellings –e.g. grapheme-phoneme correspondences that do not fit in with what has been taught <p>Year 2 –</p> <ul style="list-style-type: none"> • Adding suffixes – est, ment, ness, ful, less, ly • Apply knowledge of spelling rules e.g. contractions, possessive apostrophe

Handwriting		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters Understand which letters belong to which handwriting 'families' (formed in similar ways) and to practise these 	<ul style="list-style-type: none"> Know upper and lower case letters To know letter families within the RWI scheme To know when to use a capital letter 	<ul style="list-style-type: none"> Are able to rearranging words and punctuation to create a question and understand that a question should contain a question word Is able to explain the term 'noun' and 'adjective' Form digits 0-9 Begin to use the precursive and then cursive script as soon as ready
Maths		
<p><u>Termly Focus:</u></p> <p><u>Year 1</u> Place Value Addition and Subtraction</p> <p><u>Year 2</u> Addition and Subtraction (continued from Autumn Term 2 – focus on addition and subtractions of two 2 digit numbers, not exchanging and then exchanging and crossing over the ten. Money Multiplication and Division</p>	<p><u>Key Vocabulary:</u></p> <p>Year 1</p> <ul style="list-style-type: none"> Numbers to 100, place value, digit, integer, symbol, compare, equal to, more, less, greater than, fewer, less than, greatest, smallest, first, second, third, ones, tens, partition, exchange, order, largest, smallest, biggest, least most, multiples Addition, add, more, total, sum, subtraction, minus, take away, altogether, plus, part, whole, digit, difference, equals, facts, problems, missing number problems, 2 digit numbers, inverse. <p>Year 2</p> <ul style="list-style-type: none"> Double, half, twice as many, equal, unequal, share, group, odd, even, multiples, multiple, lots of, repeated addition, groups of, arrays, add, subtract, commutative. Money, coins, notes, pounds, pence, total, altogether, calculate. 	
NC Links	Knowledge	Skills
<p>Year 1 Place Value and Addition and Subtraction</p> <p>Place Value</p> <ul style="list-style-type: none"> Count to and across 100, forwards and backwards, 	<p>Place Value – Knowledge</p> <p>1NPV-1 Count within 100, forwards and backwards, starting with any number.</p> <p>1NPV-2 Reason about the location of numbers to 20 within the</p>	<p>Place Value Skills</p> <p>Step 1 – Count within 20 Step 2 – Understand 10 Step 3 – Understand 11, 12, 13 Step 4 – Understand 14, 15, 16</p>

<p>beginning with 0 or 1, or from any given number</p> <ul style="list-style-type: none"> Count numbers to 100 in numerals; count in multiples of twos, fives and tens <p>Represent</p> <ul style="list-style-type: none"> identify and represent numbers using objects and pictorial representations read and write numbers to 100 in numerals read and write numbers from 1 to 20 in numerals and words <p>Use and Compare</p> <ul style="list-style-type: none"> Give a number, identify one more and one less. <p>Addition and Subtraction Calculations</p> <ul style="list-style-type: none"> Add and subtract one –digit and two-digit numbers to 20, including zero <p>Problems</p> <ul style="list-style-type: none"> Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations., and missing number problems such as $7 = ? - 9$ <p>Year 2 Addition and Subtraction Continued from last term – focus on addition and subtraction of two 2</p>	<p>linear number system, including comparing using $<$ $>$ and $=$</p> <p>Addition and Subtraction</p> <p>1NF – 1 Develop fluency in addition and subtraction facts within 10.</p> <p>1AS – 2 Read, write and interpret equations containing addition, subtraction and equals symbols and relate additive expressions and equations to real –life contexts.</p> <p>Money</p> <p>2AS – 2 Recognise the subtraction structure of difference and answer questions of the form, How many more?</p> <p>2AS – 4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 digit numbers.</p> <p>2MD – 1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 mult. Tables.</p> <p>2MD – 2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor and to division equations (quotitive division)</p>	<p>Step 5 – Understand 17, 18, 19 Step 6 – Understand 20 Step 7 – 1 more and 1 less Step 8 – The number line to 20 Step 9 – Use a number line to 20 Step 10 – Estimate on a number line to 20 Step 11 – Compare numbers to 20 Step 12 – Order numbers to 20</p> <p>Step 2 – Add ones using number bonds Step 6 – Subtract ones using number bonds</p> <p>Step 1 – Add by counting on within 20 Step 6 – Subtract ones using number bonds Step 7 – Subtraction – counting back Step 8 – Subtraction – finding the difference Step 10 – Missing number problems.</p> <p>Money Step 9 – Find change</p> <p>Step 8 – Make a pound Step 9 Find change</p>
---	--	--

digit numbers crossing and exchanging over and from the tens.

