

Subject	Disciplinary Knowledge (Quigley/NC objective/milestone)	Substantive knowledge
<p><u>History</u></p>	<ul style="list-style-type: none"> • Significant historical events • Significant individuals in the past • People and places in their own locality • Events beyond living memory that are significant nationally or globally <p><u>Investigate and interpret the past</u></p> <ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past • Identify some of the different ways the past has been represented. <p><u>Build an overview of world history:</u></p> <ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. <p><u>Understand chronology:</u></p> <ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label timelines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. <p><u>Communicate historically</u></p> <ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 	<p><u>Build on prior learning about family trees and the story of the dragon at the Bishops Palace.</u></p> <p>History Driver - Use of artefacts to tell us about the past. A focus on London.</p> <ul style="list-style-type: none"> • To know that the local area and London is different to the way it used to be a long time ago. • To make connections between materials and the age of the building. • To know that the present is different from the past. • To know that the present is a continuation from the past. • To know that most things change over time. • To be able to organise artefacts by age. • To be able to ask and answer questions about the past. • To use common words or phrases related to the passing of time. • To know that stories can tell us about the past. <ul style="list-style-type: none"> • To know the Great Fire of London started on Pudding Lane in 1666 (chronology). • The Great Fire of London started in a bakery owned by Thomas Farriner(legacy). • To know the way the fire was fought is different from modern day fire fighting (everyday life). <ul style="list-style-type: none"> • To know Queen Victoria was a British monarch who reigned for 63 years (hierarchy and power). • To know Queen Victoria ruled a huge empire that spread across the world (invasion and settlement). • To know that Queen Victoria saw many changes in society such as schools and railways (legacy).
<p><u>Science</u></p> <p><i>Physics</i></p> <p>-</p> <p><i>non-sta</i></p>	<p><u>Work Scientifically:</u></p> <ul style="list-style-type: none"> • Ask simple questions. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. 	<p><u>Building on Understanding the World: The Natural World (Let Us Grow - Life Cycles and growing)</u></p> <ul style="list-style-type: none"> • To be able to explore and compare the differences between things that are living, that are dead and that

	<p>Explore different methods and materials as ideas develop.</p> <p><u>Master techniques</u> Sculpture:</p> <ul style="list-style-type: none"> • Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving. <p><u>Take inspiration from the greats</u> Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces.</p>	<p>themselves.</p> <ul style="list-style-type: none"> • To know about key malleable material artists • To know how to manipulate a range of malleable materials such as paper, straws, paper, card and clay in a variety of ways including rolling and kneading malleable materials for a purpose, e.g. pot, tile • To know how to include details such as lines or/and textures. • To use techniques such as rolling, cutting, moulding and carving. • To know how to join malleable materials together. • To know how to make rubbings to collect textures and patterns.
<p><u>DT</u></p>	<p><u>Master Practical Skills</u> Materials</p> <p><u>Design, make, evaluate and improve</u></p> <p>Make products, refining the design as work progresses.</p> <p>Evaluate ideas and products against design criteria.</p> <p><u>Take inspiration from design throughout history</u></p> <p>Explore objects and designs to identify likes and dislikes of the designs.</p>	<p><u>Building on Expressive Arts and Design - Creating with Materials</u> <u>Link with the Art Driver</u> <u>Materials</u></p> <ul style="list-style-type: none"> • To know how to use tools safely. • To know how to begin to use a ruler to mark out to the nearest cm. • To know how to be able to tear, cut, fold and curl materials. • To know how to begin to use joining techniques such as glueing, hinges or combining materials.
<p><u>PSHE</u></p>	<p><u>Relationships:</u></p> <p><u>Y1 How does our behaviour affect others?</u></p> <p>Understand that they are safe in their class. Identify helpful behaviours to make the class a safe place.</p> <p><u>Y2 What makes a good friend?</u></p> <p>Show good listening skills. Be able to work co-operatively. Recognise the feeling of being worried. Recognise own feelings and know when and where to get help.</p>	<p><u>Building on Personal, Social and Emotional Development - Managing Self and Building Relationships</u></p> <ul style="list-style-type: none"> • To know their responsibilities within their classroom, • To know that their choices have consequences. • To know about rewards and consequences and that these stem from the choices they make. <ul style="list-style-type: none"> • To know that it is important to listen to other people. • To know how to be a good friend. • To know how to make friends. • To know what causes arguments.

	<p><u>Living in the Wider World</u></p> <p><u>Y1 What are rules?</u> Understand they have choices. Understand they are special. Identify what it's like to feel proud of an achievement. Recognise feelings associated with positive and negative consequences.</p> <p><u>Health and Wellbeing</u></p> <p><u>Y1 How do rules and age restrictions keep us safe?</u></p> <p>Keeping themselves safe. Recognise when they feel frightened and know how to ask for help.</p>	<ul style="list-style-type: none"> • To know ways to resolve conflicts in friendships. • To understand what a rule is and why they are important. • To know about examples of different rules in different situations e.g. at home, at school, at a club. • To know how we can look after the environment e.g. recycling. • To understand that all people are different and may have different needs. • To know what a rule is and how they keep us safe. • To know why some things have age restrictions. • To know basic rules for keeping themselves safe. • To know who to tell if they see something worrying online.
<p><u>RE</u></p>	<p><u>Understand beliefs and teachings</u></p> <ul style="list-style-type: none"> • Describe some of the teachings of a religion. • Describe some of the main festivals or celebrations of a religion. <p><u>Understand practices and lifestyles</u></p> <ul style="list-style-type: none"> • Recognise, name and describe some religious artefacts, places and practices. <p><u>Understand how beliefs are conveyed</u></p> <ul style="list-style-type: none"> • Name some religious symbols. • Explain the meaning of some religious symbols. <p><u>Reflect</u></p> <ul style="list-style-type: none"> • Identify the things that are important in their own lives and compare these to religious beliefs. • Relate emotions to some of the experiences of religious figures studied. • Ask questions about puzzling aspects of life. 	<p><u>Building upon Understanding the World - People, Culture and Communities - AMV Units 2 and 6</u></p> <p>Year 1 Unit 2: What do Christians believe about Jesus? (incarnation) Link with Christmas.</p> <ul style="list-style-type: none"> • To be able to ask and answer questions relating to the birth of Jesus. • To know that the Christian Holy Book is called the Bible and is split into two parts. • To know that Christians use the Bible to find out what Jesus is like and how he would like people to live. • To know that Advent is the time before Christmas. • To know key Bible stories associated with the birth of Jesus. • To know the order of the key events in the Biblical narrative.

