

YEAR A		Autumn	Spring	Summer
Year 1 and 2		<u>Fire and Ice</u>	<u>In the Dark</u>	<u>The Seaside</u>
	Maths	<ul style="list-style-type: none"> • Number: Place Value - count, read and write forwards and backwards (Y1 to 10/20; Y2 to 100); represent numbers as tens and ones (Y1 numbers from 11-20/tens and ones; Y2 numbers to 100, using place value chart); compare groups and numbers (Y1 one to one correspondence, compare groups using language, compare groups of objects, introduce <, > and = symbols, compare number 10 and 20; Y2 compare objects, compare numbers); order numbers (Y1 order objects and numbers 10 and 20, ordinal numbers the number line; Y2 order objects and numbers); sort, count and represent objects (Y1 sort, count and represent objects); count one more and one less (Y1 count one more and one less) • Number: Addition and Subtraction - fact families and number bonds (Y1 fact families - addition facts, find number bonds within 10, systematic methods within 10, compare number bonds, fact families - the eight facts, find and make number bonds, related facts; Y2 fact families- addition and subtraction bonds to 20, check calculations, bonds to 100 (tens), bonds to 100 (tens and ones), make the same amount - money); part-whole model (Y1 addition symbol, adding together, finding a part, subtraction-breaking apart); add and subtract (Y2 add and subtract 1s, 10 more and 10 less, add and subtract 10s) • Measurement: Length, Weight and Capacity - measure length (Y1 introduce measuring length; Y2 measuring length and height - cm and m); compare and order lengths (Y2 - four operations with length); weight and mass (Y1 introduce weight and mass; Y2 compare mass); measure and compare mass (Y1 measure and compare mass; Y2 measure and compare mass - g and kg); capacity and volume (Y1 introduce capacity and volume; Y2 compare capacity); measure and compare capacity (Y1 measure and compare capacity; Y2 - ml and l); temperature (Y2 temperature) • Number: Multiplication and Division - numbers to 50 (Y1 numbers to 50, tens and ones, represent numbers to 50, one more one less, compare objects and numbers within 50, order numbers within 50); counting in multiples (Y1 count in 2s, 5s 10s, counting in coins; Y2 count in 2s, 3s, 5s, 10s, count money - pence and pounds); equal groups (make equal groups, add equal groups; Y2 recognise equal groups, make equal groups, add equal groups, the multiplication symbol, multiplication from pictures); arrays (Y1 make arrays, make doubles; Y2 use arrays, create arrays); times-tables (Y2 2,5,10 times-table) • Problem-Solving • Investigations 	<ul style="list-style-type: none"> • Number: Fractions - equal parts (Y2 make equal parts); halves (Y1 find a half; Y2 recognise a half, find a half); quarters (Y1 find a quarter; Y2 recognise a quarter, find a quarter); thirds (Y2 recognise a third, find a third); unit and non-unit fractions (Y2 unit fractions, non-unit fractions, equivalence of 1/2 and 2/4, find three quarters); counting (Y2 count in fractions) • Number: Multiplication, Division, Addition and Subtraction - sharing (make equal groups - sharing); grouping (make equal groups - grouping); divide by 2 (Y2 divide by 2, odd and even numbers); divide by 5 and 10 (Y2 divide by 5, divide by 10); add and subtract (Y2 crossing place value boundaries in addition and subtraction; using inverses) • Money – money (Y1 recognising coins, recognising notes; Y2 count money - notes and coins, select money) • Time - ordering events (Y1 before and after, dates); telling the time (Y1 time to the hour, time to the half hour; Y2 o'clock and half past, quarter past and quarter to, telling the time to 5 minutes); hours and days (Y1 days of the week; Y2 hours and days); write and compare time (Y1 writing time, comparing time; Y2 find durations of time, compare durations of time) • Number: Place Value – place value to 100 (Y1 counting to 100, partitioning numbers, comparing numbers, ordering numbers, one more, one less); Y2 partitioning to add and subtract) • Geometry: Shape - recognise and name shapes (recognise and name 2D and 3D shapes); 2D shapes (Y2 count side on 2D shapes, count vertices on 2D shapes, draw 2D shapes, lines of symmetry); 3D shapes (Y2 count faces on 3D shapes, count edges on 3D shapes, count vertices on 3D shapes); sorting (sort 2D and 3D shapes); patterns (Y1 patterns with 3D and 2D shapes; Y2 make patterns with 2D shapes, make patterns with 3D shapes) • Statistics - statistics (make tally charts, draw pictograms, interpret pictograms, block diagrams) • Problem-Solving • Investigations 	<ul style="list-style-type: none"> • Number: Four Operations – number lines (using