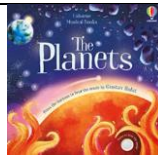
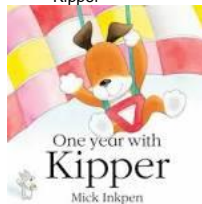


## 2014 National Curriculum Coverage at Langney Primary School – Year 1

<p><b>Vision Statement:</b></p> <p><i>'At the forefront of education, our vision is to provide opportunity and excellence in all branches of learning. By creating a flagship school that is a 'Centre of Excellence' in scores of disciplines, academic and beyond, each unique child's potential is explored and natural talents discovered. At Langney Primary School our vision is to uphold the balance between EXCELLENCE (standards) and the ENJOYMENT of learning. Our school ethos places emphasis on physical, social and emotional health to ensure a healthy body and mind for our pupils, parents and staff (School Vision Statement March 2019).</i></p>	<p><b>School Motto:</b></p> <p style="text-align: center; font-size: 1.2em;">“Active Body, Healthy Mind”</p>					
<p><b>Curriculum Intent:</b></p> <ol style="list-style-type: none"> <li>1) INNOVATION</li> <li>2) CENTRE OF EXCELLENCE IN ALL DISCIPLINES</li> <li>3) TALENT DISCOVERY</li> <li>4) RAISING ASPIRATIONS &amp; LIFE CHANCES</li> <li>5) BALANCE BETWEEN EXCELLENCE (STANDARDS) and ENJOYMENT</li> <li>6) HEALTH &amp; WELL-BEING</li> </ol>	<p><b>Core Values:</b></p> <p>The individual school character is based on the following shared core values which underpin our behaviour principles and interactions with each other:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr><td style="padding: 2px;">Mutual Respect</td></tr> <tr><td style="padding: 2px;">Aspiration</td></tr> <tr><td style="padding: 2px;">Appreciation</td></tr> <tr><td style="padding: 2px;">Positivity</td></tr> <tr><td style="padding: 2px;">Forgiveness</td></tr> </table>	Mutual Respect	Aspiration	Appreciation	Positivity	Forgiveness
Mutual Respect						
Aspiration						
Appreciation						
Positivity						
Forgiveness						

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Stunning Start and Fabulous Finish</b>						
<b>Stunning Start</b>	Visit from Fairy Godmother	Superhero Dress up day	Dinosaur Invasion (footprints)	Happy Alien Landing	Postcard from Africa. Google Earth visit to Africa, watch African dancing/drumming on board.	Washed up Treasure Chest.
<b>Fab Finish</b>	Fairy Tale Dress Up/Show	Christmas Carols/Show	Paradise Park	Space Quiz	Perform African Dance	Beach Trip
<b>Coverage</b>						
<b>Term</b>	<b>Term 1 7 weeks</b>	<b>Term 2 7 weeks</b>	<b>Term 3 6 weeks</b>	<b>Term 4 6 weeks</b>	<b>Term 5 6 weeks</b>	<b>Term 6 7 weeks</b>
<b>Topic Title</b>	Once Upon a Time...	We Could Be Heroes!	Dinosaurumpus	Alien Invasion	Down In The Savannah	Under The Sea
<b>Writing Genres</b>	Fiction - Narrative Letters Lists Labels Captions	Fiction - Narrative Recount Instructions Diary entry	Non- Fiction - Dinosaur facts  Narrative - Recount Stories Diary entry Prediction Description	Fiction - Narrative Recount Description Letter	Fiction - Narrative Descriptive writing	Fiction - Narrative Descriptive writing Poetry
<b>Reading Genres</b>	Range of Fiction (fairy tales based on core text) and Non-Fiction - ingredients list.	Range of Fiction and Non-Fiction Poetry	Narrative Non - Fiction (Dino Facts)	Range of Fiction and Non-Fiction Narrative	Narrative Range of Fiction and Non-Fiction	Narrative Poetry Range of Fiction and Non-Fiction
<b>Core Text</b>						



<b>Science</b>	<p><b>Scientific Enquiry</b> To run through ALL units</p> <ul style="list-style-type: none"> <li>I can ask simple questions and recognise that they can be answered in different ways.</li> <li>I can observe over time , using simple equipment.</li> <li>I can perform simple tests. Fair / comparative Tests.</li> <li>I can identify and classify.</li> <li>I can use my observations and ideas to suggest answers to questions.</li> <li>Pattern Seeking.</li> <li>I can gather and record data to help answer questions.</li> </ul> <p><i>Observation over time - Photo tree- link to enquiry. "Do all trees lose their leaves?" "Do all leaves turn brown in Autumn?"