Money

- Recognise and use symbols for pounds (£) and pence (p) combine amounts to make a particular value
- Find different combinations of coins that equal the same amounts of money
- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

Multiplication and Division

Recall

- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

Calculations

- Calculate mathematical statements for multiplication and division within the multiplication tables and write

Step 4- Intro the mult. Symbol

Step 5 – Mult sentences

Step 9 – The 2 times table

Step 13 – The 10 times table

Step 15 – The 5 times table

Step 17 – The 5 and 10 times tables.

Step 2 – Make equal groups

Step 7 – Make equal groups – grouping

Step 8 – Make equal groups – sharing

Step 10 – divide by 2

Step 14 – divide by 10

Step 16 – Divide by 5

them using the multiplication (x) division and equals (=) signs.

Problems

- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in context.

Science

Termly Focus: Materials (updated for 25-26)

Identify, name, describe, classify, compare properties

Find out how shapes of solid objects of materials can be changed

Key Vocabulary:

from Science curriculum long term plan)

Vocabulary: materials, wood, metal, plastic, paper, glass , water, stone/rock , clay, brick objects, properties, suitability, stretch, twist, bend, squash, identify, name, describe, sort/classify, compare, _

You will need/ may want to ask parents for donations of:

Lesson 1 and 2 : Variety of different materials / objects made from those materials (wood, metal, plastic, paper, fabric, stone, clay etc)

Lesson 3: Materials to test changing shape: plasticine, elastic bands, stones, foil, sponge, pipe cleaner etc

Lesson 4: Variety of different fabrics for stretchiness investigation – larger square and those to test cut into same sized squares (**you may want to get old swimsuit or leotard to cut up if poss!**)

Lesson 5: **A lot of 1p or ideally 2p coins** for paper bridge investigation

Lesson 6: Variety of materials to make smooth and rough road surfaces for toy cars/ CREST award slidey shoes

NC Links	Knowledge	Skills
<p>Pupils should be taught to:</p> <p>Working scientifically KS1:</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and 	<p>Lesson 1</p> <p>Prior learning Assessment – To assess knowledge and understanding of seasonal change.</p> <p>New learning Materials : Y1 LI: To identify and name a variety of everyday materials</p> <p>Y2 LI: To identify ,name and compare variety of everyday materials</p> <p>Lesson 2 Y1 LI: With some support, to identify, describe and group a variety of materials according to physical properties.</p> <p>Y2 LI: To identify, describe and group a variety of materials according to physical properties.</p>	<p>Lesson 2 Y1: start to observe closely Y2 : observe closely</p> <p>Lesson 3 Y1 WS: Perform simple tests with support. Record simply. Y2 WS: Perform simple tests. Record in charts.</p> <p>Lesson 4 Y1: Perform a simple test with support. Make a prediction. Start to discuss what they found out. Y2: Perform a simple test. Make a prediction. Discuss what they found out.</p>

<p>ideas to suggest answers to questions</p> <ul style="list-style-type: none"> gathering and recording data to help in answering questions. <p>Y1: identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock ☐ describe the simple physical properties of a variety of everyday materials ☐ compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Y2: find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Supplementary objectives</p> <p>Y1: distinguish between an object and the material from which it is made ☐</p> <p>Y2: identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p>	<p>Lesson 3 LI Y1: With support, :To investigate how some materials can change shape and others can't. Y2: To investigate how some materials can change shape and others can't.</p> <p>Lesson 4: Y1 LI: With support, to investigate the stretchiness of different fabrics Y2 LI: To investigate the stretchiness of different fabrics</p> <p>Lessons 5 Y1 LI: With support, to investigate how changing the shape of a material can improve its properties. Y2 LI: To investigate how changing the shape of a material can improve its properties.</p> <p>Lesson 6: Y1: LI: To learn about the inventor John McAdam. With support, to find out how different materials can change the friction of a surface. Y2: LI: To learn about the inventor John McAdam. To find out how different materials can change the friction of a surface.</p>	<p>Lesson 5 .Y1: Perform simple test with support. Start to discuss what they have found out. Y2: Perform simple test. Discuss what they have found out.</p> <p>Lesson 6: Y1: Perform simple tests with support. Y2: Perform simple tests with support.</p>
--	--	---