	<p>Understand values</p> <ul style="list-style-type: none"> • Identify how they have to make their own choices in life. • Explain how actions affect others. • Show an understanding of the term 'morals'. 	
<p><u>Music</u></p>	<p>Perform Understanding that music is created to be performed.</p> <p>Compose Appreciating that music is created through a process which has a number of techniques.</p> <p>Transcribe Understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p> <p>Describe Appreciating the features and effectiveness of musical elements.</p>	<p><u>Building Upon Expressive Arts and Design - Being Imaginative and Expressive.</u></p> <ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Imitate changes in pitch. • Clap rhythms. • Create short, musical patterns. <p>Active Music - Singing Games</p> <ul style="list-style-type: none"> • To learn and take part in new singing games. • To sing with a sense of shape of the melody. • To follow musical instructions from cue words. • To follow cue word actions. • To memorise a sequence of actions and perform them to a steady pulse. • To walk to a steady pulse in a well-formed circle and in a conga-line. • To choose partners and dance with them within a musical time frame. • To follow cue word actions, move and choose partners within a musical time frame. • To follow cue word actions, listen to instructions and move to a musical time frame. • To think up actions and memorise sequences of actions. <ul style="list-style-type: none"> • To tap knees to a steady pulse to accompany singing. • To clap hands to a steady pulse with a partner while singing and to move within a musical time frame. • To jump to a steady pulse. • To jump to the rhythm of the words. • To move within a musical time frame. • To clap and jump to the pulse while chanting. • To clap and stamp to the pulse while singing.

<u>Computing</u>	<p>Y1 Computing systems and networks – Technology around us</p> <p>Y2 Computing systems and networks – IT around us</p> <p>Technology around us To recognise and understand Information Technology beyond school.</p>	<ul style="list-style-type: none"> -To identify technology -To identify a computer and its main parts -To use a mouse in different ways -To use a keyboard to type on a computer -To use the keyboard to edit text -To create rules for using technology responsibly <ul style="list-style-type: none"> -To recognise the uses and features of information technology -To identify the uses of information technology in the school -To identify information technology beyond school -To explain how information technology helps us -To explain how to use information technology safely -To recognise that choices are made when using information technology
PE	<p>Invasion and team games</p> <p>Dance</p>	<p><u>Building upon Physical Development - Gross Motor Skills</u></p> <ul style="list-style-type: none"> ● <i>Use the terms 'opponent' and 'team-mate'.</i> ● <i>Use rolling, hitting, running, jumping, catching and kicking skills in combination.</i> ● <i>Develop tactics.</i> ● <i>Lead others when appropriate.</i> <ul style="list-style-type: none"> ● <i>Copy and remember moves and positions.</i> ● <i>Move with careful control and coordination.</i> ● <i>Link two or more actions to perform a sequence.</i> ● <i>Choose movements to communicate a mood, feeling or idea.</i> ● <i>Copy and remember actions.</i> ● <i>Move with some control and awareness of space.</i> ● <i>Link two or more actions to make a sequence.</i> ● <i>Show contrasts (such as small/tall, straight/curved and wide/narrow).</i> ● <i>Travel by rolling forwards, backwards and sideways.</i> ● <i>Hold a position whilst balancing on different points of the body.</i> ● <i>Climb safely on equipment.</i> ● <i>Stretch and curl to develop flexibility.</i> ● <i>Jump in a variety of ways and land with increasing control and balance.</i>

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<u>History</u>	<p>Investigate and interpret the past Ask questions such as: What was it like for people? What happened? How long ago?</p> <ul style="list-style-type: none"> • Use artefacts, pictures, stories, online sources and databases to find out about the past. <p>Understand Chronology Place events and artefacts in order on a time line. Use dates where appropriate.</p> <p>Communicate historically Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace</p>	<p><u>Build on prior knowledge from the Great Fire of London</u></p> <ul style="list-style-type: none"> • To know the history behind Angkor Wat. • To know when Angkor Wat was built and by whom. • To know that Cambodia used to have a royal family. • To know why Angkor Wat was built.
<u>Science</u> <i>Physics</i> - <i>non-sta</i> <i>tutory</i> <i>Electric</i> <i>ity</i> <i>Sound</i> <i>Light</i> <i>Forces</i>	<p>Work Scientifically:</p> <ul style="list-style-type: none"> • Ask simple questions. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions. <p>Physics - understand the Earth's movement in space</p>	<p><u>Building on Knowledge from Understanding the World - The Natural World</u></p> <ul style="list-style-type: none"> • To know and observe changes across the four seasons. • To know the weather associated with the seasons and how day length varies. • To observe weather patterns using a weather station • To gather and interpret weather data
<u>Geography</u>	<p><u>Investigate Places:</u></p> <p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p> <p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p><u>Investigate Patterns:</u></p>	<p><u>Build upon knowledge learnt from Long, Long Ago - London and Yr R 'Location, Location, Location' - Australia</u></p> <ul style="list-style-type: none"> • To know the names and locations of the world's seven continents and 5 oceans. • To know the geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country (locate on a map). <u>Cambodia and Somerset</u> • To know how to use a map to identify the United Kingdom and its countries. • To know how to locate Cambodia, Somerset and any other countries/continents studied on a map.

	<p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Communicate geographically:</p> <p>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</p>	<ul style="list-style-type: none"> • To know how weather patterns change in the United Kingdom. • To know the locations of hot and cold areas of the World in relation to the Equator and the North and South Pole. • To know how to use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. key human features, including: city, town, village, factory, farm, house, office and shop in Cambodia and Somerset. • To know compass directions and locational language to describe the location of features on a map. • To use simple fieldwork skills to find out about local area e.g. note taking, videoing, taking photos, data collection, sketches, observations, and labelled maps and photos of roads, parks, nature spots, rivers, shops and buildings • To know key facts about Somerset and Cambodia.
<p><u>Art</u></p>	<p>Develop ideas Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop.</p> <p>Master techniques Painting and Digital Media</p> <p>Take inspiration from the greats Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop.</p>	<p><u>Building on Expressive Arts and Design - Creating with Materials - Dr Bronwyn Bancroft</u> <u>Experiment with paint media using a range of tools to create patterns.</u> <u>Painting:</u></p> <ul style="list-style-type: none"> • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels. • Use poster paint to create pieces of art. • To know why different brush sizes should be used for different purposes. • To know the names of the primary and secondary colours. • To know how to mix paint to create all the secondary colours. • To know the effect white and black has on colours. • To know the artist Jasper Johns and his piece of art 'Alphabet'. • To know which tools can be used to create different textures, lines, tones, colours and shapes.