</i></p>	<p><b>Biology Animals, Including Humans- Identify and classify</b></p> <p>Human:</p> <ul style="list-style-type: none"> <li>I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Kent Scheme)</li> <li>identify and name a variety of common animals.</li> </ul>	<p><b>Biology Animals, Including Humans Identify and classify</b></p> <p>Research:</p> <ul style="list-style-type: none"> <li>Describe and compare the structure of a variety of common animals.</li> </ul>	<p><b>Physics Seasonal change</b></p> <ul style="list-style-type: none"> <li>Observation over time.</li> </ul> <p><b>Pattern Seeking.</b></p> <ul style="list-style-type: none"> <li>I can gather and record data to help answer questions.</li> <li>I can observe over time , using simple equipment.</li> <li>To be able to observe and describe weather associated with the seasons.</li> <li>Ask questions</li> </ul> <p><b>Seasonal change Observation over time</b></p> <ul style="list-style-type: none"> <li>Observe changes across the four seasons.</li> <li>One Year With Kipper</li> </ul> 	<p><b>Biology Plants</b></p> <ul style="list-style-type: none"> <li>I can identify and classify.</li> <li>I can gather and record data to help answer questions.</li> <li>I can identify and name a variety of common and wild plants. Deciduous and evergreen.</li> <li>I can identify and describe the basic structure of common plants.</li> </ul> <p><b>Seasonal change Observation over time</b></p> <ul style="list-style-type: none"> <li>Observing over time - planting</li> </ul>	<p><b>Chemistry Everyday Materials</b></p> <ul style="list-style-type: none"> <li>I can ask simple questions and recognise that they can be answered in different ways.</li> <li>I can observe closely, using simple equipment.</li> <li>I can perform simple tests.</li> <li>I can distinguish between an object and the material from which it is made.</li> <li>I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</li> <li>I can describe the simple physical properties of a variety of everyday materials.</li> <li>I can compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul> <p><b>Seasonal change Observation over time.</b></p>
<b>Science</b>	<p>Key Scientists Websites on Kent Scheme of work</p>	<p><b>Carl Linnaeus</b></p> <p>classified all living things according to similarities.(incl. humans) he named each animal/ plant with two words f(e.g. homo sapiens/ tyrannosaurus Rex)</p>	<p><b>Amy Vedder</b></p> <p>Primatologist and ecologist</p>	<p><b>John Dalton</b></p> <p>A British weather pioneer. In 1787, he used homemade instruments to start recording weather observations. Forerunner of weather forecasters</p>	<p><b>William Purdom</b></p> <p>Plant Hunters-explorer to China etc.to collect seeds/ specimens that transformed our gardens.</p>	<p><b>Charles Macintosh</b></p> <p>invented the waterproof rain 'Mac'</p>
<b>Computing</b>	<p><b>Computing (Introduction to Technology)</b></p> <ul style="list-style-type: none"> <li>I can use a computer mouse to move a cursor</li> <li>I can find and use keys on a computer keyboard</li> <li>I can find and name things that are plugged into a computer</li> <li>I can create a model of a computer set-up</li> <li>I can identify input and output devices</li> </ul>	<p><b>Computer Science 1 (Robotics with the Mouse Roamer)</b></p> <ul style="list-style-type: none"> <li>I can control a robot</li> <li>I can give a robot the least amount of instructions needed</li> <li>I can write more complex instruction for a robo</li> <li>I can write instructions using a coding language</li> <li>I can read and write Logo programming</li> </ul>	<p><b>Electronic Safety (Safe Choices)</b></p> <ul style="list-style-type: none"> <li>I can get help with a problem on a digital device</li> <li>I can tell an adult when there's a worrying thing on a screen</li> <li>I can decide what we should and should not share</li> <li>I can see why some games are not suitable for me</li> <li>I can recall the online safety skills I have been learning</li> </ul>	<p><b>Handling Data (Sorting and Organising)</b></p> <ul style="list-style-type: none"> <li>I can sort objects</li> <li>I can capture data using a digital device</li> <li>I can collect and organise data</li> <li>I can use gridding to