



**ENQUIRY BASED LONG TERM CURRICULUM MAP – Graffham CE Infant School**

Cycle A	Autumn Term		Spring Term		Summer Term	
	<b>ONCE UPON A TIME</b>	<b>FIRE FIRE!</b>	<b>DUST AND DESERTS</b>	<b>SPACE</b>	<b>HEROES AND VILLAINS</b>	<b>MINIBEASTS</b>
	<b>WHAT IF THE PIGS CHOSE DIFFERENT MATERIALS FOR THEIR HOUSES?</b>	<b>WHAT IF THERE WAS NO FIRE?</b>	<b>WHAT IF MEERKATS WANTED TO LIVE IN ICELAND?</b>	<b>WHAT IF YOU COULD GO ON HOLIDAY TO THE MOON?</b>	<b>WHAT IF SPIDERMAN WAS LOST IN GRAFFHAM?</b>	<b>WHAT IF YOU WERE THE SIZE OF AN ANT?</b> Visit – Zoolab
Key Text	The Three Little Pigs	The Great Fire	Meerkat Mail	Man on the Moon	The Twits	Superworm
Science	Year 1 - Materials and Senses Year 2 – Uses of everyday materials	Year 1 – Seasonal Change Year 2 - Investigating Materials	Animals including humans	Year 2 - Living things and their habitats	Year 1 and 2 Plants	Plants
		Year 1 – Seasonal Change		Year 1 – Seasonal Change		Year 1 – Seasonal Change
Science	Year 1 - Materials and Senses distinguish between an object and the material from which it is made 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  Year 2 – Uses of everyday materials identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses  find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Year 1 – Materials and Senses compare and group together a variety of everyday materials on the basis of their simple physical properties  Year 1 – Seasonal Change observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies  Year 2 - Investigating Materials	Year 1 – Animals including humans identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) identify and name a variety of common animals that are carnivores, herbivores and omnivores  Year 2 - Animals including humans notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Year 1 - Animals including humans Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.  Year 1 – Seasonal Change observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies  Year 2 - Living things and their habitats explore and compare the differences between things that are living, dead, and things that have never been alive 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	Year 1 Plants identify and name a variety of common wild and garden plants, including deciduous and evergreen trees  Year 2 plants observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	Year 1 Plants identify and describe the basic structure of a variety of common flowering plants, including trees  Year 1 – Seasonal Change observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies  Year 2 Plants identify and name a variety of plants and animals in their habitats, including micro-habitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
Humanities and Citizenship	HISTORY <b>Year 1 Chronological Understanding</b> Explain how they have changed since they were born	HISTORY – Year 1 <b>Chronological Understanding</b>		HISTORY – Famous inventors Thomas Edison <b>Year 1 Knowledge Interpretation</b>	HISTORY – Year 1 <b>Knowledge Interpretation</b>	



<p><b>Knowledge Interpretation</b> Describe the difference between the present and the past in own and other people's lives</p> <p>Year 2</p> <p><b>Chronological Understanding</b> Use phrases and words like: before, after, past, present, then and now; with historical meaning.</p> <p><b>Knowledge Interpretation</b> Compare how things in their life are different to when their parents and their grandparents were their age</p> <p><b>Historical Enquiry</b> Answer questions by asking an older person</p>	<p>Place objects/events in order and explain that some objects belonged to the past</p> <p><b>Historical Enquiry</b> Ask questions about an artifact and give a plausible explanation about what it was used for in the past–</p> <p>Year 2</p> <p><b>Chronological Understanding</b> Sequence a set of events in chronological order and give reasons for the order</p> <p><b>Knowledge Interpretation</b> Recount interesting facts from historical events</p> <p>Think of reasons why things happened the way they did</p> <p><b>Historical Enquiry</b> Research a famous event that happened in Britain.</p> <p>Answer questions by using a specific source such as a nonfiction book</p>		<p>Explain how some people from the past have helped our lives be better today.