



Segments to be taught and what children will know by the end of each of them.

Approx time taught per week		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Passport challenges	I can play a board game. I can listen to a visitor in school.	I can visit a local care home. I can light a candle.	I can eat something that I have not tried before. I can splash in puddles.	I can talk about something I have achieved with my class.	I can paint a story. I can plant a seed.	I can make a daisy chain. I can brush my teeth effectively. I can build a sandcastle
	Educational visits	Local Library	Care home Local Library Loughborough Theatre Visit care home to play a board game	Local Library	Church Visit Local Library	Local Library	Seaside/Residential Local Library

2 hrs	Physical Education	<p>Targets By the end of this segment the children will be able to use a beanbag or ball to hit a target.</p> <p>Fundamentals By the end of this segment the children will be able to jump from standing and whilst moving. They will also use jumps with control to land on French skipping rope.</p>	<p>Balls By the end of this segment the children will be able to send and receive a ball and apply agility and coordination.</p> <p>Knowledge Organiser - Balls</p> <p>Dance By the end of this segment the children will be able to perform simple movements and patterns to music</p> <p>Knowledge Organiser - Dance</p>	<p>Games - sending and receiving At the end of this segment the children will be able to participate in team games developing simple tactics for attacking and receiving.</p> <p>Gymnastics By the end of this segment the children will be able to perform a simple sequence using travelling, rolls and jumps.</p>	<p>Invasion At the end of this segment the children will be able to participate in team games developing simple tactics for attacking and receiving.</p> <p>Fitness By the end of this segment the children will develop their balance, agility, and coordination by applying to a range of activities such as: running, jumping, throwing and catching.</p>	<p>Athletics By the end of this segment the children will be able to run in relays and perform long jumps and jumps from standing on the spot.</p> <p>Netwall By the end of this segment the children will develop their sending and receiving skills with their hands and feet.</p>	<p>Striking and Fielding By the end of this segment the children will be able to use a bat to strike and ball and use fielding skills to throw and return a ball.</p> <p>Team Building By the end of this segment the children will be able to work as a team through a range of team games following simple rules to play fairly.</p>
1 hr 30	Science		<p>Changing materials - chemistry By the end of this segment children will be able to identify, name and describe the simple physical properties of a</p>	<p>Animals including humans - biology By the end of this segment children will notice that animals, including humans, have offspring which</p>	<p>Living things and their habitats - biology By the end of this segment children will explore and compare the differences between things</p>	<p>Plants - biology By the end of this segment children will observe, describe and recognise parts of a plant Children will</p>	

			<p>variety of everyday materials, including wood, plastic, glass, metal, water, and rock. The children will compare and group together a variety of everyday materials on the basis of their simple physical properties and distinguish between an object and the material from which it is made.</p> <p>Knowledge Organiser - Everyday Materials</p>	<p>grow into adults. They will find out about and describe the basic needs of animals, including humans, for survival (water, food and air) and describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Knowledge Organiser for Science</p>	<p>that are living, dead, and things that have never been alive. They will 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. Children will identify and name a variety of plants and animals in their habitats, including microhabitats. They will also 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> <p>Knowledge organiser</p>	<p>plant seeds and bulbs and suggest how to care for them. They will set up a test and make a prediction and explain the life cycles of plants. Children will use their observations to explain what plants need and conduct a fair test. They will describe what plants need to grow and stay healthy and observe and describe the growth of different plants.</p> <p>Knowledge organiser Science -Plants Knowledge Organiser.docx</p>	
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					Living things and their habitats - Knowledge Organiser		
1 hr	History	<p>Significant people. By the end of this segment children will learn about significant people who have contributed to national and international achievements, including: Florence Nightingale, Mary Seacole, Guy Fawkes, Walter Tull, David Attenborough, Noor Inayat Khan and the Lionesses</p> <p>They create a timeline of events.</p> <p>Knowledge organiser</p>	<p>History of shopping. By the end of this segment the children will learn that goods can be bought in a shop or online. They will also learn that we go into shops for services such as banks and hairdressers. We look at the history of shops and learn that in the past people had to visit different shops for meat, clothes and bread, whereas today people can get everything in a supermarket.</p> <p>Knowledge organiser History shopping knowledge organiser.docx</p>			<p>The Great Fire of London. By the end of this segment the children learn about significant events that are beyond living memory including how the fire was started and why it spread quickly. The children will be able to order events and know about significant people such as Samuel pepys.</p> <p>Knowledge organiser Y2 - GreatFireofLondon- Knowledge-Organiser (1).docx</p>	