History		
<p>Termly Focus:</p> <p>The Great Fire of London</p>	<p>Key Vocabulary:</p> <p>Significant, continuity and change, cause and consequence, similarity and difference, Parliament, Royal Court, timeline, Order (chronological order), more recent, longer ago, between, years, century, great plague, Wooden walls, Wattle and daub, Thatched roofs, Candles, Burned, Spread, Started, Caused, Leather buckets, Fire hooks, Water squirters, Fire breaks, Gunpowder, Volunteers, Explosion, fire engines, Hoses, Air cylinders, Ladders, Samuel Peyps, Thomas Farrier, King Charles II, Fields, Refugees, Escape, Rescue, Sir Christopher Wrenn, Monument.</p>	
NC Links	Knowledge	Skills
<p>Events beyond living memory that are significant nationally or globally and reveal aspects of change in national life. Fire of London</p> <p>Significant historical events, people and places in their own locality. Fire of Olney</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Change to the fire service after GFoL</p> <p>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>To know that:</p> <p>The fire started on 2nd September 1666 and burned for 3 days.</p> <p>That the fire is thought to have started in Pudding Lane, London.</p> <p>To name other landmarks in London (including River Thames, Tower of London, St Paul’s Cathedral, the city wall) and be able to discuss how they were affected by, or altered, the course of the fire.</p> <p>To name key people alive in 1666 (including Thomas Farriner, King Charles II, Samuel Pepys) and what part they played in the events.</p> <p>Lesson 1 : To know why the Great Fire of London was important</p> <p>Lesson 2: To place events in the correct order on a timeline</p> <p>Lesson 3: To explain how the fire started and why it kept burning</p> <p>Lesson 4: To explain how the fire was stopped</p> <p>Lesson 5: To investigate and interpret the past from different sources (e.g. Samuel Pepys)</p>	<ul style="list-style-type: none"> • Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. • Use a wide vocabulary of everyday historical terms. • Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • discuss how the fire could have started and what factors made it spread. • Discuss the effects of the fire on the City of London and the impact it had on the people who lived and worked there. • To compare and contrast London before and after the fire. • Discuss the development of firefighting because of the fire.

Lesson 6: To review what we know about the Great Fire of London

- Compare and learn about local history: the Great Fire of Olney.

Music		
<p>Termly Focus: Different Musical Genres. Listening and Composition Pitch https://www.youtube.com/watch?v=qOAO7dSuuFs (for DK to watch)</p>		<p>Key Vocabulary: Classical, jazz, hip hop, folk, style, pitch, high, low, beat, pulse, tempo, instruments, vocals, round,</p>
NC Links	Knowledge	Skills
<p><u>EYFS</u></p> <ul style="list-style-type: none"> To learn about music from another culture, To respond to music with movement Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. ELG: Being imaginative and expressive: Perform songs, rhymes, poems and stories with others, and try to move in time with music. <p><u>KS1</u></p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Introduction - https://www.youtube.com/watch?v=7uxF9CsxW88&t=6s</p> <p>Listening Jazz Classical Hip Hop Folk/Nursery rhymes Musical Theatre/Opera Electronic</p> <p>Singing Scooby Doo Song London's Burning Home on the Range London Bridge is falling down</p> <p>Composing Composition around nursery rhymes Composition around rhythm patterns</p> <p>Musicianship The Beanbag Song Changing pitch - Solfa (BBC Bitesize)</p>	<p><u>EYFS</u></p> <ul style="list-style-type: none"> To be able to sing along with a variety of simple songs. To be able to explore a range of tuned and untuned instruments To be able to start and stop with a group To explore sounds and recognise differences in sounds (high/low) To begin to be able to use language such as fast/slow, high/low loud/quiet, long/short when describing different pieces of music <p><u>Year 1</u></p> <ul style="list-style-type: none"> To begin to develop control of their voices To create and choose sounds To begin to listen to each other To identify and organise sounds using simple criteria e.g. loud, soft, high low. To be able to use language such as fast/slow, high/low loud/quiet, long/short when describing different pieces of music. <p><u>Year 2</u></p> <ul style="list-style-type: none"> Begin to sing in 2 parts (e.g.in a round) To create and choose sounds for a specific effect To listen to each other

- | | | |
|--|--|---|
| | | <ul style="list-style-type: none">• To begin to explore, choose and order sounds using the inter-related dimensions of music• To use musical language such as tempo, pitch, dynamics and duration to describe different pieces of music. |
|--|--|---|

Computing

Termly Focus:

Purple Mash Computing Scheme: Mixed Age Planning Information.
Year 1 / 2 (Cycle B) Refreshed Computing Scheme.