</p> <p><b>Historical Enquiry</b> Find answers to some simple questions about the past from different sources of information</p> <p>Year 2</p> <p><b>Chronological Understanding</b> Sequence a set of events in chronological order and give reasons for the order</p> <p><b>Historical Enquiry</b> Research the life of a famous person from the past and Answer questions by using a specific source such as a nonfiction book</p>	<p>Explain how some people from the past have helped our lives be better today.</p> <p>Year 2</p> <p><b>Historical Enquiry</b> Research the life of a famous person from the past.</p> <p><b>Historical Enquiry</b> Answer questions by using a specific source such as a nonfiction book or asking an older person</p> <p>Think why there might be differences in the way things are retold</p>	
<p>GEOGRAPHY</p> <p>Year 1 - Identify the 4 countries making the United Kingdom and name their capital cities</p> <p>Year 2 - Point out on a globe or an atlas, the equator, the north and south poles, the world's 7 continents and 5 oceans</p>	<p>GEOGRAPHY</p> <p>Year 1 Find where they live on a map of the UK</p> <p>Year 2 Describe key features of a place, using words like, beach, coast, forest, hill, mountain, ocean, and valley (London/Chichester)</p>	<p>GEOGRAPHY</p> <p>Year 1 - Explain the main features of a hot and cold place. Explain what they might need if they lived in a very hot or a very cold country (Science links)</p> <p>Year 2 - Describe a place outside Europe using geographical words</p>	<p>GEOGRAPHY</p> <p>Year 1 - Keep a weather chart and answer questions about the weather.</p> <p>Year 2 - Explain how people might spoil an area or make it better</p>	<p>GEOGRAPHY</p> <p>Year 1 - Explain how the weather changes with each season</p> <p>Year 2 Explain what facilities a town or village might need</p>	<p>GEOGRAPHY</p> <p>Year 1 – Find where they live on a map of the UK</p> <p>Year 2 - Say what they like and don't like about the local area and a different area that they have studied</p>



	<p>COMPUTING</p> <p>Year 1 Use simple instructions (left/right forwards/backwards, up/down) to control a programmable toy</p> <p>Year 2 Create and debug a simple program</p>	<p>COMPUTING</p> <p>Year 1 - Word process ideas using a keyboard, (including using spacebar, back space, enter, shift and arrow keys)</p> <p>Year 2 - Recognise common uses of information technology beyond school</p>	<p>COMPUTING</p> <p>Year 1 - Capture images with a camera and record a sound and play it back</p> <p>Year 2 Use technology to create, organise and store digital content</p>	<p>COMPUTING</p> <p>Year 1 Enter information into a template to make a graph and say what the results on the graph show</p> <p>Year 2 Retrieve and manipulate digital content stored previously (e.g. make a slide show from text and pictures previously saved)</p>	<p>COMPUTING</p> <p>Year 1 Predict the outcome of simple instructions</p> <p>Year 2 Use logical reasoning to predict the behaviour of a simple program and use precise and unambiguous instructions to change it if necessary</p>	<p>COMPUTING</p> <p>Year 1 - Tell someone else what the school e-safety Code of Conduct means</p> <p>Year 2 - Use technology safely and respectfully. Know that personal information should be kept private; know what to do about something upsetting on the internet)</p>
	<p>DESIGN TECH -</p> <p>Year 1 – Explore mechanisms (e.g. levers, sliders, wheels and axles)</p> <p>Year 2 – Use mechanisms, such as levers, sliders, wheels and axles, in their products</p>	<p>DESIGN TECH – Designing</p> <p>Year 1 Create a design and describe how it works by using pictures, diagrams, models and words</p> <p>Year 2 Develop their designs by including detail about resources and features</p>	<p>DESIGN TECH Evaluating</p> <p>Year 1 Say what went well with their work</p> <p>Year 2 Explain what went well and what they would want to improve if they did it again</p>	<p>DESIGN TECH Design, make and evaluate a Rocket</p> <p>Year 1 – Join materials or components together in different ways</p> <p>Year 2 - Explain why they joined things together in a certain way (materials/components)</p>	<p>DESIGN TECH</p> <p>Year 1 Cut food safely and say why it is important to make sure surfaces are clean</p> <p>Year 2 Say where food comes from and prepare different simple healthy dishes</p>	<p>DESIGN TECH Design, make and evaluate a bug habitat.</p> <p>Year 1 – Build structures</p> <p>Year 2 - Explore how structures can be made stronger, stiffer or more stable</p>