		<p><u>Digital media</u></p> <ul style="list-style-type: none"> • Use a wide range of tools to create different textures, lines, tones, colours and shapes
<p><u>DT</u></p>	<p>Master Practical Skills Food</p> <p>Design, make, evaluate and improve Design products that have a clear purpose and an intended user. Make products, refining the design as work progresses. Evaluate their ideas and products against design criteria.</p>	<p><u>Building on skills and knowledge from making vegetable soups, and sandwiches in EYFS/ Cycle B - Wraps</u></p> <ul style="list-style-type: none"> • To know how to design a smoothie carton packaging by-hand or on ICT Software. • To know how to safely and hygienically chop, cut and peel fruit and vegetables to make a smoothie. • To know if the ingredient is a fruit or a vegetable. • To know how to use a blender safely. • To know how to orientate a vegetable./fruit when cutting so that it is safe. • To be able to measure or weigh using measuring cups or electronic scales. • To be able to assemble or cook ingredients <p>Evaluate:</p> <ul style="list-style-type: none"> • To know how to taste and evaluate different food combinations. • To know how to describe the appearance, smell, and taste. • To know some of the information that should be included on packaging. <p><u>Make a smoothie and snacks for the Easter event</u></p> <ul style="list-style-type: none"> • To know if the ingredient is a fruit or a vegetable. • To know where and how fruits and vegetables grow. • To know the difference between fruits and vegetables. • To understand that some foods typically known as vegetables are actually fruits (e.g., cucumber). • To know that a blender is a machine which mixes ingredients together into a smooth liquid. • To know that a fruit has seeds and a vegetable does not. • To know that fruits grow on trees or vines. • To know that vegetables can grow either above or below ground. • To know that vegetables can come from different parts of the plant (e.g., roots: potatoes, leaves: lettuce, fruit: cucumber).
<p><u>PSHE</u></p>	<p>Living in the Wider World Y2 What does it mean to belong to a group?</p>	<p><u>Building on Personal, Social and Emotional Development - Self Regulation, Managing Self and Building Relationships</u></p>

	<p>Relationships: Y1 How can we keep our bodies safe?</p> <p>Y2 What is bullying?</p>	<ul style="list-style-type: none"> • To know about being a part of different groups and the role they play in these groups e.g. team, faith, class. • To know about the different rights and responsibilities they have in school and the wider curriculum. • To recognise that they are all equal and ways in which they are the same and different to members of the community. • To know how a community can help people from different groups to feel included. • To know about situations when someone's feelings or body might be hurt and whom to go to for help. • To know what it means to keep things private, including parts of the body. • To know about different types of touch and how they may make people feel. • To know how to respond if being touched makes them feel uncomfortable or unsafe. • To know when it is important to ask permission to touch others. • To know how to ask for and give/not give permission. • To know how to recognise hurtful behaviour including online. • To know what to do and who to tell if they see or experience hurtful behaviour including online. • To know what bullying is and what it is not. • To know about different types of bullying. • To know how someone may feel if they are being bullied. • To know how to ask for help if they feel unsafe or worried and what vocabulary to use. • To know how to resist pressure to do something that makes you feel uncomfortable/unsafe.
<p><u>RE</u></p>	<p>Understand beliefs and teachings</p> <ul style="list-style-type: none"> • Describe some of the teachings of a religion. • Describe some of the main festivals or celebrations of a religion. <p>Understand practices and lifestyles</p> <ul style="list-style-type: none"> • Recognise, name and describe some religious artefacts, places and practices. 	<p><u>Built on Understanding of the World - People, Culture and Communities - AMV Unit 4</u></p> <p>Y2 Unit 4: What do Christians believe about forgiveness? Link with Easter.</p> <ul style="list-style-type: none"> • To be able to ask and answer questions relating to

	<p>Understand how beliefs are conveyed</p> <ul style="list-style-type: none"> • Name some religious symbols. • Explain the meaning of some religious symbols. <p>Reflect</p> <ul style="list-style-type: none"> • Identify the things that are important in their own lives and compare these to religious beliefs. • Relate emotions to some of the experiences of religious figures studied. • Ask questions about puzzling aspects of life. <p>Understand values</p> <ul style="list-style-type: none"> • Identify how they have to make their own choices in life. • Explain how actions affect others. • Show an understanding of the term 'morals'. 	<p>the Easter Story.</p> <ul style="list-style-type: none"> • To know stories from the Bible that recount the last 8 days of Jesus' life. • To know that these stories are from the Bible and are associated with the religion Christianity. • To know that Christians believe that Jesus died so that people can be forgiven by God. • To know that Christians believe that Jesus rose from the dead giving hope of a new life.
<p><u>Music</u></p>	<p>Perform Understanding that music is created to be performed.</p> <p>Compose Appreciating that music is created through a process which has a number of techniques.</p> <p>Transcribe Understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p> <p>Describe Appreciating the features and effectiveness of musical elements.</p>	<p><u>Building Upon Expressive Arts and Design - Being Imaginative and Expressive.</u></p> <ul style="list-style-type: none"> • Follow instructions on how and when to sing or play an instrument. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Identify the beat of a tune. <p>Instrumental Key Stage 1 (Active Music)</p> <ul style="list-style-type: none"> • To learn to play un-tuned instruments carefully, following instructions of gestures, symbol cards and word cues. • To count, internalise and play instruments to a steady pulse. • Instruments. • To play to a steady pulse as an accompaniment to their singing. • To follow a conductor. • To concentrate and internalise lyrics, playing instruments on specific cue words. <ul style="list-style-type: none"> • To count, internalise and play on a chosen number. • To comment on the different sounds of the instrument categories. • To internalise and recall rhythm patterns on

		<p>instruments.</p> <ul style="list-style-type: none"> • To respond to different tempos. • To play instruments as part of a group, attaching different rhythm symbols to different instrumental timbres. • To explore different instrumental sounds and how they can be played. • To internalise and recall rhythm patterns on instruments. • To chant and play instruments in two parts. • To internalise rhythmic phrases including Ta, Te-te and rests in a chant and to recall them on instruments. • To improvise melodies on xylophones. • To accompany their singing on tuned and un-tuned instruments, playing to a steady pulse and with accurate rhythms.
<p><u>Computing</u></p>	<p>Communicate</p> <p>Use a range of applications and devices to communicate messages, ideas and work.</p>	<p>Y1 Creating media – Digital painting</p> <ul style="list-style-type: none"> • To be able to use the shape tool and the line tool. • To be able to use a computer independently to paint a picture. • To be able to compare painting a picture on a computer with painting on paper. • To know what different freehand tools do. • To know why tools are used for certain jobs. <p>Y2 Creating media – Digital photography</p> <ul style="list-style-type: none"> • To be able to use a digital device to take a picture. • To be able to make choices when taking a photo. • To be able to use tools to improve/change a photo. • To know what makes a good photograph. • To know how a photograph can be improved. • To know that photos can be changed.
<p>PE</p>	<p>Health and fitness</p>	<p><u>Build upon Personal, Social and Emotional Development - Managing Self Keeping ourselves safe (Term 5) and Physical Development - Gross Motor Skills.</u></p> <ul style="list-style-type: none"> • <i>Describe the importance for humans of exercise (Science)</i> • <i>Know how to use the exercise equipment safely</i>

