



Beckers Green Primary School

Key Stage One
Curriculum Plan Year B

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1 & 2	Super me!	London's Burning!	Poles Apart	Come fly with me	Brilliant Botanists	Incredible India
Text	Superworm Traction Man Veggies Assemble	Toby and the Great Fire of London Great Fire of London anniversary edition	Meerkat Mail Penguin Small	The Way Back home	Jack and the Baked Beanstalk Trust me Jack's beanstalk stinks	Elephant Dance The Tiger Child
Visitors/trip	Beginning for hook/end for parents – dressing up days	Essex Fire Service Christmas Carol Concert	Zoo 4 You/Colchester Zoo	Outcome afternoon	Visit to local Garden Centre/John Ray walk	DT day with parents
Outcomes	<p>Week 1-2: <i>Assessment, Routines, Connections, Relationships</i></p> <p>Week 3-4: Purpose: Writing to recount Genre: Recount Theme: Recount of superhero visit</p> <p>Week 5-6: Purpose: Writing to inform Genre: non-chronological report Theme: fact-file on own superhero</p> <p>Week 7-8: Purpose: Writing to entertain Genre: Story Theme: Superhero adventure in Braintree</p>	<p>Week 1-2: Purpose: Writing to recount Genre: sequence/report Theme: report about the Great Fire of London</p> <p>Week 3-4: Purpose: Writing to instruct Genre: recipe Theme: how to make bread</p> <p>Week 5-6: Purpose: Writing to entertain Genre: poetry Theme: nonsense poem based on a given structure</p> <p><i>Using adjectives of colour (Y1)</i> <i>Alliteration, expanded noun phrases (Y2)</i></p>	<p>Week 1-2: Purpose: Writing to recount Genre: recount Theme: recount of Zoo4You visit</p> <p>Week 3-4: Purpose: Writing to entertain Genre: story Theme: story about a penguin</p> <p>Week 5-6: Purpose: Writing to inform Genre: non-chronological report Theme: Top Trump card about African Animal</p>	<p>Week 1-2: Purpose: Writing to entertain Genre: story Theme: story about an alien</p> <p>Week 3-4: Purpose: Writing to inform Genre: Y1 – poster Y2 - leaflet Theme: The Wright Brothers</p> <p>Week 5-6: Purpose: Writing to entertain Genre: poetry Theme: Riddle linked to animals <i>Acrostic poem Y1</i> <i>Similes poem Y2</i></p>	<p>Week 1-2: Purpose: Writing to entertain Genre: story Theme: own story based on Jack and the Beanstalk</p> <p>Week 3-4: Purpose: Writing to persuade Genre: Y1 – poster Y2 - leaflet Theme: persuade parents to buy a sunflower - poster (Y1), persuade people to visit local garden centre – leaflet (Y2)</p> <p>Week 5-6: Purpose: Writing to instruct Genre: instructions Theme: How to plant a seed</p>	<p>Week 1-2: Purpose: Writing to persuade Genre: poster Theme: How to save the forest</p> <p>Week 3-4: Purpose: Writing to inform Genre: non-chronological report Theme: comparing school in India to school in England</p> <p>Week 5: Purpose: Writing to inform Genre: factfile Theme: All about me – transition document for new teacher</p> <p>Week 6: <i>Transition</i></p>

Skills and knowledge:

Year 1

Can compose a sentence orally before writing it

Can re-read what they have written to check it make sense

Write a sequence of sentences – know when to use a full stop

Can write in first and third person

Can use basic verbs

Can leave spaces between words

Can join words with “and” within sentences

Can use full stops and capital letters at start of sentences

What are nouns, verbs and adjectives?

Year 2

Can plan my writing

Can write several sentences to develop an idea

Can use some adventurous vocabulary – noun phrases

Can re-read my writing for sense

Can evaluate my own writing

Can use adjectives of texture

Can use alliteration

Can join sentences with “or” or “but”

Can use an apostrophe for contracted forms

What are noun phrases, adverbs, tenses and suffixes?

What is the difference between a statement, question, command and exclamation?