number lines to add, subtract, multiply and divide, counting in steps); inverses (understanding the inverse operation); Counting in steps and partitioning numbers to jump on the number line • Money – money (coin totals, calculating change, comparing money using <, >, =)) • Time - ordering events (Y1 before and after, dates); telling the time (Y1 time to the hour, time to the half hour; Y2 o'clock and half past, quarter past and quarter to, telling the time to 5 minutes); hours and days (Y2 hours and days); write and compare time (Y1 writing time, comparing time; Y2 find durations of time, compare durations of time) • Geometry: Shape – 2D shapes (lines of symmetry, symmetrical and asymmetrical shapes); angles (recognising and finding right angles; Y2 understanding angles - obtuse/acute) • Statistics - increments (Y1 make tally charts, draw pictograms, interpret pictograms, block diagrams with increments of 2, 5 and 10; Y2 make tally charts, draw pictograms, interpret pictograms, block diagrams including halves) • Number: Place Value – estimation – (estimating with place value; rounding numbers up or down to their nearest 10 (Y1) or 100 (Y2)) • Number: Fractions – comparing fractions (compare fractions, sort fractions) • Geometry: Position and Direction - turns (Y1 describe turns; Y2 describing turns); movement (Y1 describe position; Y2 describing movement and turns); position (Y1 describe position); patterns with shapes (Y2 making patterns with shapes) • Problem-Solving • Investigations

	English	<p>Poetry - fire poems Recount - The Great Fire of London Poetry - The Great Fire of London Diary writing – diary entries (Samuel Pepys) Drama - The Great Fire of London Information texts - fire trucks Labels and captions - fire engines Letter writing - thank you letters Story writing - Dragon Loves Penguin Story writing - Lost and Found Poetry - ice poems Leaflets and posters - polar animals</p> <p>Texts: Fire Poetry – fiery fingers/Fire is like a Dragon Great Fire of London poem, information texts about fire engines, Dragon Loves Penguin - Debi Gliori, Lost and Found - Oliver Jeffers, information texts about polar animals</p>	<p>Descriptive writing - nocturnal animals Non-fiction texts - nocturnal animal facts Posters /non-chronological reports - owls, bats, hedgehogs Safety leaflets – how to keep hedgehogs safe Letter writing - Hedgehog Preservation Society Storyboards - Owl Babies Story writing - Owl Babies Story writing - The Brave Little Hedgehog Story writing (endings) - The Fox in the Dark Descriptive factual writing - Bat Loves the Night Recount - British Wildlife Centre visit</p> <p>Texts: Owl Babies - Martin Waddell, letter from Hedgehog Preservation Society, The Brave Little Hedgehog - Paul and Emma Rogers, The Fox in the Dark - Alison Green/Deborah Allwright, Bat Loves the Night - Nicola Davies, information texts about nocturnal animals</p>	<p>Mindmaps - the seaside Instructions - RNLI safety at the beach. Story writing - The Whale and The Snail Labels and captions - imagine You’re a Pirate/Mermaid Descriptive writing - imagine you’re a Sandie Character study - The Rainbow Fish Posters - Summer Fair Recount - Brighton and Hove visit Information texts - seahorses Drama - Jolly Roger Information texts - Punch and Judy Author visit - Cathy Watts</p> <p>Texts: Imagine You’re a Pirate/Mermaid - Meg Clibbon information texts about seahorses, seahorse fiction texts, The Rainbow Fish - Marcus Pfister, The Snail and the Whale - Julia Donaldson, Sandies in the Beach Huts/Hello Again Sandies!!/Watch Out for the Sandies - Cathy Watts</p>
	Science	<p><u>Seasonal change</u> - what changes are there outside in Autumn? Seasonal walk noting changes What sort of weather do we have - creating a weather map/report (role play) Comparative observations - what clouds can we see? What is the wind like? How much rain do we have? What is the temperature?</p> <p><u>Everyday materials</u> Material hunt around the school Sorting materials into natural and man-made Investigating how quickly/slowly different materials burn (link with Great Fire of London - History) How do foods change when they are heated? - focus on bread, chocolate, ice and eggs How do foods change when they are cooled? - focus on making ice cream Where is the coolest place in the classroom? - how do I slow the melting of an ice cube? Which materials will help to slow a snowman from melting? Comparative investigation - which material is best for blocking a hole in a bucket?</p>	<p><u>Seasonal change</u> - what changes are there outside in Winter and Spring? Seasonal walk noting changes Comparative observations - what clouds can we see? What is the wind like? How much rain do we have? What is the temperature?