Data Explorers 1 (6 Lessons) Lesson 3 - 6.

This unit introduces children to using software tools to group and sort recognisable objects. Children will develop their understanding of how this relates to organising and interpreting data. By the end of the unit, children have the opportunity to collect simple data and present it in a pictogram.

Questioning 2 (4 lessons)

In this unit children will explore how to ask questions to collect useful information. They will learn to organise data using tally charts, pictograms and simple branching databases to help sort and identify objects.

Key Vocabulary:

Data Explorers

Data, pictogram

Questioning:

Data, Primary Data, Pictogram, Tally Chart, search engine, search bar, key words

NC Links	Knowledge	Skills
<p>English National Curriculum Objectives (Key Stage 1)</p> <ul style="list-style-type: none"> Understand what algorithms are: how they are implemented as programs on digital devices: and that programs execute by following precise and unambiguous instructions. <p>Strand: Computer science. Units: Coding and Route Explorers</p> <ul style="list-style-type: none"> Create and debug simple programs <p>Strand: Computer science. Units: Coding</p> <ul style="list-style-type: none"> Use logical reasoning to predict the behaviour of simple programs. <p>Strand: Computer science. Units: Coding</p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. <p>Strand: Information Technology</p>	<p>Data Explorers (Year 1) Lesson 4,5 and 6.</p> <ul style="list-style-type: none"> I can explore how grouping and sorting items allows collection of data. I understand how collecting data can help to answer questions. <p>Questioning (Year 2) 4 Lessons</p> <ul style="list-style-type: none"> I can explain how a branching database uses yes or no style questions in a step by step order. I can follow yes or no questions in a branching database to identify an object. I can use 2Question to navigate a digital branching database. 	<p>Data Explorers:</p> <p>Lesson 4</p> <ul style="list-style-type: none"> I can explore how grouping and sorting items allows collection of data. I understand how collecting data can help to answer questions. <p>Lesson 5</p> <ul style="list-style-type: none"> I can create a pictogram using data from the class. I can answer questions by looking at a pictogram. <p>Lesson 6</p> <ul style="list-style-type: none"> I can collect data from an experiment. I can create a pictogram to show the data. <p>Questioning:</p> <p>Lesson 1</p> <ul style="list-style-type: none"> I understand what data is and the way it can be stored and presented. I can explain how questions are asked to gather data. I can contribute towards a set of data to help answer a

<p>Units: Introduction to PM, Creative Computing, Data Explorers, Animated Stories, Making Beats.</p> <ul style="list-style-type: none">• Recognise common uses of information technology beyond school. <p>Strand: Digital Literacy.</p> <p>Unit: Technology Around Us</p> <ul style="list-style-type: none">• Use technology safely and respectfully, keeping personal information private: identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. <ul style="list-style-type: none">• Strand: Digital Literacy <p>Units: Use of 2Be Safe Scheme, All Units</p>		<p>question.</p> <p>Lesson 2</p> <ul style="list-style-type: none">• I can create a clear question to collect data.• I can independently record responses in a tally chart.• I can present my data digitally. <p>Lesson 3</p> <ul style="list-style-type: none">• I understand that ‘Yes’ or ‘No’ questions are closed questions that have one answer.• I can use ‘Yes’ or ‘No’ questions to help me narrow down a choice.• I understand that ‘yes’ or ‘No’ questions can be used to help sort items into two groups. <p>Lesson 4</p> <ul style="list-style-type: none">• I can explain how a branching database uses yes or no style questions in a step-by-step order.• I can follow yes or no questions in a branching database to identify an object.• I can use 2Question to navigate a digital branching database.
--	--	---

