



Subjects	Objectives/Learning intentions
Computing	<p>E-safety</p> <ul style="list-style-type: none"> • Use technology safely • Begin to understand some online risks • Identify where to go for help <p>Multimedia</p> <ul style="list-style-type: none"> • Use a range of applications and devices in order to communicate ideas, work and messages <p>Technology in lives</p> <ul style="list-style-type: none"> • Use a range of devices and applications across all curriculum areas
Music	<p>Historical context</p> <ul style="list-style-type: none"> • Blues, Latin, Folk, Funk, Baroque, Bhangra • Latin Bossa Nova, Film music, Big band jazz, Mashup, Latin fusion <p>Listen and Appraise</p> <ul style="list-style-type: none"> • I know the Year 1 songs by heart • I know what our songs are about • I can know the names and can recognise the sound of some of the instruments they use. • I can learn how to enjoy moving to music by dancing, marching, being animals or pop stars. <p>Musical Activities</p> <p>Games</p> <ul style="list-style-type: none"> • I know that music has a steady pulse, like a heartbeat. • I can find the pulse of the song on my own or with support. • I can clap the rhythm of my name, favourite colour etc. • I can listen to a rhythm and clap back • I can listen and sing back <p>Singing</p> <ul style="list-style-type: none"> • I can sing or rap our songs from memory and in unison • I can learn about voices, singing notes in different pitches - high and low • I can make different types of sounds with my voice – rapping or saying words in rhythm • I can start and stop singing when following a leader <p>Playing</p> <ul style="list-style-type: none"> • I know the name of the instruments I am playing • I can play an instrumental part that matches my musical challenge – one-note, simple or medium • I know the names of the notes in my part from memory or when written down <p>Improvisation</p> <ul style="list-style-type: none"> • I know improvisation is making up your own tunes on the spot and it isn't written down – everyone can improvise! • I can improvise – I can clap/sing my own answers, I can play my own answer, I can improvise with one or two notes. <p>Compositions</p> <ul style="list-style-type: none"> • I know composing is like a story with music – everyone can compose. • I can help to compose a simple melody using one, two or three notes <p>Performance</p> <ul style="list-style-type: none"> • I know performance is sharing music with an audience • I can perform a song and say how I felt about it • I know it can be for a special occasion and involve different size groups.
PE	<p>To Acquire and Develop Skills (Copy and repeat simple skills)</p> <p>Dance</p> <ul style="list-style-type: none"> • Copy and explore basic movements and body patterns with some control and coordination. • Respond to range of stimuli, linking movements to sounds and music. <p>Gymnastics</p> <ul style="list-style-type: none"> • Perform basic gymnastic actions like traveling, rolling and jumping: • Travel by rolling forward, backward and sideways. • Begin to explore balances on different points of the body.

	<ul style="list-style-type: none"> • Stretch and curl to perform at different levels and using different body shapes. • Jump in a variety of ways, including a 2-footed jump • Climb safely on equipment. <p>To Select and Apply skills, tactics and compositional ideas (Pupils link simple actions and skills)</p> <p>Dance</p> <ul style="list-style-type: none"> • Compose and link movement phrases to make simple dances with clean beginning, middle and end • Practise and repeat their movement phrases and perform in a controlled way <p>Gymnastics</p> <ul style="list-style-type: none"> • Compose simple movement phrases in response to simple tasks • Link and repeat basic gymnastic actions perform movement phrases with control and accuracy <p>To have a knowledge and understanding of health and fitness</p> <ul style="list-style-type: none"> • Can describe how their bodies feel when still and when exercising • Can talk about how to exercise safely
PSHE	<p>Healthy Eating and Physical Activity</p> <ul style="list-style-type: none"> • I know what it means to be healthy and why it is important. • I know the difference between healthy and unhealthy foods, including sugar intake. • I know what physical activity is and how it keeps people healthy. • I can name different types of play (indoor, outdoor, screen based) and why it is important to balance their use. • I can name the people who can help me stay healthy (e.g. parents, doctors, nurses, dentists, lunch supervisors) <p>Online Relationships and Internet Safety</p> <ul style="list-style-type: none"> • I can say how and why people use the internet. • I can say basic rules for keeping safe online. • I know how to communicate safely with others online. • I know who to tell if I see something online that makes me feel unhappy, worried or scared. • I can list the benefits of using the internet and digital devices.
RE	<p>Islam</p> <p>What do Muslims believe?</p> <ul style="list-style-type: none"> • What are the names that describe Allah and what do they tell Muslims about him? • Why is Muhammad important to Muslims? • Why do Muslims say 'peace be upon him' (pbuh) when they mention Muhammad? • What is the Qur'an and how do Muslims show that it is important? • How was the Qur'an revealed to Muhammad (pbuh)? <p><u>Outcomes</u></p> <ul style="list-style-type: none"> • Know some basic beliefs of Islam. • Explain the place of Allah, Muhammad and the Qur'an in the lives of a Muslim. <p>Salvation</p> <p>Why does Easter matter to Christians?</p> <ul style="list-style-type: none"> • What is salvation? • Why is Easter important and how does it link to the Big Story of the Bible? • What are the main events of Holy Week? • How do each of the events of Holy week make you feel? • How do local churches celebrate Easter? • Why do some people believe there is a heaven? <p><u>Outcomes</u></p> <ul style="list-style-type: none"> • Recognise that salvation is part of the 'Big Story' of the Bible. • Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of salvation (Jesus rescuing people) • Give at least 3 examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. • Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.
DT Mechanics day	<p>To master practical skills</p> <p>Mechanics</p> <ul style="list-style-type: none"> • I have explored how moving objects work. • I have explored how mechanisms work including wheels, levers, sliders and hinges.

Cultural Capital	Children's Mental Health Week Online Safety Week
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