When to use an apostrophe for contracted forms

Skills and knowledge:

Year 1

As in first term

Improve writing by using adjectives of size and by using all senses to describe

Know when to use a capital letter

I know how to form singular and plural nouns

Year 2

As in first term

Can use structure in writing – beginning, middle and end

Can write a poem using given structure

Write longer pieces to build stamina

Can check writing for consistency of tense

Can use short sentences for impact

Can use imperative verbs in instructions

Can write expanded noun phrases

Can use when, if, that and because to extend sentences

Can use apostrophes for singular possession

Can form adjectives using -ful, -er, -est and -less

Know what a comma is and when to use it in a list

Skills and knowledge:

Year 1

As in first two terms

Can talk about their writing

Can use repetition in writing for effect

Can use exclamation marks to grab reader's attention

Can use question marks correctly

Can change the meaning of words by adding un-

Can form new nouns by compounding them

Know what singular and plural mean

Know when to use question and exclamation marks

Understand how un – changes the meaning of a word

Year 2

As in first two terms

Can make writing lively and interesting for the reader – use adventurous vocabulary

Can link ideas to make writing flow – last time, also, after, then, soon.

Proof read writing for spelling, punctuation and grammar errors

Can create list sentences using commas correctly

Can write consistently in past or present tense

Can use progressive form of verbs – She is dancing

Can form nouns using suffixes such as -ness or -er


Identify and use -ly adverbs

Can form adverbs by adding -ly to adjectives

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Years 1 & 2	Super me!	London's Burning!	Poles Apart	Come fly with me	Brilliant Botanists	Incredible India
Science	Working scientifically Across the year, children will develop seven skills through scientific investigation: <ul style="list-style-type: none"> • asking questions • making predictions • setting up tests • observing and measuring • recording data • interpreting and communicating results • evaluating 		Key Stage 1 National Curriculum Statements <ul style="list-style-type: none"> • Asking simple questions and recognising that they can be answered in different ways. • Observing closely, using simple equipment. • Performing simple tests. • Identifying and classifying. • Gathering and recording data to help in answering questions. • Using their observations and ideas to suggest answers to questions. 			
	Growing up (animals and humans) Y2/M4 <ol style="list-style-type: none"> 1. How do animals change as they grow? 2. What do animals need to survive? 3. How can we sort food into groups? 4. How can humans stay clean? 5. How can humans stay active? 6. How do humans stay healthy? 	Animals (vertebrates) Y1 M5 <ol style="list-style-type: none"> 1. Who's who in the animal (vertebrate) world? 2. What's so special about birds? 3. What makes an amphibian an amphibian? 4. Do fish have fingers? 5. Are humans mammals? 	Recap: Y1/M3 Naming and describing materials <i>What material is this? Part 1</i> <i>What material is this? Part 2</i> Properties and uses of materials Y1/M4 <ol style="list-style-type: none"> 1. Can the same object be made from different materials? 2. What properties do materials have? 3. Does it bend or stretch? 4. Do all materials get wet? 	Choosing materials Y2/M2 <ol style="list-style-type: none"> 1. Is that a good choice of material? 2. Which ball bounces highest? 3. Which material is best? 4. Who develops new materials? 	Identifying plants and their parts Y1/M6 <ol style="list-style-type: none"> 1. What wild and garden plants can we find around our school? 2. What parts of a plant grow above the ground? 3. What parts of a plant grow under the ground? 4. Why are trees plants? 5. What are the similarities and differences between plants that have flowers? 	Local habitats Y2/M1 <ol style="list-style-type: none"> 1. Are the things I find alive, once alive or never been alive? 2. What lives in my tree? 3. What animals live in a woody habitat? 4. What animals live in a grassy habitat? 5. What do animals that live in the woods eat? 6. What do animals that live in the pond eat?
TAPS assessment	Feeding Simulation WSS: set up enquiry	Surprise Materials WSS: evaluate	Drops on coin WSS: observe and measure	Animal classification WSS: interpret and report	Materials hunt WSS: record	Dunlop ball WSS: ask questions and plan