	Ball control	<ul style="list-style-type: none"> • Know that the exercise equipment can be used to support a healthy lifestyle • Use rolling, hitting, catching and kicking skills in combination.
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Term 3 Cycle A - Let Us Grow: Individuality, care, transformation

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<u>History</u>	<p>Investigate and interpret the past Observe or handle evidence to ask questions and find answers to questions about the past. Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented</p> <p>Understand chronology: Place events and artefacts in order on a time line. Label timelines with words or phrases such as: past, present, older and newer.</p> <p>Communicate Historically Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. Show an understanding of the concept of nation and a nation's history.</p>	<p><u>Build upon Great Fire of London, Angkor wat in Cycle A and Long, Long Ago (Bishop Jocelyn), People who shaped us from EYFS.</u></p> <p><u>DT and Art Driver</u></p> <ul style="list-style-type: none"> • To know how material was made in the past. • To know why tapestry was made in the past. • To know that we can learn about the past from tapestry. • To know that tapestry is an artefact. • To know that tapestry is a primary source. • To know how to add events to a timeline.
<u>Science</u> <i>Physics - non-statutory</i> <i>Electricity</i> <i>Sound</i> <i>Light</i> <i>Forces</i>	<p>Work Scientifically:</p> <p>Ask simple questions.</p> <ul style="list-style-type: none"> • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions. <p>Biology - understand plants:</p>	<p><u>Building on Understanding the World: The Natural World (Let Us Grow - Life Cycles and growing)</u></p> <ul style="list-style-type: none"> • To know the names of and be able to identify common plants including garden plants, wild plants and trees and whether they are classified deciduous or evergreen. • To know, identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers. • To know and observe how bulb and seeds grow into plants.

		<ul style="list-style-type: none"> To know that plants need water, light, and a suitable temperature to grow and stay healthy.
<u>Geography</u>	<p>Investigate Places:</p> <p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p> <p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p>Investigate Patterns:</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Communicate geographically:</p> <p>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</p>	<p><u>Build upon Our Planet from EYFS</u></p> <ul style="list-style-type: none"> Begin to understand that humans can have an impact on the planet (<u>PSHE link prior learning 'Living in the wider world'</u>) To be able to ask and answer geographical questions about the impact of humans on the environment, including weather, climate and land use. To know that climate change is a change in global climate patterns. To know and understand how everyday actions can help reduce waste and save energy such as: <ul style="list-style-type: none"> Re-using or recycling materials Using public transport/walking Saving electricity by turning off lights. Reducing use of single use plastic Reducing food waste. To understand the role all humans have to play in protecting the Earth. To know the name of a key environmentalist and complete a study of him/her.
<u>Art</u>	<p>Develop ideas</p> <ul style="list-style-type: none"> Respond to ideas and starting points. <p>Explore ideas and collect visual information.</p> <ul style="list-style-type: none"> Explore different methods and materials as ideas develop. <p>Master techniques</p> <p>Textiles</p>	<p><u>Build upon fine motor skills learnt in EYFS through threading, Weaving and cutting.</u></p> <p><u>Textiles</u></p> <ul style="list-style-type: none"> To know and be able to use weaving to create a pattern. To know and be able to join materials using glue and/or a stitch. To know and be able to use plaiting. To be able to use dip dye techniques. To know a famous textile artist and try to recreate in the same style.

	<p>Take inspiration from the greats</p> <ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. 	
<p><u>DT</u></p>	<p>Master Practical Skills Textiles</p> <p>Design, make, evaluate and improve</p> <p>Design products that have a clear purpose and an intended user.</p> <ul style="list-style-type: none"> • Make products, refining the design as work progresses. • Use software to design <p>Evaluate their ideas and products against design criteria.</p> <p>Take inspiration from design throughout history</p> <ul style="list-style-type: none"> • Explore objects and designs to identify likes and dislikes of the designs. • Suggest improvements to existing designs. • Explore how products have been created 	<p><u>Build upon fine motor skills learnt in EYFS through threading, Weaving and cutting.</u></p> <p><u>Textiles</u></p> <ul style="list-style-type: none"> • To know and be able to shape textiles using templates. • To know and be able to join textiles using running stitch. • To know how to colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).
<p><u>PSHE</u></p>	<p>Living in the Wider World</p> <p>What jobs do people do? To gain an understanding of their strength and interests. To explore jobs in the community.</p>	<p><u>Building on Personal, Social and Emotional Development - Self Regulation, Managing Self and Building Relationships</u></p> <ul style="list-style-type: none"> • To know that everyone has strengths, in and out of school • To know about how different strengths and interests are needed to do different jobs. • To know about people whose job it is to help us in the community. • To know about different jobs and the work people do.

	<p>Living in the Wider World</p> <p>What is money?</p> <p>To find out about getting, keeping and spending money.</p> <p>Health and Wellbeing</p> <p>What are feelings?</p> <p>To recognise what makes them special and unique including their likes, dislikes and what they are good at.</p>	<ul style="list-style-type: none"> • To know what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments • To know how money can be kept and looked after • To know that people are paid money for the job they do. • To know how to recognise the difference between needs and wants • To know how people make choices about spending money, including thinking about needs and wants. • To know how to manage and whom to tell when finding things difficult, or when things go wrong. • To know how they are the same and different to others. • To know about different kinds of feelings. • To know how to recognise feelings in themselves and others. • To know how feelings can affect how people behave.
<p><u>RE</u></p>	<p>Understand beliefs and teachings</p> <ul style="list-style-type: none"> • Describe some of the teachings of a religion. • Describe some of the main festivals or celebrations of a religion. <p>Understand practices and lifestyles</p> <ul style="list-style-type: none"> • Recognise, name and describe some religious artefacts, places and practices. <p>Understand how beliefs are conveyed</p> <ul style="list-style-type: none"> • Name some religious symbols. • Explain the meaning of some religious symbols. <p>Reflect</p> <ul style="list-style-type: none"> • Identify the things that are important in their own lives and compare these to religious beliefs. • Relate emotions to some of the experiences of religious figures studied. • Ask questions about puzzling aspects of life. <p>Understand values</p> <ul style="list-style-type: none"> • Identify how they have to make their own choices in life. 	<p><u>Build upon Understanding of the World from 'People, Cultures and Communities' AMV units 2,3 and 5</u></p> <p>Y1 Unit 5: What do Jewish people believe about God and the Covenant?</p> <ul style="list-style-type: none"> • To know that Jews believe in one God who created the universe. • To know the creation story found in Genesis. • To know that the Jewish name for God is Adonai. • To know and recognise the star of David. • To know the points signify the 6 days of creation from Genesis.