help sort data onto a digital chart</li> <li>I can analyse data on a grid</li> </ul>	<p><b>Computer Science 2 (Ordering Instructions)</b></p> <ul style="list-style-type: none"> <li>I can organise a set of instructions</li> <li>I can choose the steps to complete an algorithm</li> <li>I can instruct someone on how to successfully complete an algorithm</li> <li>I can investigate how algorithms are put together</li> <li>I can follow the steps in an algorithm</li> </ul>	<p><b>Digital Creator (Stop Frame Animation)</b></p> <ul style="list-style-type: none"> <li>I can use a range of paint tools</li> <li>I can animate an object</li> <li>I can create an animated scene</li> <li>I can become an independent animator</li> <li>I can understand how professional animators work</li> </ul>

<p><b>History</b></p>	<p><b><u>Key People</u></b></p> <ul style="list-style-type: none"> <li>I can explain how significant people from the past have contributed to national and international achievements.</li> </ul> <p><i>John Kent- First black police officer- looking at BLM and celebrating difference.</i></p>	<p><b><u>Key People</u></b></p> <ul style="list-style-type: none"> <li>I can explain how significant people from the past have contributed to national and international achievements. Real life heroes History of RNLI -Possible visit</li> </ul> <p>Grace Darling Helen Sharman Mae Jemison (female astronauts)</p> <p><b><u>Key Events</u></b></p> <ul style="list-style-type: none"> <li>I can explain events beyond living memory that are significant nationally or globally. - gunpowder plot</li> </ul> <p><b><u>Chronological Understanding</u></b></p> <ul style="list-style-type: none"> <li>I can order people, events and artefacts, that I have found out about, on a timeline.</li> </ul>	<p><b><u>Key People</u></b></p> <p>* I can explain how significant people from the past have contributed to national and international achievements.</p> <p>- <i>Mary Anning - Fossil Hunter</i></p> <ul style="list-style-type: none"> <li>Ask questions about a person I am learning about. (Recount of her life Use key words and phrase, old, new, long time ago.)</li> <li>I can ask questions about pictures and artefacts when finding out about the past.</li> </ul>			<p><b><u>Local history</u></b> Seaside Past and present</p> <ul style="list-style-type: none"> <li>I can explain significant historical events, people and places in my own locality.</li> </ul> <p><b><u>Historical Enquiry</u></b></p> <ul style="list-style-type: none"> <li>I can look at a variety of sources to find out about the past (e.g. books, videos, photographs, pictures and artefacts).</li> <li>I can ask questions about pictures and artefacts when finding out about the past.</li> </ul> <p><i>Objects from the past - bathing machine etc</i></p> <p><b><u>Chronological Understanding</u></b></p> <ul style="list-style-type: none"> <li>I can order people, events and artefacts, that I have found out about, on a timeline.</li> <li>I can use time related words and phrases when talking about the past: now, yesterday, last week, when I was younger, before I was born.</li> </ul>
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<p><b>Geography</b></p>	<p><b><u>Human and Physical Geography</u></b></p> <ul style="list-style-type: none"> <li>I can keep a weather chart, identifying daily weather patterns.</li> <li>I can explain how the weather changes throughout the year.</li> <li>I can identify seasonal weather patterns.</li> </ul> <p>Class weather chart - daily - symbols to put up.</p> <p>Calendar flipchart - months at the top to identify daily weather. (stick or draw on each day)</p> <p>*Weather walks - Weather Diary *Seasons - weather patterns.-</p> <p>Changing Tree,keep a record in a class book of a tree changing over the year.</p>			<p><b><u>Geographical Skills and Fieldwork</u></b></p> <ul style="list-style-type: none"> <li>I can use maps, atlases and globes to locate and identify the United Kingdom and its countries.</li> <li>I can use simple fieldwork and observational skills to study the geography of the local area.