	<p>ART – Autumn/Spring/Summer</p> <p>Year 1 Describe what they think and feel about their own work and another artist’s work</p> <p>Year 2 Create a piece of work in response to another artist’s work and then suggest how to make it even better</p>					
Creative	<p>ART</p> <p>Year 1 Name the primary colours and mix them to create secondary colours</p> <p>Year 2 Make tints by adding white and tones by adding black</p>	<p>ART</p> <p>Year 1 Make different kinds of shapes by cutting, rolling and coiling materials such as clay, dough or plasticine</p> <p>Year 2 Adding further detail to clay or dough models, understanding about the finish</p>	<p>ART</p> <p>Year 1 Draw lines of different shapes and thickness</p> <p>Year 2 Use charcoal, pastels and different grades of pencil (4B, 8B HB) when drawing</p>	<p>ART</p> <p>Year 1 Join fabric together using simple stitches</p> <p>Year 2 Join fabric by sewing and add further detail using stitches</p>	<p>ART</p> <p>Year 1 Print a pattern on to different materials</p> <p>Year 2 Create a print using different techniques (pressing, rolling, rubbing and stamping)</p>	<p>ART</p> <p>Year 1 Use a simple painting program to create a picture</p> <p>Year 2 Use a range of simple IT mark-making tools (e.g. brush and pen tools)</p>
	<p>MUSIC</p> <p>Year 1 Use their voice to speak, sing and chant</p> <p>Year 2 Follow the melody (tune) when they sing</p>	<p>MUSIC</p> <p>Year 1 Copy sounds and repeat short rhythmic patterns</p> <p>Year 2 Play simple rhythmic patterns on an instrument keeping a steady pulse</p>	<p>MUSIC</p> <p>Year 1 Make different sounds with their voice and instruments</p> <p>Year 2 Choose particular sounds by using their voice or instruments to create an effect</p>	<p>MUSIC</p> <p>Year 1 Make a sequence of sounds and represent the sounds by using pictures</p> <p>Year 2 Use symbols to represent sounds and make connections between notations and musical sounds</p>	<p>MUSIC</p> <p>Year 1 Say how a piece of music makes them feel</p> <p>Year 2 Say whether they like or dislike a piece of music with reasons</p>	<p>MUSIC</p> <p>Year 1 Understand some musical words and listen out for these particular things when listening to music</p> <p>Year 2 Use musical words to describe what you like and dislike</p>
Physical and wellbeing	<p>PE</p> <p>Year 1 Copy actions and skills with some coordination and care</p> <p>Year 2 Repeat and explore actions with control and co-ordination</p>	<p>PE</p> <p>Year 1 Choose skills and actions that suit the activity</p> <p>Year 2 Vary skills, actions and ideas, linking them in ways that suit the activities</p>	<p>PE</p> <p>Year 1 Talk about what they have done. Describe what other people did</p> <p>Year 2 Talk about what is different between what they</p>	<p>PE</p> <p>Year 1 Talk about what they have done. Describe what other people did</p> <p>Year 2 Talk about what is different between what they</p>	<p>PE</p> <p>Year 1 Describe how their body feels before, during and after an activity</p> <p>Year 2 Describe how their body feels during different activities</p>	<p>PE</p> <p>Year 1 Explain why you need to stay safe</p> <p>Year 2 Show someone how to exercise safely</p>

Lavington Park Federation - Graffham CE Infant and Duncton CE Junior Schools



			did and what someone else did Say how they could improve	did and what someone else did Say how they could improve		
PSHE – New Beginnings Year 1 – Say what they like and dislike, what is fair and unfair, what is right and wrong Year 2 - . Deal with their feelings in a positive way	PSHE – Zones of regulations Year 1 Begin to understand own feelings Year 2 Recognise own emotions and use strategies to deal with different emotions	PSHE – Getting on and Falling out/Peer Mediation Year 1 Share their views and opinions Year 2 Understand that others have different views and opinions. Show care for other people’s opinions	PSHE – Going for Goals Year 1 Make simple choices to improve their health and well being Year 2 Explain how to keep themselves safe and make choices to improve their health and well being	PSHE – Good to be me/Working with others Year 1 Listen to other people and play or work co-operatively Year 2 Understand that bullying is wrong and that we should respect peoples’ beliefs, customs and cultures	PSHE – Changes Year 1 Set own goals for the future Year 2 Discuss own goals for the future explain reasons for having these.	