</p> <p><u>Animals including humans</u> What are the main parts of our bodies? Labelling my body outline (head, arm, leg, chest) Which parts of our body do we use for our senses? Investigating our different senses Naming animals - what can we see in our local environment? Classifying animals - mammals. birds, insects, amphibians, reptiles, fish Classifying animals - vertebrates and invertebrates What are carnivores, herbivores and omnivores? What is hibernation - which animals hibernate? how long? Creating animal fact files Identifying and naming - describing the structures of pets (tail, fur, shell, teeth, claws) Creating own new pet - roll a dice game for number of eyes, legs, wings, spots, etc - children name species and write about caring for new pet</p>	<p><u>Seasonal Change</u> - what are the different seasons? What happens in each season outside? Spring visitors - a lamb Observing school bird boxes Signs of Spring village walk Comparative observations - what clouds can we see? What is the wind like? How much rain do we have? What is the temperature? Devising seasonal weather forecasts</p> <p><u>Animals including humans</u> Link to RSE skills – human offspring, growth How are boys and girls different? Labelling external body parts How do babies grow? - growth of a foetus Visit - new mum Comparing what a baby can do to what I can do Measuring body parts (height, feet, head, etc) of different aged children What do we need to be healthy? (link to PE)</p>

	History	<p>Events beyond living memory – The Great Fire of London</p> <ul style="list-style-type: none"> • Chronological Understanding - visit from Rainbow theatre; study of the Great Fire of London; sorting fire engines past and present; classroom visual time line; writing a diary from view point of an eye witness (link to English) • Historical Knowledge - visit from Rainbow Theatre; sorting fire engines past and present; investigating life in London during Great Fire of London, e.g. hygiene, development of fire service; diary writing from viewpoint of an eyewitness (link to English) • Interpretations of History - exploration of Pepys diary; Rainbow theatre visit; gathering information from books, video clips, eye witness accounts • Historical Enquiry - exploring changes in building materials and town planning; investigating ‘The Great Fire of Beeding’; comparison between modern fire fighters and fire engines with the past; understanding why the fire service was created • Organisation and Communication - sorting events and objects into groups; using timelines to order events or objects; listening to and telling stories about the past; talking, writing and drawing about things from the past; drama/role play; writing (reports, labelling, simple recount); creating classroom display; annotating photographs 	<p>Lives of significant individuals -comparison of lives of Beatrix Potter and Axel Scheffler</p> <ul style="list-style-type: none"> • Chronological Understanding - compare own life with Beatrix Potter’s • Historical Knowledge - comparing similarities and differences between work of Beatrix Potter and Axel Scheffler • Interpretations of History - exploration of Beatrix Potter’s diary; gathering information from letters, websites, information books and works • Historical Enquiry - exploring lives of Axel Scheffler and Beatrix Potter; comparison of lives and works; asking questions <i>“How have published books changed?”</i> • Organisation and Communication - sorting events and objects into groups; using timelines to order events or objects; listening to and telling stories about the past; talking, writing and drawing about things from the past; drama/role play; writing (reports, labelling, simple recount); creating classroom display; annotating photographs 	<p>Local study – changes to Brighton</p> <ul style="list-style-type: none"> • Chronological Understanding - comparison of seaside today and seaside in the past (Punch and Judy, Victorian seaside, beach huts); Victorian seaside experience; Worthing Museum visit: exploration of Volks Railway,, bathing machines and uses in the past • Historical Knowledge - comparing seaside today and seaside in the past (Punch and Judy, Victorian seaside beach huts, carousel); Worthing Museum visit; exploration of Volks Railway; seaside dress up day • Interpretations of History - looking at seaside videos, pictures, information books • Historical Enquiry - comparison of seaside now and in the past; changes to transport in Victorian times • Organisation and Communication - sorting events and objects into groups; using timelines to order events or objects; listening to and telling stories about the past; talking, writing and drawing about things from the past; drama/role play; writing (reports, labelling, simple recount); creating classroom display; annotating photographs