RE		
<p>Termly Focus: How do people know how to behave?</p> <p>World view: Judaism</p> <p>Strand: Reality and Truth</p> <p>Focus on 10 commandments and Jewish food laws; also look at different days of rest in different religions. Introduce the Golden Rule</p> <p>There are a lot of shared ideas about the rules that are followed. The Golden rule is shared by many different groups of people. A person's worldview will affect what they think is right or wrong. The ten commandments may apply to many different people in different ways.</p> <p>Links to British Values – democracy and the rule of law.</p> <p>Resources</p> <p>Ten Commandments list www.bbc.co.uk/learningzone/clips/486.html</p> <p>Judaism at Home www.bbc.co.uk/learningzone/clips/6597.html</p> <p>Meet a Jewish Family www.bbc.co.uk/learningzone/clips/7469.html</p> <p>https://www.bbc.co.uk/bitesize/clips/z372n39</p> <p>Kashrut Doing Good and Helping Others www.wjr.org.uk</p> <p>Doing good in the world could be a way of showing a commitment to God</p> <p>www.bbc.co.uk/learningzone/clips/485.html https://www.bbc.co.uk/teach/school-radio/assemblies-ks1-ks2-moses-10-tencommandments-vlog-1/zjqbf82</p> <p>Poster showing the Golden Rule in different traditions.</p> <p>Jewish Museum of London website (https://jewishmuseum.org.uk/schools/) has many good resources covering a wide range of topics on Judaism.</p>	<p>Background information for teachers:</p> <p>The Ten Commandments found in Exodus 20 of the Hebrew Bible and the Christian Old Testament are the foundation of the many of the laws of Britain and other countries around the world. They can be broken into two groups – the first four are about relationship with God (worshipping him only, not making idols and not blaspheming and about keeping the sabbath day); the last five set out rules governing people's relationships with each other (not killing, coveting, lying, being unfaithful or stealing). The fifth commandment straddles these two areas, asking for parents to be honoured, but promising a long life in the land if it is obeyed. Most people, of whatever religion or worldview accept most of the last five, as following the Golden Rule would not be at odds with these commands. Although it is not always expressed the same way, the rule to treat others as you would be treated exists in the teachings of all the major religious traditions and is of high priority to Humanists too. In Judaism this is often expressed as 'What is hateful to you, do not do to your neighbour' (Hillel, Talmud Shabbat 31a) and for Christians it is often summed up as 'Do to others as you would have them do to you' Matthew 7:12 or 'Love your neighbour as yourself' (Luke 10:27). For many Jewish people, including many who are non-religious or secular, the most pervasive laws are those concerning food. Called Laws of Kashrut many of these come directly from the Torah, though throughout the centuries these have been interpreted by rabbis and commentators. These laws discuss how to prepare food, food which is considered fit for purpose (Kosher), food which is not considered fit for purpose (Traife), and foods which may not be consumed together (such as milk and meat). As a unit focusing on philosophy, there needs to be consideration of the reasons why people need laws and an evaluation of the value of the rules that pupils encounter.</p>	
NC Links/ OD Sc	Knowledge	Skills
<p>National Statement of Entitlement (NSE) a,b,e,h, j, k</p> <p>Prior learning: Shabbat is a weekly celebration for most Jewish people. Jewish believe that there is a single God who not</p>	<p>Engage:</p> <p>Ask pupils to consider what the rules are within their school and why these are important. Ask them to think about how they know what the rules are? Consider and discuss who makes the rules, whether all the rules are equally important and whether everyone has the same rules. Ask them to consider whether teachers and pupils all follow the same rules, and if not, why. Consider the rules that people have at home. Pick one possible rule,</p>	

only created the universe, but with whom every Jew can have an individual and personal relationship. In Jewish tradition Abraham became identified as the 'first Jew'. Shema Yisrael, or the Shema, is the central affirmation of Judaism. Many Jewish people uphold Jewish traditions but wouldn't themselves worship either in synagogue or at home.

Building Blocks: There are a lot of shared ideas about the rules that are followed. The Golden rule is shared by many different groups of people. A person's worldview will affect what they think is right or wrong. Rules come from different sources and can be applied in different ways. The ten commandments may apply to many different people in different ways.