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History	<p>Chronology Introduce vocabulary of long ago and past. What year is it today? When was I born? When were my siblings born? Can I timeline my family? Parents? Grandparents?</p> <p>Vocabulary: Birth, siblings, timeline, past, future, present</p> <p>Prior learning in EYFS – All about me.</p> <p>Black History week – mini topic planned – linked to life of Black Historical figure such as Martin Luther King, Mary Seacole, Rosa Parks, Harriet Tubman, Muhammed Ali, Maya Angelou BV4</p>	<p>Chronology When was the fire of London?</p> <p>Learning from sources How do we know about the Great Fire of London? How long did it last? Who was Samuel Pepys? Do we believe everything he wrote?</p> <p>Compare and contrast Why did it spread so quickly? Would a fire today spread as quick? Who fought the fire? Is it different today? Why did some buildings survive?</p> <p>Legacy What did the Fire teach the people of London? How did it help the city?</p> <p>Vocabulary: Bakery, Samuel Pepys, Stuarts, smoke, flammable, diary, monument, spread, destroyed, thatched roof</p>		<p>Chronology Plot key events on timeline. When was the Wright's first flight? When did we land on the moon?</p> <p>Learning from sources What did the first plane look like? How do we know? Who were the Wright brothers? What evidence do we have of the moon landing? Why is there more evidence of the moon landing than the Great Fire of London?</p> <p>Compare and contrast How does the first plane compare to planes today? What did the first rocket look like? Do we still go to space?</p> <p>Legacy How has flight changed our lives?</p> <p>Vocabulary: Design, invent, airplane, aviation, propeller, engine Lunar module, rocket, launch, touchdown, lift off, moonwalk, Apollo, orbit, crater Prior learning in EYFS – When I grow up</p>	<p>Chronology When did John Ray live?</p> <p>Learning from sources Who was John Ray? Where did he live? How do we know about his life? Is there evidence in Braintree? What sources can we use to find out about David Attenborough?</p> <p>Compare and contrast Why is it easier to find out about David Attenborough? Why do more people know about David Attenborough than John Ray? What can David Attenborough do to make his job easier that John Ray couldn't? Travel, internet etc.</p> <p>Legacy Why was John Ray's work important? How has he been remembered? How has David Attenborough helped the world?</p> <p>Vocabulary: Classify, biology, species, broadcaster, climate change, natural history, naturalist</p>	

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Geography	<p>Knowing places in the world What and where are the 4 countries and capital cities in United Kingdom? Where is Braintree in the United Kingdom?</p> <p>Physical and human geography Is Braintree a town, city or village? What's the countryside like around Braintree? What are the human and physical features found in Braintree? How is the weather different in Scotland from England?</p> <p>Using geographical skills How can I find my way to school by map? Using a map and atlas Collecting data on weather Field work</p> <p>Vocab: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather. City, town, village, factory, farm, house, office, port, harbour, shop</p>	<p>Knowing places in the world REVISIT – Where is London in United Kingdom?</p> <p>Physical and human geography What key geographical feature in London helped fight the Great fire? Why is the River Thames so important in the city of London? How big is London now compared to how big it was at the time of the fire?</p>	<p>Knowing places in the world What are the seven continents called? Where are they on a map and globe? What are the names of the oceans? Where is the North and South Pole on a globe? Where is the continent of Africa on a globe and map?</p> <p>Physical and human geography What is the weather like at the South pole? What is the weather like in the Kalahari desert? Why is it cold at the South pole, and why is it hot at the Kalahari desert? What grows in the South Pole? What grows in the Kalahari desert? Who lives in the desert and Who lives in the south pole?</p> <p>Using geographical skills Using a globe and an atlas.</p> <p>How can we help a visitor find their way around the school?</p> <p>Vocab: Near, far, left, right. N/S/E/W. Equator, Arctic, polar, Antarctica, region, temperature, desert</p>	<p>REVISIT Knowing places in the world Locating England and Scotland and capital cities</p> <p>Physical and human geography Using geographical skills What do aerial photos of Braintree show us that maps do not? What do aerial photos of Edinburgh show us that maps do not? What key physical geographical features can we identify?</p> <p>Vocab: City, town, village, factory, farm, house, office, port, harbour, shop</p>	<p>Using geographical skills Can you plot the way from school to Braintree Freeport station using a map and symbols in a key? Can you describe the route you take?</p> <p>Fieldwork – observations on John Ray walk – what flowers can we see?</p> <p>Vocab: N/S/E/W, near, far, left and right. Symbol, key.</p>	<p>Knowing places in the World Where is Chembakolli? Where is India? What countries would you fly over to get to India?</p> <p>Physical and human geography What mountain ranges and rivers are there in India? What is Chembakolli like? How is Braintree different to Chembakolli? (Aerial photos) How is school different in Chembakolli? What food do they grow in India? Is it the same as in Britain? Do people do the same jobs in Chembakolli as we do in Braintree? Are our houses the same as they are in Chembakolli? How important is the forest to the Adivasi people? Why is the forest at risk? BV4</p> <p>Geographical skills (fieldwork) Can use aerial photographs to make observations of Chembakolli and Braintree. Can use Google Earth, globes and atlases</p> <p>Vocabulary: Plantation, honey, Adivasi, banana leaf, firewood, cattle, forest, tribal, millet</p>