40 mins	Geography	<p>Our Local Area By the end of this segment the children will know simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. The children will be able to recognise local landmarks from aerial photos.</p> <p>Knowledge organiser Our Local Area Knowledge Organiser.pdf</p>		<p>France By the end of this segment the children will know the foundations of the culture of France. The children will know about major landmarks in France's capital city Paris. The children will be able to locate France on a map of Europe and find locations within France using the vocabulary of north, east, south and west.</p> <p>Knowledge Organiser for France</p>	<p>Chengdu, China By the end of this segment the children will know the 5 oceans and 7 continents. They will be able to compare and contrast an area in England to an area in China.</p> <p>Knowledge organiser China Knowledge Organiser.docx</p>		<p>Seaside Geography. By the end of this segment the children will know the difference between human and physical features. The children will know what an aerial photograph is. The children will be able to say the difference between their locality and seaside locality using geographical vocabulary.</p> <p>Knowledge organiser</p>
30 mins	Art and Design			<p>French Art By the end of this segment children will have learned about the work of a range of artists, craft makers and designers, describing the differences and similarities</p>		<p>Great Fire of London Art. By the end of this segment the children will have described the differences and similarities between different practices and</p>	

				<p>between different practices and disciplines, and making links to their own work. They learn about the artists Van Gogh, Monet and Matisse. They use techniques such as marbling and use pastels, watercolours and collage materials. They sketch and shade a portrait of Mona Lisa.</p> <p>Knowledge Organiser for Art</p>		<p>disciplines, and make links to their own work. They compare and contrast London at different times and use pencil techniques to shade and sketch.</p> <p>Look at this!!</p>	
30 mins	Computing	<p>Computing systems and networks - IT around us. By the end of this segment the children will know about eSafety and different electrical devices used around the home. The children will know where to go for help and support when they have concerns about content or contact on the</p>	<p>Programming A By the end of this segment the children will know how to create simple algorithms. The children will know how to create simple programs Cubeto</p>		<p>Programming B By the end of this segment the children will know how to create simple algorithms. The children will know how to create simple programs.</p> <p>Knowledge organiser</p> <p>Programming B</p>		

		<p>internet or other online technologies.</p> <p>Data Information and Pictograms.</p> <p>By the end of this segment the children will know what data means and how this can be collected in the form of a tally chart. They will then progress onto presenting data in the form of pictograms and finally block diagrams.</p> <p>Computing KO</p>					
30 mins	Design and Technology		<p>Wheels and Axles</p> <p>Children will</p>		<p>Puppets.</p> <p>By the end of this segment children</p>		

			<p>explore and use mechanisms such as wheels and axles to design a moving vehicle for The Highway Rat to travel safely across a room.</p> <p>Explore and evaluate a range of products with wheels and axles.</p> <ul style="list-style-type: none"> • Evaluate their ideas throughout and their products against original criteria. <p>Knowledge Organiser Wheels and Axels</p>		<p>will know how to design and make a (puppet_ a purposeful, functional and appealing product. They will be able to evaluate their work and be able to use a range of tools, such as scissors for cutting. They will be able to use a running stitch to join pieces of fabric together.</p>		
30 mins	Music	<p>Seaside songs By the end of this segment the children will be able to clap along to music in 4/4. Children can change the dynamics of their clapping from piano (soft) to forte (loud).</p>	<p>Christmas carol concert By the end of this segment the children will sing Christmas carols to a live audience.</p>	<p>French music By the end of this segment children will listen to and appraise a range of French composers and sing a French song then learn to play a phrase of Frere Jaques on a keyboard (using Garage Band)</p> <p>Children will be able to play a short phrases</p>		<p>Chinese music (linked to Geography topic) By the end of this segment the children will listen to and appraise Chinese drumming music. The children will then use a drum to begin varying the beat, tempo and dynamics.</p>	

				using the note names C, D, E, F, G, A and B and read stick notation for crotchets, quavers and quaver rests		Play a musical instrument as part of a group. Compose and play music using the dynamics piano, forte, crescendo, decrescendo. Children will play and copy a short rhythmic pattern using drums. Children will create a short animal composition using ABA structure and the pentatonic scale	
<u>Whole School Weekly Active Listening Programme</u>							
		Purcell, Shostakovich Sibelius, Stravinsky, Haydn, Verdi,	Grieg, Mussorgsky, Anna Meredith, Mozart, Prokofiev,	Delia Derbyshire, Vivaldi, Gershwin, Florence Price and Steve Reich	Ravi Shankar, Villa Lobos, Hans Zimmer, John Adams, Kerry Andrew, JS Bach	Beethoven, Bernstein, Copeland, Dvorak and Handel	Carl Orff, Vaughan Williams, Wagner and Sibelius