RE – The Good Samaritan Year 1 - Talk about a religious story Year 2 - Retell stories from different religions	RE – Celebrations Why is Diwali important to Hindus? Year 1 - Explain why a person, book, object or place is special Year 2 - Know that different people believe in different things	RE – Special People Year 1 - Respond to things that they find interesting or puzzling and give their own views about them Year 2 - Respond sensitively to other people’s experiences and feelings	RE – Places of worship My Special place Year 1 - Talk about how they feel during religious events or after a religious story Year 2 - Explain the importance of stories and festivals to different religious groups	RE – Beliefs Bible story - David and Goliath. Year 1 - Respond to things that they find interesting or puzzling and give their own views about them Year 2 - Respond sensitively to other people’s experiences and feelings	RE – Belonging Year 1 Talk about what is important to them Year 2 Identify what is important to themselves and other people	

Cycle B	Autumn Term		Spring Term		Summer Term	
	<b>PETER PAN</b>	<b>ICE AND WATER</b>	<b>DOWN UNDER</b>	<b>INVENTIONS AND POTIONS</b>	<b>THE GREAT OUTDOORS</b>	<b>FOOD GLORIOUS FOOD</b>
	<b>WHAT IF YOU COULD MAKE PIXIES DUST?</b>	<b>WHAT IF YOU WERE A RICH PASSENGER ON THE TITANIC?</b>	<b>WHAT IF THE FOREST DISAPPEARED?</b>	<b>WHAT IF YOU COULD MAKE YOUR OWN MAGIC POTION?</b>	<b>WHAT IF PLANTS DIDN’T HAVE SEEDS?</b>	<b>WHAT IF YOU COULD DESIGN YOUR PERFECT MEAL?</b>
Hooks	Pirate dressing up day				Trip – Arundel Wetlands	



Key Text	Peter Pan	Titanic Texts	Where the forest meets the sea	George's Marvellous Medicine	10 Seeds	Oliver's Vegetables
WORKING SCIENTIFICALLY	Year 1 asking simple questions	Year 1 identifying and classifying	Year 1 performing simple tests	Year 1 identifying and classifying	Year 1 observing closely, using simple equipment	Year 1 begin to record results from simple tests
	Year 2 asking simple questions and recognising that they can be answered in different ways	Year 2 using their observations and ideas to suggest answers to questions	Year 2 performing simple tests	Year 2 identifying and classifying – using venn diagrams	Year 2 begin to use a scientific equipment	Year 2 gathering and recording data to help in answering questions.
Science	<p>Year 1 - Materials and Senses distinguish between an object and the material from which it is made 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</p> <p>Year 2 – Uses of everyday materials identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Year 1 – Materials and Senses compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>Year 1 – Seasonal Change observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies</p> <p>Year 2 - Investigating Materials</p>	<p>Year 1 – Animals including humans identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Year 2 - Animals including humans notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Year 1 - Animals including humans Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Year 1 – Seasonal Change observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies</p> <p>Year 2 - Living things and their habitats explore and compare the differences between things that are living, dead, and things that have never been alive 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</p>	<p>Year 1 Plants identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Year 2 plants observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Year 1 Plants identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>Year 1 – Seasonal Change observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies</p> <p>Year 2 Plants identify and name a variety of plants and animals in their habitats, including micro-habitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>
Humanities and Computing	<p>HISTORY <b>Year 1 Chronological Understanding</b> Explain how they have changed since they were born <b>Knowledge Interpretation</b> Describe the difference between the present and the past in own and other people's lives</p> <p>Year 2 <b>Chronological Understanding</b></p>	<p>HISTORY – TITANIC Year 1 <b>Chronological Understanding</b> Place objects/events in order and explain that some objects belonged to the past <b>Historical Enquiry</b> Ask questions about an artifact and give a plausible explanation about what it was used for in the past–</p>		<p>HISTORY – Famous inventors Thomas Edison <b>Year 1 Knowledge Interpretation</b> Explain how some people from the past have helped our lives be better today. <b>Historical Enquiry</b> Find answers to some simple questions about the past from different sources of information</p>	<p>HISTORY – Year 1 <b>Knowledge Interpretation</b> Explain how some people from the past have helped our lives be better today.</p> <p>Year 2 <b>Historical Enquiry</b> Research the life of a famous person from the past.</p>	