Outcomes:

- I can say why we have rules in our school.
- I can talk about an agreement Jewish people make with God and say how obedience is important to some people. I can start to explain the significance of one thing Jewish people do and say how it shows their special relationship with God.
- I can start to explain how Jewish people know how to behave and why the 10 commandments and food laws are important.
- I can talk about the sources different people use as a basis for the rules that they follow.

maybe about bedtime or food (e.g., snacks between meals, or clearing your plate) and find out how many people have the same rule. Consider how the golden rule might link with the school's vision. Imagine a place where there are no rules. What would it be like? Would you like to live there?

Enquire and Explore:

Present the pupils with a child friendly version of the Ten Commandments for them to read and perhaps rank. This could be done as a class activity together on the board. Begin with the five that apply to most people. Where do the pupils think these rules come from? Discuss whether everyone agrees with all of them. Gradually introduce some more of the commandments, leaving the most religious and most Jewish to last. Discuss why these laws are important and how they encourage Jewish people to behave. Do the pupils think these are good laws? What would the world be like if everyone followed these rules? Now where do the pupils think these ideas come from? Does that change how people might feel about them? Then introduce the story of Moses and the giving of the commandments on Mount Sinai in Exodus 20. Establish that these are the laws that most Jewish people say God gave to Moses. Talk about what following these rules might mean for Jewish people today. Are any of them easy to follow? Which of them might be difficult? If pupils have already covered the unit on Shabbat, they will have begun to explore some of these ideas. Discuss who makes the laws. Does that make a difference to who obeys them? Begin to discuss whether Christians and Jewish people have the same laws and look at the two summaries (as given in the background information). Are these enough laws? Would they work in school? Find out about some of the other laws that many Jewish people follow, such as the food laws. Discuss the foods we eat and why we eat them. Some are healthy. Do some people have different rules about food? Are some Vegans or vegetarians? Discuss Kashrut Rules and how they encourage Jewish children to behave. Give this section as much detail as you feel appropriate for your pupils. Remember that this is a philosophical unit, and the focus is on helping the pupils to identify the reasons and the reasoning behind rules. They are beginning to learn about right and wrong (morality and ethics) as well as about truth and reality. Revisit what has been learned about Shabbat. Discuss what a day of rest is and find out that historically in this country everything was shut on a Sunday – no shops were open, pubs and restaurants were not open for very long hours. Where do pupils think that law came from? Was it a good law? Consider what it means that it has changed. Why has it changed?

Evaluate:

Talk about the difference between 'Do not...' rules and 'Do...' rules. Which do the pupils think are more effective? Give them some examples of the same laws expressed differently. E.g., keep to the paths or don't go on the grass; rest or do not work; walk in the corridors or do not run in the corridors. Are there times when it matters? E.g., No smoking. Consider the fact that different rules apply in different places. Discuss whether all rules are equally important or whether it matters who has made the rules.

Reflect and communicate:

Consider how the 10 commandments help Jewish people to keep the Golden Rule 'Do unto others as you would have them do unto you.' Reflect on the Golden rule in terms of the school's vision. Discuss where pupils go to get advice on how to behave and begin to ask questions about what happens when rules are not followed, and people don't behave well.

Assessment Opportunities:

Pupils can ask questions about the rules and show that they know that rules may be linked to religious or other beliefs. Pupils begin to talk about what makes a good rule. Pupils demonstrate that they understand that there may be different rules in different places

PSHER

Termly Focus:

Belonging to a community

Belonging to a group; roles and responsibilities; being the same different in the community; roles in the community; keeping safe in the community (fire/water safety) School resolutions

Possible Visit from Canal Trust (each school to book suitable date)[School and Group Visits | Canal & River Trust](#)

Possible Visit from local fire station(linked to history lesson/plan)

Possible Visit from Local community police officers

Rail safety lesson/assembly

<https://www.childrensmentalhealthweek.org.uk/> 9th 16th February

The theme for this years mental health week is “This is my place” and the aim is to support the systems around young people to help them feel they belong

Key Vocabulary:

Community; law; emergency; canal; rules; strengths; role; job; profession; contribute; Resolution S.A.F. (stay away from the edge)

Rail safety

NC Links/Topic

L1 about what rules are, why they are needed and why different rules are needed for different situations.