	Geography	<ul style="list-style-type: none"> • Locational Knowledge – locate Australia on a map/globe; where it is in relation to the UK; understand there are seven continents in the world; understand that Australia and the UK are surrounded by water; understand that there are also very cold countries in the world • Place Knowledge - compare UK and Australia; compare Brighton with Sydney; use key vocabulary to describe similarities and difference (weather, culture, landscape) • Human and Physical Geography - identify seasonal and daily weather patterns in the United Kingdom, Australia and North Pole; find out about Australian landmarks, both physical and human; understand that due to global warming, the arctic countries and animals that live there are under threat of extinction • Geographical Skills and Fieldwork - look at the map of Australia and pinpoint where the bush fires took place 	<ul style="list-style-type: none"> • Locational Knowledge – location of Lake District compared to our own location 	<ul style="list-style-type: none"> • Locational Knowledge - compare key human and physical feature of Upper Beeding (rural location) with Brighton (seaside location); compare the seaside in the past compared to now; explore significant landmarks (Brighton Pier/ Brighton Eye/ the Eye 360/ West Pier); locate human and physical features on a map
	Art	<ul style="list-style-type: none"> • Drawing – taking a pencil for a walk, lines, mark making; investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes • Painting - exploring colour mixing (colour wheel) – primary and secondary colours, hot and cold colours; exploring different types of paint; exploring different sized brushes; collaborative art • Printing - printing background for collaborative art • Art through Technology - use graphics package to create images and effects with; lines by changing size of brushes, shapes using eraser, shape and fill tools, colours and texture using simple filters to manipulate and create images - Snowman point of view (birds eye view) <p>Artist study – Andy Goldsworthy</p>	<ul style="list-style-type: none"> • Drawing - observational drawing of nocturnal animals focusing on lines, marks, shape, tone using charcoal • Painting - creating night time scenes; painting nocturnal animals inspired by focus artist, David Shepherd • Printing - explore texture by creating wax rubbings <p>Artist study – David Shepherd</p>	<ul style="list-style-type: none"> • Drawing – observational drawing of shells focusing on lines, marks, shape, tone, texture, pattern; using seaside sunglasses (view finder) to focus on shell details • Painting - Painting clay tile; visiting artist Robin Cooper-Hannan demonstrating painting techniques and working collaboratively; painting seascapes • Textiles - sea weaving – using materials to weave the background; templates and joining techniques – sea creature puppet • 3D Sculpture - clay thumb pot - manipulate malleable materials e.g. rolling and kneading; clay relief tile - crosshatching, creating clay slip to join pieces; understanding safety and care of materials/tools; natural sculpture - creating sculptures using natural materials during trip to Brighton seafront <p>Artist Study – Robin Cooper-Hannan (local artist)</p>

	Computing	<ul style="list-style-type: none"> Algorithms - learning to log on to school system; understanding that instructions given (username and password) determine behaviour of computer; introducing algorithms, thinking about daily algorithms/routines we carry out Using Technology - typing and mouse skills to drag, drop, find letters, shortcuts etc; creating fire/Great Fire of London pictures using Paint; saving own work; retrieving work from own folder; creating self-portrait on Paint; typing speech bubbles; maths programs (SumDog) IT Uses - discussing different types of technology used at home; reading Digiduck; exploring different parts of computer and functions Online Safety - discussing Acceptable User Policy; talking about ways to keep safe online, through story 'Digiduck'; understanding to keep VLE passwords safe; sending messages on VLE to friends and teachers; discussing who to go to if problems occur when using technology 	<ul style="list-style-type: none"> Algorithms - exploring how machines are controlled, including their inputs and outputs; 2CreateASuperStory – inserting animations to follow in a sequence, understanding that