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Art	<p>Outcome: clay self portrait Skills - Sculpture - Can respond to ideas and starting points such as stories, objects or nature - Can describe what is thought about own and others' work. (Y2 – suggest improvements to own work) - Can make a clay self portrait can add texture to clay work by adding clay or using tools</p> <p>Knowledge Who is Pablo Picasso? Who is Michaelangelo? Vocabulary: manipulate, pinch, form, represent, features, multi-media</p> 	<p>Outcome: scene from the Great Fire of London Skills - Collage - Can respond to ideas and starting points such as stories, objects or nature - Can describe what is thought about own and others' work. (Y2 – suggest improvements to own work) - Can describe work using key words such as line, tone, colour, texture and shape (Y1 colour, shape and pattern). Y1 – Can explore and experiment with materials. Can cut and tear materials. Can sort and arrange collage materials. Y2 – Can mix materials with different textures and appearances. Can fold, crumple and overlay materials. Can use shapes, colours, pattern and textures in collage.</p> <p>Knowledge Who is Christopher Wren? What is collage? Vocabulary: fold, crumple, overlay, depth, layers, tone, mood</p>	<p>Outcome: artwork in the style of Mondrian Skills - Painting - Can respond to ideas and starting points such as stories, objects or nature - Can describe what is thought about own and others' work. (Y2 – suggest improvements to own work) - Can describe work using key words such as line, tone, colour, texture and shape (Y1 colour, shape and pattern). Y1 Can name the primary colours. Can use thick and thin brushes Y2 Can mix primary colours to make secondary colours</p> <p>Knowledge Who is Mondrian? What are primary colours? Y2 – How can I make secondary colours? Vocabulary: abstract, linear, primary, composition, shapes: square, rectangular, Dutch</p>	<p>Outcome: create an alien using 'Paint' program (linked to story writing) Skills – Digital Art - Can respond to ideas and starting points such as stories, objects or nature -Can describe what is thought about own and others' work. (Y2 – suggest improvements to own work) -Can describe work using key words such as line, tone, colour, texture and shape (Y1 colour, shape and pattern). Y1 Can use software and apps to draw pictures with lines and shapes. Can change pen colour and rub out Y2 Can use a paint program to draw pictures. Can edit work using cut, copy and paste.</p> <p>Knowledge What software programmes can I use to draw and create images? Vocabulary: cut, copy, paste, digital, multi-media, edit, Ctrl+X, Ctrl+V, Ctrl+C</p>	<p>Outcome: pencil drawings in the style of Elizabeth Blackwell Skills - Drawing Y1 - Can draw lines of different shapes and thicknesses with crayons and pencils. Can colour in neatly. Y2 - can use pencils and pastels. Can show patterns and textures in drawings by adding dots and lines. Can show different tones using coloured pencils.</p> <p>Knowledge Who is Elizabeth Blackwell? Vocabulary: thickness, hardness, tone, shade, texture, hatching</p>	<p>Outcome: a poster linked to climate change, rainforest destruction using printing techniques Skills - Printing - Can respond to ideas and starting points such as stories, objects or nature -Can describe what is thought about own and others' work. (Y2 – suggest improvements to own work) -Can describe work using key words such as line, tone, colour, texture and shape (Y1 colour, shape and pattern). Y1 - Can use printing tools such as food and sponges. Can use fingers and textured cloth to create texture. Can explore repeating, overlaying and rotating pattern. Y2 – Can create prints by pressing, rolling, rubbing and stamping. Can create a print in response to the work of an artist or designer.</p> <p>Knowledge Who is Favianna Rodriguez? Vocabulary: reproduce, respond, texture, overlay, rotate, tone</p>