	<ul style="list-style-type: none"> • Explain how actions affect others. • Show an understanding of the term 'morals'. 	
<u>Music</u>	<p>Perform Understanding that music is created to be performed.</p> <p>Compose Appreciating that music is created through a process which has a number of techniques.</p> <p>Transcribe Understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p> <p>Describe Appreciating the features and effectiveness of musical elements.</p>	<p><u>Building Upon Expressive Arts and Design - Being Imaginative and Expressive.</u></p> <ul style="list-style-type: none"> • Make and control long and short sounds, using voice and instruments. • Create a sequence of long and short sounds. • <i>Use symbols to represent a composition and use them to help with a performance.</i> <p>Rhythm and Pulse KS1 (Active Music)</p> <ul style="list-style-type: none"> • To rehearse and perform in groups, starting and finishing at the same time and keeping a steady pulse using instruments. • To learn and experience what is meant by a PULSE or a steady beat. • To learn to keep a pulse through actions and body percussion through playful songs and chants. • To continue to consolidate subconscious understanding of pulse through practical activities such as clapping games with partners. To follow a pulse at varying tempos. • To transfer experience of rhythm patterns on to percussion instruments.
<u>Computing</u>	<p>Code To develop an understanding of instructions, logic and sequences.</p> <p>Motion</p> <ul style="list-style-type: none"> • Control motion by specifying the number of steps to travel, direction and turn. <p>Events Specify user inputs to control events. (number of clicks)</p>	<p>Y1 Programming A – Moving a robot</p> <ul style="list-style-type: none"> • To be able to explain what a given command will do. • To be able to act out a given word. • To be able to combine forwards and backwards movements into a sequence. • To be able to combine 4 direction commands to make a sequence. • To be able to plan a simple programme. <p>Y2 Programming A – Robot algorithms</p> <ul style="list-style-type: none"> • To be able to describe a series of instructions as a sequence.

	<p>Control</p> <p>Specify the nature of events e.g. single event or a loop.</p>	<ul style="list-style-type: none"> • To be able to explain what happens when we change the order of instructions. • To use logical reasoning to predict the outcome of a programme. • To be able to explain that programming projects can have code and artwork. • To design an algorithm. • To create and debug a simple programme.
PE	<p>Athletics</p> <p>Hitting/Fielding games</p>	<p><u>Build upon Physical Development - Gross Motor Skills</u></p> <ul style="list-style-type: none"> • <i>Use rolling, hitting, running, jumping, catching and kicking skills in combination.</i>

Term 1 Cycle B - People who shaped us: Equality and legacy

Subject	Disciplinary Knowledge (Quigley/NC objective/milestone)	Substantive knowledge
<u>History</u>	<ul style="list-style-type: none"> • Significant historical events • Significant individuals in the past <ul style="list-style-type: none"> • Events beyond living memory that are significant nationally or globally <p>Investigate and interpret the past</p> <ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past • Identify some of the different ways the past has been represented. <p>Build an overview of world history:</p> <ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. <p>Understand chronology:</p> <ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label timelines with words or phrases such as: past, 	<p><u>Build upon knowledge from Understanding the World - Past and Present - People who help us - Florence Nightingale</u></p> <ul style="list-style-type: none"> • To know when Mary Seacole was born and when she died. • To know key dates and facts surrounding Mary seacole e.g. when she became a nurse, why she went to Crimea, what dates was she there etc. • To be able to place key dates surrounding Mary Seacole on a timeline. • To know some of the difficulties Mary Seacole faced. • To know that Mary Seacole and Florence Nightingale were practising at the same time. • To begin to understand why some figures from the past are remembered and some are not. • To know the legacy that Mary Seacole left. • To know key differences between nursing now and in the past. • To begin to understand prejudice and who faced it both now and in the past. • To know what everyday life was like when Mary Seacole was alive. • To know how Mary Seacole would have travelled around. • To know what happened to Mary Seacole after the war.

	<p>present, older and newer.</p> <ul style="list-style-type: none"> • Recount changes that have occurred in their own lives. • Use dates where appropriate. <p>Communicate historically</p> <ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 	<ul style="list-style-type: none"> • To use artefacts linked to Mary Seacole to ask and answer questions about the past. • To understand how artefacts can tell us about the past.
<p><u>Science</u></p> <p><i>Physics - non-statutory</i></p> <p><i>Electricity</i></p> <p><i>Sound</i></p> <p><i>Light</i></p> <p><i>Forces</i></p>	<p>Work Scientifically:</p> <ul style="list-style-type: none"> • Ask simple questions. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions. <p>Biology - investigate living things</p>	<p><u>Build upon knowledge from EYFS - Location, Location, Location - Australia and Cycle A 'Our Planet' Cambodia</u></p> <ul style="list-style-type: none"> • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other. • Identify and name a variety of plants and animals in their habitats, including micro-habitats.
<p><u>Geography</u></p>	<p>Investigate Place</p> <ul style="list-style-type: none"> • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name and locate the world's continents and oceans <p>Communicate Geographically</p>	<p><u>Build upon knowledge learnt from Long, Long Ago - London and Yr R 'Location, Location, Location' - Australia</u></p> <ul style="list-style-type: none"> • To use maps and atlases to locate Crimea. • To identify the human and physical features of Crimea. • To know the 7 continents and 5 oceans of the world. • To use ariel images to look at the crimea. • To know that the Crimea is in Europe and next to the Black Sea and the Sea of Azov. • To use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop.