H29 to recognise risk in simple everyday situations and what actions to take to minimise harm

H30 about how to keep safe at home (including around electrical appliances) and fire sfaety (eg not playing with matches and lighters)

H33 about the people whose job it is to help keep us safe

H35 about what to do if there is an accident and someone is hurt

H36 how to get help in a n emergency (how to dial 999 and what to say

Knowledge

- how rules and restrictions keep them safe (eg basic road/fire water safety)
- understand we need rules in our schools/communities to keep us safe(link to British values)
- about a range of different jobs, including those done by people they know or people who work in the community
- how people have different strengths and interests that enable them to do different jobs

Skills

- Children know the safety rules when near canals/water and can explain them. They know the meaning of S.A.F.E (Stay.Away.From the.Edge0
- Children know the basic safety rules around fire and know what to do in the event of a fire
- Children can role play how to make an emergency call
- Children are able to review school rules and explain any additions and adaptations to these rules
- Children can describe and explain why we have rules in the wider community eg not dropping litter,road safety etc

L4 about the different groups they belong to

L5 about the different roles and responsibilities people have in their community

L14 that everyone has different strengths

L15 that jobs help people to earn money to pay for things

L16 different jobs that people they know or people who work in the community do

L17 about some of the strengths and interests someone might need to do different jobs

- They have an understanding of what some jobs in their communities might be eg school cleaner, head teacher , governors and the wider community eg local police community officer

DT

Termly Focus:

Construction skills

Please collect boxes, cardboard etc to use in this project

The children will work in pairs to build a Tudor building that can be used as part of a small world landscape of a Tudor street, to support the learning of the Great Fire of London. The buildings will need to be free standing and stable enough for use in CP as a themed small world environment. The buildings will need to feature real openings such as windows and doors that are to scale with the small world people available and feature historical detail such as an overhanging upper story and high pitched roof.

Key Vocabulary:

cut, fold, join, fix
 structure, wall, tower, framework,
 weak, strong, base, top, underneath, side, edge, surface, thinner, thicker,
 corner, point, straight, curved
 metal, wood, plastic
 circle, triangle, square, rectangle, cuboid, cube, cylinder
 design, make, evaluate, user, purpose, ideas, design criteria, product,
 function

NC Links	Knowledge	Skills
<p>To master practical skills</p> <p>To select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing.</p> <p>To use construction materials according to their characteristics.</p> <p>To build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>EYFS:</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function Share their creations, explaining the process they have used <p>KS1:</p> <ul style="list-style-type: none"> Children will use a design criterion to inform their design Children will build a functional, appealing product that is fit for purpose Children will generate, develop, model and communicate their ideas to others. 	<p>EYFS</p> <ul style="list-style-type: none"> To join different materials using tape and glue To work cooperatively sharing resources To talk about their construction <p>KS1</p> <ul style="list-style-type: none"> Know how to make freestanding structures stronger, stiffer and more stable. Know and use technical vocabulary relevant to the project <p>YR1</p> <ul style="list-style-type: none"> Select and use simple tools and equipment to perform a job; marking out, cutting, joining and finishing- cut, shape and join paper and card. Select from a range of materials according to their characteristics to create a Tudor building.

YR2

- Plan by suggesting what to do next.
- Select and use tools, equipment, skills and techniques to perform practical tasks, explaining their choices.
- Select new and materials, components, reclaimed materials and construction kits to build and create their products.
- Use simple finishing techniques suitable for the products they are creating

Spring Term 1 & 2		PE	
<p>Termly Focus: Gymnastics Indoor Fitness Net/Wall Games Dance Walk on the Wild side Values Focus – Resilience & Fair Play</p>		<p>Key Vocabulary: Travel, Shape, Balance, Roll, Jump plus specific names of the basic skill for these actions Heart rate, Lungs, Exercise, Muscles, Core Catch, Throw, Underarm, Bounce, Strike, Hand Hit, Track, Target Fall, Stillness, Turn, Beat, Emotion, Facial Expression, Create, Rhythm, Gesture, Mirror, Sequence</p>	
NC Links/Topic	Knowledge	Skills	
<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <ul style="list-style-type: none"> Has mastered basic movements including running, jumping, throwing and catching Has developed balance, agility and co-ordination, and is beginning to apply these in a range of activities Can participate in team games and is developing simple tactics for attacking and defending. Can perform dances using simple movement patterns 	<p>Develop both declarative (Know) and procedural (Show) knowledge and how to develop and progress skills (Grow)</p> <p>All lessons Understand the importance of a warm-up Describe how the body feels before, during and after exercise Know the importance of stretching and staying hydrated To move safely about the space Understand what is meant by spatial awareness Know how to adapt learning to make tasks harder or easier using STTEP principles</p> <p>Gymnastics – Superhero Themed Know and Show: - How to perform the 3 basic shapes of straight, star and tuck How to land a jump safely in chair position How to travel into and out of shapes and balances using rolls, jumps and bunny hops How to balance on large and small body parts Link 3 or 4 moves together and create a sequence on the low & higher apparatus How to warm the body up for gym How to safely use mats, benches and apparatus</p>	<p>Year 1</p> <ul style="list-style-type: none"> To perform the 3 basic shapes of straight, star and tuck with control, when performing different actions Show control when travelling and balancing on different body parts Copy and repeat skills when performing the basic actions of travelling, shape, balance, jumps and rolling Transfer weight from hands to feet when moving across the floor Choose and link ‘Like’ actions e.g. 2 shapes, 2 balances Remember, describe and repeat these actions To use correct vocabulary for various basic skills and actions Can maintain exercise for 4 minutes. <p>Year 2</p> <ul style="list-style-type: none"> Perform a tuck jump with control Perform rolls that move in a circular motion To transfer weight from hands to feet along a bench Plan and repeat simple sequences showing control and coordination Choose and link 4 different skills on low 	