order affects outcome Creating and Debugging Programs - robot instructions in classroom – child or teacher directed to a certain place, debugging the code when incorrect action is performed and thinking about how to make algorithms specific; creating nocturnal animal BeeBot mat on the computer and give commands for BeeBot to move around Logical Reasoning - inputs and outputs – thinking about what will happen when particular buttons are pressed on a device and action they will perform Using Technology - searching for, saving and retrieving nocturnal animal images from Google; creating BeeBot mat with nocturnal animal images inserted into squares; nocturnal animal block graph – inserting information; 2CreateASuperStory – creating drawings using shapes, lines and colours, inserting text and voice recordings/sound effects; saving and retrieving stories; maths programs (SumDog) IT Uses - looking at technology used in school and its purposes; identifying various technology in homes and purposes, thinking about which room it would be found in and why; linking technology used both at home and school, and its different purposes Online Safety - Introducing and discussing SMART rules; creating own avatar – link to playing online games 	<ul style="list-style-type: none"> Algorithms - adding animations and transitions to PowerPoints Creating and Debugging Programs - ordering animations of text and clipart on slideshow Using Technology - designing own topic book front covers with text, borders and clipart; using search engines to research sea creatures, thinking about which information is the most useful; insert text, clipart and images onto slides on PowerPoint; saving and retrieving slideshows; maths programs (SumDog) Online Safety - matching social media to its logos and purposes; creating 'safe' social media profiles; discussing what personal information is; creating 'safe' usernames, linked to playing online games; watching Hector's World – linking to who we can trust to help us and why; using 'safe' search engines such as Kiddle to research sea creatures
	DT	<p>Preparing Fruit & Veg – fruit smoothies/fruit drinks</p> <ul style="list-style-type: none"> Design - design product using simple design criteria; generate ideas and design investigating variety of fruit and vegetables; communicate ideas through talk and drawings Make - use simple utensils and equipment safely; select fruit and vegetables according to characteristics Evaluate - taste and evaluate range of fruit and vegetables; evaluate ideas and finished products against design criteria Technical knowledge - understand where fruit and vegetables come from; understand basic principles of a healthy and varied diet (The Eatwell plate); know and use technical and sensory vocabulary 	<p>DT Sliders & Levers – Moving animal picture</p> <ul style="list-style-type: none"> Design - generate ideas based on own experiences and design criteria; develop, model and communicate ideas through drawings and mock-ups Make - plan by suggesting what to do next; select and use tools, explaining choices; use simple finishing techniques Evaluate - explore range of existing books and everyday products that use simple sliders and levers; evaluate product discussing how well it works in relation to purpose Technical knowledge - explore and use sliders and levers; understand different mechanisms that produce different types of movement; know and use relevant technical vocabulary 	<p>Templates & joining techniques –sea creature puppet</p> <ul style="list-style-type: none"> Design - design product for chosen user and purpose; generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and information/communication technology Make - select and use range of tools and equipment; select and use textiles according to characteristics Evaluate - explore and evaluate range of textile products; evaluate ideas throughout and final product against original design criteria Technical knowledge - understand how 3-D textile products are made, using template to create two identical shapes; understand how to join fabrics using different techniques; explore different finishing techniques; know and use relevant technical vocabulary