<p>Use phrases and words like: before, after, past, present, then and now; with historical meaning.  <b>Knowledge Interpretation</b>                  Compare how things in their life are different to when their parents and their grandparents were their age  <b>Historical Enquiry</b>                  Answer questions by asking an older person</p>	<p>Year 2  <b>Chronological Understanding</b>                  Sequence a set of events in chronological order and give reasons for the order  <b>Knowledge Interpretation</b>                  Recount interesting facts from historical events and                  Think of reasons why things happened the way they did  <b>Historical Enquiry</b>                  Research a famous event that happened in Britain.                  and                  Answer questions by using a specific source such as a nonfiction book</p>		<p>Year 2  <b>Chronological Understanding</b>                  Sequence a set of events in chronological order and give reasons for the order  <b>Historical Enquiry</b>                  Research the life of a famous person from the past and                  Answer questions by using a specific source such as a nonfiction book</p>	<p><b>Historical Enquiry</b>                  Answer questions by using a specific source such as a nonfiction book or asking an older person                  and                  Think why there might be differences in the way things are retold</p>	
<p>GEOGRAPHY Treasure Maps                  Year 1 - Identify the 4 countries making the United Kingdom and name their capital cities. FOCUS ON LONDON through the Peter Pan story.                  Year 2 - Point out on a globe or an atlas, the equator, the north and south poles, the world's 7 continents and 5 oceans</p>	<p>GEOGRAPHY                  Year 1 Find where they live on a map of the UK                  Year 2 Describe key features of a place, using words like, beach, coast, forest, hill, mountain, ocean, and valley (Southampton/Chichester)</p>	<p>GEOGRAPHY                  Year 1 - Explain the main features of a hot and cold place.                  Explain what they might need if they lived in a very hot or a very cold country (Science links)                  Year 2 - Describe a place outside Europe using geographical words</p>	<p>GEOGRAPHY                  Year 1 - Keep a weather chart and answer questions about the weather.                  Year 2 - Explain how people might spoil an area or make it better</p>	<p>GEOGRAPHY                  Year 1 - Explain how the weather changes with each season                  Year 2 Explain what facilities a town or village might need</p>	<p>GEOGRAPHY                  Year 1 – Find where they live on a map of the UK                  Year 2 - Say what they like and don't like about the local area and a different area that they have studied</p>
<p>COMPUTING                  Year 1 Word process ideas using a keyboard, (including using spacebar, back space, enter, shift and arrow keys)                  Year 2 Recognise common uses of information technology beyond school</p>	<p>COMPUTING                  Year 1 - Use simple instructions (left/right forwards/backwards, up/down) to control a programmable toy                  Year 2 - Create and debug a simple program</p>	<p>COMPUTING                  Year 1 - Capture images with a camera and record a sound and play it back                  Year 2 Use technology to create, organise and store digital content</p>	<p>COMPUTING                  Year 1 Enter information into a template to make a graph and say what the results on the graph show                  Year 2 Retrieve and manipulate digital content stored previously (e.g. make a slide show from text and pictures previously saved)</p>	<p>COMPUTING                  Year 1 Predict the outcome of simple instructions                  Year 2 Use logical reasoning to predict the behaviour of a simple program and use precise and unambiguous instructions to change it if necessary</p>	<p>COMPUTING                  Year 1 - Tell someone else what the school e-safety Code of Conduct means                  Year 2 - Use technology safely and respectfully(. Know that personal information should be kept private; know what to do about something upsetting on the internet)</p>
<p>DESIGN TECH -                  Year 1 – Explore mechanisms (e.g. levers, sliders, wheels and axles)                  Year 2 – Use mechanisms, such as levers, sliders, wheels and axles, in their products</p>	<p>DESIGN TECH – Designing                  Year 1 Create a design and describe how it works by using pictures, diagrams, models and words                  Year 2 Develop their designs by including detail about resources and features</p>	<p>DESIGN TECH Evaluating                  Year 1 Say what went well with their work                  Year 2 Explain what went well and what they would want to improve if they did it again</p>	<p>DESIGN TECH Design, make and evaluate a Rocket or fire engine                  Year 1 – Join materials or components together in different ways                  Year 2 - Explain why they joined things together in a certain way (materials/components)</p>	<p>DESIGN TECH                  Year 1 Cut food safely and say why it is important to make sure surfaces are clean                  Year 2 Say where food comes from and prepare different simple healthy dishes</p>	<p>DESIGN TECH Design, make and evaluate a bug habitat.                  Year 1 – Build structures                  Year 2 - Explore how structures can be made stronger, stiffer or more stable</p>