<p><u>Art</u></p>	<p>Develop ideas Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop.</p> <p>Master techniques Printing</p> <p>Take inspiration from the greats Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop.</p>	<p><u>Build Upon Knowledge from Reception - Location, Location, Location - Australian Printer Judy Watson</u></p> <ul style="list-style-type: none"> • Know how to create a repeating and overlapping pattern in print. • Explore with different materials (roller, potatoes, hands, feet, Styrofoam, string) to create different textures and patterns using paint. • Make marks in print with a variety of objects, including natural and made objects e.g. fruit, vegetables or sponges. • Making rubbings. • Recognise and mimic pattern/print in the environment (wallpaper). • Press, roll, rub and stamp to make prints. <p>Vocab: Roller, print, styrofoam, tools, repeating pattern.</p>
<p><u>DT</u></p>	<p>Master Practical Skills Food</p> <p>Design, make, evaluate and improve</p> <p>Make products, refining the design as work progresses.</p> <p>Evaluate ideas and products against design criteria.</p> <p>Take inspiration from design throughout history</p> <p>Explore objects and designs to identify likes and dislikes of the designs.</p>	<p><u>Build upon DT Cycle A Smoothie making and EYFS 'Creating with Materials'.</u></p> <ul style="list-style-type: none"> • To design a healthy wrap based on a food combination which works well together. <p>Make:</p> <ul style="list-style-type: none"> • To slice food safely using the bridge or claw grip. • To construct a wrap that meets a design brief. <p>Evaluate:</p> <ul style="list-style-type: none"> • To be able to describe the taste, texture and smell of fruit and vegetables. • To evaluate how well the wrap meets the design brief. • To describe the information that should be included on a label. • To evaluate which cutting grip was most effective. <p><u>Make a Healthy Wrap (Link with PSHE)</u></p> <ul style="list-style-type: none"> • To know that 'diet' means the food and drink that a person or animal usually eats. • To understand what makes a balanced diet. • To know where to find the nutritional information on packaging. • To know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy, and foods high in fat and sugar.

		<p>sleep and rest</p> <ul style="list-style-type: none"> • To know that eating and drinking too much sugar can affect their health, including dental health • To know how to be physically active and how much rest and sleep they should have everyday • To know that there are different ways to learn and play; how to know when to take a break from screen-time • To know how sunshine helps bodies to grow and how to keep safe and well in the sun
<p><u>RE</u></p>	<p>Understand beliefs and teachings</p> <ul style="list-style-type: none"> • Describe some of the teachings of a religion. • Describe some of the main festivals or celebrations of a religion. <p>Understand practices and lifestyles</p> <ul style="list-style-type: none"> • Recognise, name and describe some religious artefacts, places and practices. <p>Understand how beliefs are conveyed</p> <ul style="list-style-type: none"> • Name some religious symbols. • Explain the meaning of some religious symbols. <p>Reflect</p> <ul style="list-style-type: none"> • Identify the things that are important in their own lives and compare these to religious beliefs. • Relate emotions to some of the experiences of religious figures studied. • Ask questions about puzzling aspects of life. <p>Understand values</p> <ul style="list-style-type: none"> • Identify how they have to make their own choices in life. • Explain how actions affect others. • Show an understanding of the term 'morals'. 	<p><u>Build upon Cycle A RE - Unit 5 and EYFS Units 5 and 6</u></p> <p>Y1 Unit 1: What do Christians believe about God?</p> <ul style="list-style-type: none"> • To know that Christians read a holy book called the Bible. • To know that the Creation Story came from the Bible and are able to recall it. • To know that God created the world for Christians, so it should be looked after. • To know the parable of the 'Lost Son'. • To know that Jesus taught people to be kind, loving and forgiving. • To know that Christians find out what God is like and how he would like them to live from the Bible.
<p><u>Music</u></p>	<p>Perform Understanding that music is created to be performed.</p> <p>Compose Appreciating that music is created through a process which has a number of techniques.</p> <p>Transcribe Understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p> <p>Describe Appreciating the features and effectiveness of musical</p>	<ul style="list-style-type: none"> • <i>Take part in singing, accurately following the melody.</i> • <i>Imitate changes in pitch.</i> • Choose sounds to create an effect.

		<ul style="list-style-type: none"> • <i>Jump in a variety of ways and land with increasing control and balance.</i>
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Term 2 Cycle B - Location, Location, Location: Navigation and Interconnection

Subject	Disciplinary Knowledge (Quigley/NC objective/milestone)	Substantive knowledge
<u>History</u>	<ul style="list-style-type: none"> • People and places in their own locality <p><u>Investigate and interpret the past</u></p> <ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past <p><u>Understand chronology:</u></p> <ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label timelines with words or phrases such as: past, present, older and newer. • Use dates where appropriate. <p><u>Communicate historically</u></p> <ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. 	<p><u>Build upon knowledge from EYFS - Long, Long Ago - Bishop Jocelyn</u> Geography Driver</p> <ul style="list-style-type: none"> • To know what Wookey and Wells looked like in the past. • To know that parts of the local area used to be underwater. • To be able to use artefacts to explore the history of Wookey and Wells. • To be able to place key events on a timeline. • To know why carnival is important to the local area and how it started.
<u>Science</u> <i>Physics - non-statutory</i> <i>Electricity</i> <i>Sound</i> <i>Light</i> <i>Forces</i>	<p>Work Scientifically:</p> <ul style="list-style-type: none"> • Ask simple questions. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions. <p>Chemistry - investigate materials</p>	<ul style="list-style-type: none"> • To be able to distinguish between an object and the material from which it is made. • To be able to identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. • To be able to compare and group together a variety of everyday materials on the basis of their simple physical properties. • To be able to find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. • To be able to identify and compare the suitability of a variety of everyday materials, including wood, metal,

		<p>plastic, glass, brick/rock, and paper/cardboard for particular uses.</p> <ul style="list-style-type: none"> • To be able to describe the simple physical properties of a variety of everyday materials.
<p><u>Geography</u></p>	<p>Investigate Places:</p> <p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p> <p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</p> <p>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</p> <p>Investigate Patterns:</p> <p>Identify land use around the school.</p> <p>Communicate geographically:</p> <p>Use basic geographical vocabulary to refer to: Key physical features, including Beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</p> <p>Key human features, including: city, town, village, factory, farm, house, office and shop</p> <p>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</p>	<p><u>Build upon knowledge from Our Planet Cycle A - Somerset and Cambodia . Ensure there is a re-cap of identifying the UK, countries, capitals and seas.</u></p> <ul style="list-style-type: none"> • To know why Wookey is a village and Wells and Bristol are cities • To know that Wells is a cathedral city. • To complete simple fieldwork of Wookey and Wells to identify the land use of the local area - (use arial maps) • To use a range of fieldwork techniques such as note taking, videoing, taking photos, data collection, sketches, observations, and labelled maps and photos of roads, parks, nature spots, rivers, shops and buildings to suggest similarities and differences between the areas. • To draw simple maps of the local area. • To know that Bristol is the biggest city in the southwest, but not in the country. • To know key characteristics of Wookey, Wells and Bristol and how they differ from each other. • To know and find the location of Wookey, Wells and Bristol on a map and how this relates to the rest of the UK. • To use basic geographical vocabulary to describe Wookey, Wells and Bristol.