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D&T	<p>Product: superhero masks Purpose: to create a costume that they can wear Audience: themselves and classmates DT area: textiles Design: Design an appealing product for a particular use based on a simple criteria Generate initial idea based on knowledge of superheroes and their costumes Make: Use simple tools and equipment to cut and join Select materials from a range Evaluate: Explain what works with existing products and those that have been made, using a design criteria Evaluate their product by discussing how well it works in relation to the purpose and criteria. Knowledge: Knowledge of superhero costumes Say how their product is successful and where improvements could be made Understand that designs can be made in different forms Vocabulary: sour, crunchy, vegetable and fruit names, slice, flesh, peel, core</p>	<p>Product: bread products Purpose: to sell Audience: parents DT area: food and nutrition Design: Prepare a recipe with knowledge of food hygiene Make: Follow food hygiene and safety rules Use simple tools with help to prepare food safely e.g. knives Evaluate: Taste and evaluate final product. Could it be improved? Knowledge Say where food comes from and give examples e.g. bread from wheat Understand that food needs to be farmed, grown or caught How to prepare food following hygiene guidelines Understand what healthy ingredients are. Investigate existing products Make innovative design decisions. How to measure using scales. Food hygiene rules when making products for other people</p>		<p>Product: space buggy Purpose: to move across an unstable terrain Audience: headteacher DT area: mechanisms – wheels and axles Design: Create simple plans for a product e.g. a simple drawing or verbal description, using own ideas – follow the design criteria – make it functional Explore wheels and axles to understand functionality Make: Select and use a range of equipment to perform practical tasks such as cutting and joining to allow movement. Select materials according to their characteristics Evaluate: Ask simple questions about existing products and those that have been made Evaluate: Explain what works with existing products and those that have been made, using a design criteria Knowledge Understand that designs can be made in different forms Understand how wheels and axles work</p>	<p>Product: free-standing structure - beanstalk Purpose: to support the weight of Jack (Duplo) Audience: classmates DT area: free-standing structures Design: Generate ideas based on a simple design criteria. Develop and communicate their ideas through talking and drawings Make: Select materials for mock up and product. Select and use skills and techniques and explain choices. Use simple finishing techniques and a range of tools to perform practical tasks e.g. cutting, shaping, joining or finishing Evaluate: Explore a range of existing free standing structures Evaluate their product by discussing how well it works in relation to the purpose and criteria. Vocabulary: <i>Free standing, structure, frame, stability, fold, join, framework, base</i></p>	