<p>ART – Autumn/Spring/Summer                  Year 1 Describe what they think and feel about their own work and another artist's work                  Year 2 Create a piece of work in response to another artist's work and then suggest how to make it even better</p>					
ART	ART	ART	ART	ART	ART



	<p>Year 1 Name the primary colours and mix them to create secondary colours Year 2 Make tints by adding white and tones by adding black</p>	<p>Year 1 Make different kinds of shapes by cutting, rolling and coiling materials such as clay, dough or plasticine Year 2 Adding further detail to clay or dough models, understanding about the finish</p>	<p>Year 1 Draw lines of different shapes and thickness Year 2 Use charcoal, pastels and different grades of pencil (4B, 8B HB) when drawing</p>	<p>Year 1 Join fabric together using simple stitches Year 2 Join fabric by sewing and add further detail using stitches</p>	<p>Year 1 Print a pattern on to different materials Year 2 Create a print using different techniques (pressing, rolling, rubbing and stamping)</p>	<p>Year 1 Use a simple painting program to create a picture Year 2 Use a range of simple IT mark-making tools (e.g. brush and pen tools)</p>
	<p>MUSIC Year 1 Use their voice to speak, sing and chant Year 2 Follow the melody (tune) when they sing</p>	<p>MUSIC Year 1 Copy sounds and repeat short rhythmic patterns Year 2 Play simple rhythmic patterns on an instrument keeping a steady pulse</p>	<p>MUSIC Year 1 Make different sounds with their voice and instruments Year 2 Choose particular sounds by using their voice or instruments to create an effect</p>	<p>MUSIC Year 1 Make a sequence of sounds and represent the sounds by using pictures Year 2 Use symbols to represent sounds and make connections between notations and musical sounds</p>	<p>MUSIC Year 1 Say how a piece of music makes them feel Year 2 Say whether they like or dislike a piece of music with reasons</p>	<p>MUSIC Year 1 Understand some musical words and listen out for these particular things when listening to music Year 2 Use musical words to describe what you like and dislike</p>
	<p>PE Year 1 Copy actions and skills with some coordination and care Year 2 Repeat and explore actions with control and co-ordination</p>	<p>PE Year 1 Choose skills and actions that suit the activity Year 2 Vary skills, actions and ideas, linking them in ways that suit the activities</p>	<p>PE Year 1 Talk about what they have done. Describe what other people did Year 2 Talk about what is different between what they did and what someone else did Say how they could improve</p>	<p>PE Year 1 Talk about what they have done. Describe what other people did Year 2 Talk about what is different between what they did and what someone else did Say how they could improve</p>	<p>PE Year 1 Describe how their body feels before, during and after an activity Year 2 Describe how their body feels during different activities</p>	<p>PE Year 1 Explain why you need to stay safe Year 2 Show someone how to exercise safely</p>
	<p>PSHE – New Beginnings Year 1 – Say what they like and dislike, what is fair and unfair, what is right and wrong Year 2 - . Deal with their feelings in a positive way</p>	<p>PSHE – Zones of regulations Year 1 Begin to understand own feelings Year 2 Recognise own emotions and use strategies to deal with different emotions</p>	<p>PSHE – Getting on and Falling out/Peer Mediation Year 1 Share their views and opinions Year 2 Understand that others have different views and opinions. Show care for other people’s opinions</p>	<p>PSHE – Going for Goals Year 1 Make simple choices to improve their health and well being Year 2 Explain how to keep themselves safe and make choices to improve their health and well being</p>	<p>PSHE – Good to be me/Working with others Year 1 Listen to other people and play or work co-operatively Year 2 Understand that bullying is wrong and that we should respect peoples’ beliefs, customs and cultures</p>	<p>PSHE – Changes Year 1 Set own goals for the future Year 2 Discuss own goals for the future explain reasons for having these.</p>
Physical and wellbeing	<p>RE – The Good Samaritan Year 1 - Talk about a religious story Year 2 - Retell stories from different religions</p>	<p>RE – Celebrations Why is Diwali important to Hindus? Year 1 - Explain why a person, book, object or place is special Year 2 - Know that different people believe in different things</p>	<p>RE – Special People Year 1 - Respond to things that they find interesting or puzzling and give their own views about them Year 2 - Respond sensitively to other people’s experiences and feelings</p>	<p>RE – Places of worship My Special place Year 1 - Talk about how they feel during religious events or after a religious story Year 2 - Explain the importance of stories and festivals to different religious groups</p>	<p>RE – Beliefs Bible story - David and Goliath. Year 1 - Respond to things that they find interesting or puzzling and give their own views about them Year 2 - Respond sensitively to other people’s experiences and feelings</p>	<p>RE – Belonging Year 1 Talk about what is important to them Year 2 Identify what is important to themselves and other people</p>