	<p>Indoor Fitness Know and Show: - know what job heart, lungs and muscles do to help me be active Give reasons why warming up before an activity is important know and describe the effects of exercise and why physical activity is good for their health – know how to improve stamina</p> <p>Physical Literacy – Net/Wall Games – Toy Story Themed Know and Show: - How to perform basic underarm, rolling and hitting skills; sometimes use overarm skills How to intercept, retrieve and stop a beanbag and a medium- sized ball with some consistency Catch a beanbag and a medium- sized ball Be able to track balls and other equipment sent to them, moving in line with the ball to collect it Throw and hit a ball in a variety of ways Decide where to stand to make it difficult for their opponent Apply these skills in a variety of simple games Describe what they and others are doing Describe how their body feels during game</p>	<p>apparatus</p> <ul style="list-style-type: none"> • Describe and improve another pupil’s actions • Can maintain exercise for 5 minutes <p>Year 1 & 2</p> <ul style="list-style-type: none"> • Perform and select fundamental movement skills that help to increase heart and breathing rate e.g. running, jumping, skipping, hopping, sidestepping and galloping • Perform basic rope skills to help improve cardio • Name muscles that are being used in an exercise e.g. leg/arm muscles, heart • Perform exercise to music and copy a partner’s action • Perform core exercises safely and with control <p>Year 1</p> <ul style="list-style-type: none"> • To control & send a bean bag and progress on to sending & receiving a rolling ball • To bounce a ball to a moving target • To devise a game to practice bouncing/aiming • To be able to catch a moving ball • To be able to “hand hit” the ball to my partner off a tee • To be able to control a ball with a racket (not hitting) • To move safely in space • To cooperate with a partner • To follow rules to play a game <p>Year 2</p> <ul style="list-style-type: none"> • To be able to control the ball whilst moving • To bounce a ball into space and then move quickly to track/catch a bouncing ball • To be able to “hand hit” a moving ball towards partner
--	---	--

Dance – Walk on the Wild Side

Know and Show: -

Movements can be sequenced to create a dance.
Different levels and directions within a space.
When dancing with a partner it is important to be aware of each other and keep time
That you can use different parts of your body for dance sequences
That changing rhythm and speed can enhance a dance performance and how the choreography looks.
How to communicate mood and feeling based on stimuli
How to vary movement (including pace) in response to music
How to begin and end a dance routine
To use the correct terminology for body parts involved in dance routines.

- To be able to control a moving ball with a racket (along floor) and progress to in the air
- To challenge yourself to improve your tennis skills
- To compete fairly in games

Year 1

- Respond to the stimulus of animals by performing basic body actions with control using different parts of the body
- Show some change of (levels, direction...), (gesture) and rhythmic (moving in time with music)
- Mirror a partner’s actions
- Choose movements for different dance ideas & can remember and repeat simple dances
- Describe what happens to their heartbeat after dance & also describe the basic body actions

Year 2

- To use gesture to respond to the stimulus
- To remember and repeat a short motif of 4 actions
- To be able to describe a partner’s movement and say which animal they are moving as
- To lead a partner and remember a phrase of movement
- Describe the mood & feelings of dance. Know why it is important to be active & suggest ways they can improve their work.