		Anna Klein, Elgar, Bologne	Grażyna Bacewicz, Brahms and Tchaikovsky		and Mason Bates		
30 mins	Religious Education		<p>What does it mean to belong to a faith community? (one lesson)</p> <p>Being special: Where do we belong?</p> <p>Judaism Key Questions. Who is Jewish and what do they believe in? Link to Hannukah</p> <p>Key Questions What can we learn from sacred books? (one lesson)</p>		<p>Christianity Easter By the end of this segment the children will understand the Easter story, exploring the links between resurrection and new life</p> <p><u>Easter - Knowledge Organiser</u></p> <p>Key Questions Why does Easter matter to Christians? What is the 'good news' Christians believe Jesus brings?</p>		
		RE Follow up activities					
		Harvest - Harvest Festival Poem	Diwali - Why is Diwali known as the festival of		Lent/Easter - Why do Chistians give eggs at	Eid - Label 5 pillars of Muslim.	

			lights? Reflection circle with candles lit in the middle Advent/Christmas -Candle with wishes for a peaceful world of needs rather than material Christmas wants. Hanukkah - Ordering the story of Hanukkah -		Easter? Vaisakhi - Label the 5 K symbols of Sikhism, Wesak - What is Wesak and who celebrates it?		
30 mins	PSHE	Rights, Rules and Responsibilities By the end of this segment children will know who looks after me and what their responsibilities are as a member of the class. They will be able to explain the rules which affect them in school and how they have been made. Also they will be taking part in making rules. They will understand how some democratic decisions might affect them in the	Family and Friends By the end of this segment children will be able to describe what a friend is and does. They will understand why families are special, that there are different family patterns and to be able to describe what is special about their own family. Children will identify the range of people who are special to them and describe what makes them special and know how to seek help	Working Together By the end of this segment children will recognise & celebrate some of their strengths, emotions, gifts and talents. They will be able to identify and develop a new skill and know and practise effective group work skills, including discussion, negotiation, compromise and co-operation. Financial Capability	Sex & Relationships Education By the end of this segment children will know that humans produce babies that grow into children and then into adults. They will consider the ways they have changed physically since they were born and consider their responsibilities now and compare these with when they were younger.	Managing Risk By the end of this segment children will identify a range of familiar situations which might entail risk and consider ways to keep themselves safe. They will identify emotions associated with risky behaviour or situations and know basic personal information and know when they might need to give it.	Healthy Lifestyles By the end of this segment children will know about the range of things that help make and keep them healthy. They will understand why healthy eating is beneficial and how it supports physical activity and be able to talk about foods they like and dislike with reasons why. Children will understand that we need food to grow, be active and maintain health. They will know that everyone should

		<p>everyday life of their class and understand and experience the process of electing a school council representative. Children will be able to share opinions, taking turns and valuing the views of others by listening actively.</p>	<p>and support and from whom.</p> <p>Anti-bullying By the end of this segment children will begin to understand what bullying is and recognise examples of physical verbal and simple indirect forms of bullying including Cyberbullying. Children will start to understand how it feels to be bullied and develop simple strategies for keeping themselves safe from bullying including Cyberbullying. Children will identify ways that the school can promote a caring ethos and encourage positive and safe relationships and understand what they have learned and be able to share it</p>	<p>By the end of this segment children will know where money they have might come from and how they might keep it safe. They will know some ways money might be 'used' and that it is a finite resource and know that there are some things they have to buy and some things they choose to buy. (Link to History of Shopping? Possibly move)</p>	<p>Drug Education By the end of this segment children will know basic information about what happens when substances enter the body. They will develop an understanding of and attitudes towards medicines, health professionals and hospitals.</p>	<p>Children will start to know how to ask for help in an emergency.</p>	<p>eat at least 5 portions of fruit and vegetables every day.</p>
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