	<p>Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</p>	
<p><u>Art</u></p>	<p>Develop ideas</p> <ul style="list-style-type: none"> • Respond to ideas and starting points. <p>Explore ideas and collect visual information.</p> <ul style="list-style-type: none"> • Explore different methods and materials as ideas develop. <p>Master techniques</p> <p>Drawing</p> <p>Take inspiration from the greats</p> <ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. 	<ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils. • Yr 1 To begin to show control over the types of marks made. (e.g making dots and starting to make simple repeating patterns) • To use different materials to draw, for example, colour pencils, felt tips, crayons. • Y2: To show more control using different types of marks made with pencils. Eg showing tone. • To develop a range of tone using a pencil and use a variety of drawing techniques: hatching to create light/dark tones.(Eg plant, buildings) <p>Vocab: Marks, colour, pattern, tone, hatching, observational shade.</p>
<p><u>DT</u></p>	<p>Master Practical Skills</p> <p>Electricals and Electronics</p> <ul style="list-style-type: none"> • Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage). <p>Computing</p> <ul style="list-style-type: none"> • Model designs using software. <p>Design, make, evaluate and improve</p> <ul style="list-style-type: none"> • Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. 	

	<ul style="list-style-type: none"> • Use software to design • Evaluate their ideas and products against design criteria. <p>Take inspiration from design throughout history</p> <ul style="list-style-type: none"> • Explore objects and designs to identify likes and dislikes of the designs. • Suggest improvements to existing designs. • Explore how products have been created 	
<p><u>PSHE</u></p>	<p>Living in the Wider World</p> <p>Y1 Why do people use the internet?</p> <p>Y2 Why is the internet useful?</p>	<p><u>Build upon knowledge from Cycle A Term 2 PSHE - What is bullying? How can we keep our bodies safe?</u></p> <p>Y1 Using the internet and digital devices; communicating online</p> <ul style="list-style-type: none"> • To know how and why people use the internet • To know the benefits of using the internet and digital devices • To know how people find things out and communicate safely with others online <p>Y2 The internet in everyday life; online content and information</p> <ul style="list-style-type: none"> • To know the ways in which people can access the internet e.g. phones, tablets, computers • To be able to recognise the purpose and value of the internet in everyday life • To be able to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos To know that information online might not always be true
<p><u>RE</u></p>	<p>Understand beliefs and teachings</p> <ul style="list-style-type: none"> • Describe some of the teachings of a religion. • Describe some of the main festivals or celebrations of a religion. <p>Understand practices and lifestyles</p>	<p><u>Build Upon Cycle A Unit 5 AMV - What do Jewish people believe about God and the Covenant?</u></p> <p>Year 2 Unit 6: What do Jewish people believe about Torah?</p> <ul style="list-style-type: none"> • To know that the Torah means 'teaching' is the most important part of Jewish scriptures.

	<ul style="list-style-type: none"> • Recognise, name and describe some religious artefacts, places and practices. <p>Understand how beliefs are conveyed</p> <ul style="list-style-type: none"> • Name some religious symbols. • Explain the meaning of some religious symbols. <p>Reflect</p> <ul style="list-style-type: none"> • Identify the things that are important in their own lives and compare these to religious beliefs. • Relate emotions to some of the experiences of religious figures studied. • Ask questions about puzzling aspects of life. <p>Understand values</p> <ul style="list-style-type: none"> • Identify how they have to make their own choices in life. • Explain how actions affect others. • Show an understanding of the term 'morals'. 	<ul style="list-style-type: none"> • To know that the Torah contains the first 5 books of the Hebrew Bible. • To know that the Torah teaches Jews what God is like and how they should live their lives. • To know that one day a week Jews observe the Sabbath: they rest, have a meal on Friday evening with their family. Jews believe that bringing the family together once a week when no one works is important. • To understand how special the Torah is for Jews: the Torah is read every week in the synagogue, the end of one cycle is celebrated in Simchat Torah. • To be able to raise and suggest answers to relevant questions in response to the Jewish teachings on the Torah. • To know the role the Torah plays in Jewish celebrations such as weddings and Bar Mitzvahs • To attempt to support their answers using reasons and/or information
<u>Music</u>	<p>Perform Understanding that music is created to be performed.</p> <p>Compose Appreciating that music is created through a process which has a number of techniques.</p> <p>Transcribe Understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p> <p>Describe Appreciating the features and effectiveness of musical elements.</p>	<ul style="list-style-type: none"> • <i>Follow instructions on how and when to sing or play an instrument.</i> • Create short, rhythmic phrases. • Recognise changes in timbre, dynamics and pitch.
<u>Computing</u>	<p>Communicate</p> <ul style="list-style-type: none"> • Use a range of applications and devices in order to communicate ideas, work and messages. 	<p><u>Build Upon Cycle A - Digital Painting and Digital Photography</u></p> <p>Y1 Creating media – Digital writing</p> <ul style="list-style-type: none"> • To use a computer to write • To add and remove text on a computer. • To identify the text on a computer can be altered. • To make colourful choices when changing text. • To explain why certain tools have been chosen. • To compare typing on a computer to writing on paper. <p>Y2 Creating media - Digital music</p> <ul style="list-style-type: none"> • To say how music can make us feel. • To identify that there are patterns in music.

		<ul style="list-style-type: none"> • To experiment with sound using a computer. • To use a computer to create a musical pattern. • To create music for a purpose. • To review and refine computer work.
PE	<p>Health and fitness</p> <p>Ball control</p>	<ul style="list-style-type: none"> • <i>Describe the importance for humans of exercise (Science)</i> • <i>Know how to use the exercise equipment safely</i> • <i>Know that the exercise equipment can be used to support a healthy lifestyle</i> • <i>Use rolling, hitting, catching and kicking skills in combination.</i>

Term 3 Cycle B - A World of Discovery: Curiosity and Innovation

Subject	Disciplinary Knowledge (Quigley/NC objective/milestone)	Substantive knowledge
<u>History</u>	<ul style="list-style-type: none"> • Significant historical events • Significant individuals in the past <ul style="list-style-type: none"> • Events beyond living memory that are significant nationally or globally <p>Investigate and interpret the past</p> <ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past • Identify some of the different ways the past has been represented. <p>Build an overview of world history:</p> <ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. <p>Understand chronology:</p> <ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label timelines with words or phrases such as: past, 	<p><u>Build Upon EYFS - Our Planet (Explorers), EYFS Let us Grow (Maria Sibylla Merian) and EYFS A world of Discovery (Dinosaurs)</u></p> <p>Science link - Investigate how new species have been discovered.</p> <ul style="list-style-type: none"> • To know the names of key scientists who have discovered new species of plants and animals. • To know some differences between how species would have been discovered in the past and how they are now. E.g. bones, amber, fossils/ Genes/ DNA. • To know how the improvement in technology/transport has enabled us to discover more new species. • To know that new species are being discovered all the time but animals are also becoming extinct all the time.