	Music	<p><u>Hands, Feet, Heart (Charanga)</u> <u>Performing</u></p> <ul style="list-style-type: none"> • Learn to sing a simple song and memorise words; • begin to use correct technique when playing a range of percussion instruments; • learn to play G,A,C on a tuned instrument and follow a score; • keep a steady beat and copy simple rhythm patterns Follow a beat and change action on direction <p><u>Listening and Reviewing</u> Talk about music heard with appropriate vocabulary; begin to explore how music can affect emotions; recognise how music enriches our lives; identify different sound sources; identify well-defined features</p> <p><u>Improvising and Composing</u></p> <ul style="list-style-type: none"> • start to improvise with a question and answer activity, clap back own answer; • listen to and sing back, then listen and play own answer using two notes , C moving to D; • taking turns to improvise; practise improvising over track of song <p><u>Performing - Nativity Songs</u></p> <ul style="list-style-type: none"> • Learn to sing a series of simple songs tunefully and memorise words; • Rhythm games - keep a steady beat and copy simple rhythm patterns <p><u>Interrelated Dimensions</u></p> <ul style="list-style-type: none"> • Pitch, Duration, Dynamics: Tempo, Timbre, Texture, Structure are covered through all elements of performing, listening and appraising. <p><u>Vocabulary</u>: high, low and middle sounds; long and short sounds; fast and slow; repetition and introduction</p>	<p><u>Topic-related Music</u> <u>Performing</u></p> <ul style="list-style-type: none"> • Learnt the song ‘We like to Come out at Night’; • create actions to accompany the song; using boomwhackers and other non-tuned instruments to accompany the song using D & A <p><u>Improvising and Composing</u></p> <ul style="list-style-type: none"> • Compose extra verses for song using other nocturnal animals; • Compose a nocturnal animal piece using a graphic score; • Use instruments to add sound effects; explore patterns of sound <p><u>Rhythm In The Way We Walk (Charanga)</u> <u>Performing</u></p> <ul style="list-style-type: none"> • Learn to sing two songs that use different styles; • Complete a series of activities to warm up bodies and voices before singing; • Play a variety of warm up games <p><u>Listening and Reviewing</u> Talk about music heard with appropriate vocabulary; begin to explore how music can affect emotions; recognise how music enriches our lives; identify different sound sources; identify well-defined features</p> <p><u>Interrelated Dimensions</u></p> <ul style="list-style-type: none"> • Pitch, Duration, Dynamics: Tempo, Timbre, Texture, Structure are covered through all elements of performing, listening and appraising. <p><u>Vocabulary</u>: high, low and middle sounds; long and short sounds; fast and slow; repetition and introduction</p>	<p><u>Topic-related Music</u> <u>Performing</u></p> <ul style="list-style-type: none"> • Learn to sing Five Little Starfish, The Jellyfish (Sing Up website); • Accompany The Jellyfish song using tuned and untuned instruments; • Learn songs for the Year 2 Locality Singing Festival; • Rhythm games that embed interrelated dimensions of music <p><u>Listening and Reviewing</u> Talk about music heard with appropriate vocabulary; begin to explore how music can affect emotions; recognise how music enriches our lives; identify different sound sources; identify well-defined features</p> <p><u>Friendship Song (Charanga)</u> <u>Performing</u></p> <ul style="list-style-type: none"> • Play an accompaniment on untuned instruments – drums, tambourines, finding the pulse, keeping time to beat; • Learn to play a section tuned instrument - xylophones/glockenspiels/ boomwhackers <p><u>Interrelated Dimensions</u></p> <ul style="list-style-type: none"> • Pitch, Duration, Dynamics: Tempo, Timbre, Texture, Structure are covered through all elements of performing, listening and appraising. <p><u>Vocabulary</u>: high, low and middle sounds; long and short sounds; fast and slow; repetition and introduction</p>
	PE	<ul style="list-style-type: none"> • <u>Dance</u> - copy and explore basic movements and body patterns; remember simple movements and dance steps; vary levels and speed in sequence; vary the size of my body shapes; add change of direction to a sequence • <u>Ball Skills</u> - throw underarm and overarm; catch and bounce a ball; practise accurate throwing and consistent catching <ul style="list-style-type: none"> • <u>Dance</u> - link movements to sounds and music; respond to range of stimuli; use space well and negotiate space clearly • <u>Ball Skills</u> - throw different types of equipment in different ways, for accuracy and distance; throw, catch and bounce a ball with a partner 	<ul style="list-style-type: none"> • <u>Gymnastics</u> - use equipment safely; use twists, turns and travels in a variety of ways; demonstrate a two-footed jump with appropriate landing • <u>Dance</u> - use simple choreographic devices such as unison, canon and mirroring <ul style="list-style-type: none"> • <u>Gymnastics</u> - link together 2/3 steps to create a sequence; add