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Music	Charanga Unit Hey You! (steps 1 and 2) Genre: Hip hop Instruments: Glockenspiel Instrumental notes: C, D, Skills: Listen and appraise, perform Knowledge: Pulse, rhythm, pitch	Topic music – London's Burning (sing in round) Charanga Unit Ho, Ho, Ho (steps 1 and 2) Genre: Seasonal, rap Instruments: Glockenspiel Instrumental notes: G, A, B Skills: Listen and appraise, perform Knowledge: Pulse, rhythm, pitch	Topic music – Shackleton's Cross (Howard Goodall) – inspired by Antarctica Charanga Unit In The Groove (steps 1 and 2) Genre: Mixture – blues, Baroque, Latin, Bhangra, folk and funk Instruments: Glockenspiel Instrumental notes: C, D Skills: Listen and appraise, perform Knowledge: Pulse, rhythm, pitch	Topic music –Flight of the Bumblebee (Rimsky-Kosakov) Charanga Unit Zootime (steps 1 and 2) Genre: reggae Instruments: Glockenspiel Instrumental notes: C, D Skills: Listen and appraise, perform Knowledge: Pulse, rhythm, pitch	Topic music –English Country Garden (Jimmie Rodgers) Charanga Unit Your Imagination (steps 1 and 2) Genre: pop Instruments: Glockenspiel Instrumental notes: C, G Skills: Listen and appraise, perform Knowledge: Pulse, rhythm, pitch	Topic music –Flight of the Bumblebee (Rimsky-Kosakov) Charanga Unit Reflect, rewind, replay (steps 1 and 2) Genre: classical Instruments: Glockenspiel Instrumental notes: revision Skills: Listen and appraise, perform Knowledge: Pulse, rhythm, pitch
	<p>Over the year, the children will be taught to: Complete vocal warm-ups with a copy back Use body percussion, instruments and voices Use the key centres of: C major, G major and A minor Find and keep a steady beat together (Y2: Find and keep a steady beat) Copy back simple rhythmic patterns using long and short Copy back simple melodic patterns using high and low Y2: Sing short phrases independently</p>					
PSHE	Being Me in My World <u>Y1 themes</u> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owing the Learning Charter <u>Y2 themes</u> Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings BV2,3,4	Celebrating Difference <u>Y1 themes</u> Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends <u>Y2 themes</u> Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends	Dreams and Goals <u>Y1 themes</u> Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success <u>Y2 themes</u> Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation	Healthy Me <u>Year 1 themes</u> Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness <u>Year 2 themes</u> Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Relationships <u>Year 1 themes</u> Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships <u>Year 2 themes</u> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing	Changing Me <u>Year 1 themes</u> Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition <u>Year 2 themes</u> Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology)

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Computing	Project Evolve: Selfimage and Identity, Online Relationships, Online Reputation <i>BV2,4</i>		Project Evolve: Online Bullying, Managing Online Information <i>BV2,4</i>		Project Evolve: Health, Well-being and Lifestyle, Privacy and Security, Copyright and Ownership <i>BV2,4</i>	
	Teach Computing (NCCE): IT Around Us Year 2 Equipment: Chromebooks or laptops (keyboards and trackpads) Apps/software/sites:	Teach Computing (NCCE): Digital Writing Year 1 Equipment: Chromebooks or laptops Apps/software/sites: MS Office Suite or Google Drive/Docs etc.	Teach Computing (NCCE): Making Music Year 2 Equipment: Chromebooks Apps/software/sites: musiclab.chromeexperiments.com/ Song-Maker	Teach Computing (NCCE): Pictograms Year 2 Equipment: Chromebooks Apps/software/sites: https://www.j2e.com/jit5#pictogram	Teach Computing (NCCE): Introduction to Animation Year 1 Equipment: Chromebooks Apps/software/sites: Scratch Jr	Teach Computing (NCCE): An Introduction to Quizzes Year 2 Equipment: Chromebooks Apps/software/sites: Scratch Jr
MFL (French)	Greetings (Starting Off)		Colours and Numbers (Starting Off)		Nursery Rhymes (Starting Off)	
Religious Education		Why is light an important symbol for Christians Jews and Hindus? Christian, Jewish, Hindu <i>Theology</i>	What does the nativity story teach Christians about Jesus? Christian <i>Theology</i>	How do Christians belong to their faith family? Christian <i>Human/Social Sciences</i>	How do Jewish people celebrate Passover (Pesach)? Jewish <i>Human/Social Sciences</i>	Why do people have different views about the idea of God? Multi/Humanist <i>Philosophy</i>
Physical Education	Core skills (Real PE) Gymnastics	Core skills (Real PE) Dance	Cross Country Gymnastics	Core skills (Real PE) Tag Rugby	Athletics Tennis	Three Tees Cricket Fitness