	<p>present, older and newer.</p> <ul style="list-style-type: none"> • Recount changes that have occurred in their own lives. • Use dates where appropriate. <p>Communicate historically</p> <ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. 	
<p><u>Science</u></p> <p><i>Physics - non-statutory</i></p> <p><i>Electricity</i></p> <p><i>Sound</i></p> <p><i>Light</i></p> <p><i>Forces</i></p>	<p>Work Scientifically:</p> <ul style="list-style-type: none"> • Ask simple questions. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions. <p>Yr 1 Biology - understand animals and humans</p> <p>Yr 2 Biology - understand animals and humans</p>	<ul style="list-style-type: none"> • To be able to Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. • To be able to Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • To be able to describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets). • To be able to identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • To be able to notice that animals, including humans, have offspring which grow into adults. • To be able to find out about and describe the basic needs of animals, including humans, for survival (water, food and air). • To be able to find out about and describe the basic needs of animals, including humans, for survival (water, food and air). • To be able to describe the importance for humans to exercise, eating the right amounts of different types of food, and hygiene.
<p><u>Geography</u></p>	<p>Investigate Places:</p> <p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p> <p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p>	<p><u>Build Upon Our Planet Cycle A - Somerset and Cambodia and Let us Grow - Caring for our environment</u></p> <p><u>Science Driver - Investigate where new species of animals and plants have been discovered.</u></p> <ul style="list-style-type: none"> • To use maps and atlases to plot where the new discoveries have taken place. • To be able to identify the 7 continents and 5 oceans.

	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</p> <p>Communicate geographically:</p> <p>Use basic geographical vocabulary to refer to: Key physical features, including Beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</p> <p>Key human features, including: city, town, village, factory, farm, house, office and shop</p>	<ul style="list-style-type: none"> • To know physical and human features of the place where the new species was discovered. • To introduce the term biome and where they are located around the world. • To be able to use basic geographical vocabulary to describe the places studied.
<p><u>Art</u></p>	<p>Develop ideas</p> <ul style="list-style-type: none"> • Respond to ideas and starting points. <p>Explore ideas and collect visual information.</p> <ul style="list-style-type: none"> • Explore different methods and materials as ideas develop. <p>Master techniques</p> <p>Collage</p> <p>Take inspiration from the greats</p> <ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. 	<p><u>Build upon EYFS Skills - Expressive Arts and Design</u></p> <ul style="list-style-type: none"> • Experiment with cutting pictures to make a new picture. • Experiment with a range of collage techniques such as tearing, cutting, glued, to create images and represent texture. • Sort and arrange materials by overlapping and layering. • Use a mixture of materials to create different textures. <p>Vocab: Collage, textures, layering, overlapping</p>
<p><u>DT</u></p>	<p>Master Practical Skills <u>Mechanics</u></p> <ul style="list-style-type: none"> • Create products using levers, wheels and winding mechanisms 	<p><i>Skills</i> Design: creating a class design criteria for a moving monster (on wheels). Designing a moving monster for a specific audience in accordance with a design criteria.</p>

	<p><u>Construction</u></p> <ul style="list-style-type: none"> • Use materials to practise drilling, screwing, glueing and nailing materials to make and strengthen products. <p>Design, make, evaluate and improve</p> <ul style="list-style-type: none"> • Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. • Use software to design • Evaluate their ideas and products against design criteria. <p>Take inspiration from design throughout history</p> <ul style="list-style-type: none"> • Explore objects and designs to identify likes and dislikes of the designs. • Suggest improvements to existing designs. • Explore how products have been created 	<p>Make: making linkages using card for levers and split pins for pivots. Experimenting with linkages adjusting the widths, lengths and thicknesses of card used. Cutting and assembling components neatly. Evaluate: evaluating own designs against design criteria. Using peer feedback to modify a final design.</p> <p><i>Knowledge</i> To know that mechanisms are a collection of moving parts that work together as a machine to produce movement. To know that there is always an input and output in a mechanism. To know that an input is the energy that is used to start something working. To know that an output is the movement that happens because of the input. To know that a lever is something that turns on a pivot. To know that a linkage mechanism is made up of a series of levers. To know some real-life objects that contain mechanisms.</p>
<p><u>PSHE</u></p>	<p>Relationships: What is a family?</p>	<p><u>Build upon Cycle A PSHE - What does it mean to belong to a group? What are feelings?</u></p> <p>Y1 Roles of different people; families; feeling cared for</p> <ul style="list-style-type: none"> • To know about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers • To know the role these different people play in children's lives and how they care for them. • To know what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. • To know about the importance of telling someone — and how to tell them — if they are worried about something in their family <p>Y2 Feelings; mood; times of change; loss and bereavement; growing up</p>

		response to their enquiry into this story, e.g. 'Why did Jesus tell this story and other parables?'
<u>Music</u>	<p>Perform Understanding that music is created to be performed.</p> <p>Compose Appreciating that music is created through a process which has a number of techniques.</p> <p>Transcribe Understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p> <p>Describe Appreciating the features and effectiveness of musical elements.</p>	<ul style="list-style-type: none"> • <i>Make and control long and short sounds, using voice and instruments.</i> • <i>Sequence sounds to create an overall effect.</i> • <i>Use symbols to represent a composition and use them to help with a performance.</i>
<u>Computing</u>	<p><u>Code</u></p> <p>Develop an understanding of instructions, logic and sequences.</p>	<p><u>Build upon knowledge from 'Moving a Robot' and 'Robot Algorithms in cycle A'</u></p> <p>Y1 Programming B - Programming animations</p> <ul style="list-style-type: none"> • To choose a command for a given purpose. • To show that a series of commands can be joined together. • To identify the effect of changing a value. • To explain that each sprite has its own instructions. • To design the parts of a project. • To use an algorithm to create a programme. <p>Y2 Programming B - Programming quizzes</p> <ul style="list-style-type: none"> • To explain that a sequence of commands has a start. • To explain that a sequence of commands has an outcome. • To create a programme using a given design. • To change a given design. • To create a programme using their own design. • To decide how their project can be improved.
PE	<p>Athletics</p> <p>Hitting/Fielding games</p>	<ul style="list-style-type: none"> • <i>Use rolling, hitting, running, jumping, catching and kicking skills in combination.</i>