a roll into sequence • <u>Ball Skills</u> - use throwing and catching skills in a game; throw a ball for distance; use hand-eye coordination to control a ball; vary types of throw used depending on what is required 	<ul style="list-style-type: none"> • <u>Hockey</u> - develop confidence in a variety of ball games including sending the ball to a partner in a number of ways; begin to apply and combine a variety of skills (to a game situation); develop strong spatial awareness and understanding of positioning; begin to use and understand the terms attacking and defending • <u>Cricket</u> - use hitting skills in a game; practise basic striking, sending and receiving; strike or hit a ball with increasing control; apply skills for playing striking and fielding games; position the body to strike a ball <ul style="list-style-type: none"> • <u>Game Making</u> - understand the importance of rules in games; develop simple tactics and use them appropriately; begin to develop an understanding of attacking/ defending; start to compete against peers and self in increasingly challenging situations; start to develop own games with peers • <u>Athletics</u> - change speed and direction whilst running; jump from a standing position with accuracy; perform a variety of throws with control and co-ordination

	PSHE	<u>Me and My World</u> Writing class rules/electing class reps Harvest – what does it mean to be hungry? Who cares for me? How am I feeling? Who can help me? 999 Online safety (passwords) Jeans for Genes <u>We are all Different</u> Black History – What is Black History Month? Children in Need Anti-bullying What do I like/dislike? What is fair and unfair, kind and unkind, right and wrong?	<u>Dreams and Goals</u> New Year Resolutions What am I good at? What do I want to be? Jobs (parent visitors) Dream jars <u>Healthy Me</u> Road safety Personal hygiene Dental health Stopping illnesses and diseases Being safe at home Fire safety (WSFS)	<u>Relationships</u> What is a good friend? Medal for a friend playing co-operatively What is jealousy? When I am angry How do I say ‘sorry’? <u>Changing Me</u> Growing older Feelings – moving home, losing a pet Becoming independent Living and Growing – parts of the body What is privacy? Transition to Y2/3
	RE	<u>Christianity</u> Does God want Christians to look after the world? • Refection - think about something you have made • Scavenger hunt - find five items • Explore items found - who made them? • Share the Creation Story - children create own response • Look at pictures of the works - sort into caring/not caring for the world • What might God write in a letter to us about the world? • Class display - draw picture of something God would be pleased with us about <u>Christianity</u> What gift would I have given to Jesus if He had been born in my town? • Share special gifts that we have • Explore the Christmas Story • Bag of gifts - who gave these to Jesus? • Creating story sticks • What gift would you give to Jesus? • Sharing gifts and reasons	<u>Christianity</u> Was it always easy for Jesus to show friendship? • Share story of being left out • Sort pictures - things a good friend does/does not do • Share Bible stories showing Jesus’s friendship • Freeze-frame scenes from stories • Web of friendship - what do I value in my friends? <u>Christianity</u> Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? • What would you do if the Queen was visiting? How do you greet special people to your home? • Tell Easter Story • Make palm leaves and re-enact story • How would Christians welcome Jesus to their town today? • Discussion - Jesus arrived as a king, but did he leave as one?	<u>Judaism</u> Is Shabbat important to Jewish children? • Days of the week - what do you do on different days? • Explore what a Jewish child does Friday to Sunday • Focus on Shabbat meal - what is it? • Jewish visitor - what does Shabbat mean to you? • Discussion - should a Jewish child go out on a Friday? • What would you have in a special class meal? <u>Judaism</u> Does Chanukah make Jewish people feel closer to God? • Explore cards for celebration - what would we need to do to celebrate a birthday? • Explore Chanukah - what is similar/different to our birthday celebration ideas? • Sorting hoops - which activities help a Jewish child feel closer to God? • Class display - making candles of thanks
	Visits and Visitors	Rainbow Theatre Fire Brigade Ice Man	British Wildlife Centre Sussex Falconry Hedgehog Man	Hove Lagoon Brighton Beach/Volks Railway/Carousel Cathy Watts beach hut Cathy Watts Sandies Day Punch and Judy Worthing Museum Rainbow Theatre RNLI RE - Jewish visitor Art - Robin Cooper-Hannan