</li> </ul> <p><b><u>Locational Knowledge</u></b></p> <ul style="list-style-type: none"> <li>I can find where I live on a map of the United Kingdom.</li> <li>I can name the four countries in the United Kingdom and locate them on a map.</li> <li>I can use simple compass points (North, South, East, West).</li> </ul> <p><i>UK on a map, Find the 4 countries of the UK, Compass points.</i></p> <ul style="list-style-type: none"> <li>I can identify the Union Jack as the United Kingdom's flag.</li> <li>I can use locational and directional language (for example, near and far, left and right), to describe the location of features and routes on a map.</li> <li>I can use maps, atlases and globes to locate and identify the United Kingdom and its countries.</li> <li>I can Use simple compass pts.(4)</li> </ul>	<p><b><u>Place Knowledge</u></b></p> <ul style="list-style-type: none"> <li>I can understand geographical similarities and differences, through studying the human and physical geography, of a small area of the UK and a small area of a contrasting non-European country.</li> </ul> <p><i>Nigeria town Compare with Eastbourne town. <a href="https://www.bbc.com/bit-esize/articles/znxp92q">https://www.bbc.com/bit-esize/articles/znxp92q</a></i></p> <ul style="list-style-type: none"> <li>I can identify the key physical features of contrasting places, using words like beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, soil, valley, vegetation, season, weather.</li> <li>I can identify the key human features of contrasting places using words like city, town, village, factory, farm, house, office, port, harbour, shop</li> </ul> <p><i>Human and Physical features within the UK/Nigeria weather, schools, clothes, homes, coast, cliffs. LINKS TO SCIENCE PLANTS.</i></p>	
<p><b>Art &amp; Design</b></p>	<p><b><u>Drawing Skills</u></b></p> <ul style="list-style-type: none"> <li>I can draw lines of different thickness using two different grades of pencil.</li> <li>I can explore different textures using a variety of tools.</li> <li>I can observe and draw patterns.</li> <li>I can observe and draw people's faces and bodies.</li> </ul> <p><i>Draw self-Portraits - links to PSHE. Draw Landscapes- outside/ patterns of tree trunks/ bricks.</i></p>			<p><b><u>Sculpture</u></b></p> <ul style="list-style-type: none"> <li>I can use a variety of materials to construct 3D known objects.</li> <li>I can construct objects for a purpose.</li> <li>I can create shape and pattern by carving.</li> <li>I can cut, roll and coil using a modelling media (playdough, plasticine, clay, model magic)</li> <li>I can use simple tools to cut, mark and add texture to materials.</li> <li>I can use my initial sketches to inform my art.</li> </ul> <p><i>Aliens sculpture Moods Junk Modelling rockets.</i></p>	<p><b><u>Painting</u></b></p> <ul style="list-style-type: none"> <li>I can use thick and fine brushes.</li> <li>I can apply colour to make marks of different kinds.</li> <li>I can name, group and mix colours.</li> <li>I can experiment with the thickness and texture of paint by adding substances (E.G. PVA glue, sand).</li> <li>I can design and print a repeated pattern.</li> <li>I can paint a picture of what I can see.</li> <li>I can explore and share my ideas experiences and imagination in my sketchbooks.</li> </ul> <p><i>Colour mixing Handprint animals Jungle scenes Emotions/feelings of Gerald.</i></p>	

<p><b>Art &amp; Design</b></p> <p>Knowledge and Appreciation of Artists and Designers</p>	<p><b>Paul Klee</b></p> <ul style="list-style-type: none"> <li>I can say what I like / dislike in the work of an artist/ craftmaker/ designer</li> </ul>			<p><b>David A Hardy</b> Space Art</p> <ul style="list-style-type: none"> <li>I can say what I like / dislike in the work of an artist/ craftmaker/ designer</li> </ul>	<p><b>Henry Rousseau</b> Jungle and animal scenes</p> <ul style="list-style-type: none"> <li>I can say what I like / dislike in the work of an artist/ craftmaker/ designer.</li> </ul>	
<p><b>Design Technology</b></p>		<p><b><u>Freestanding Structures</u></b></p> <ul style="list-style-type: none"> <li>Evaluate existing products: I can explore a range of existing freestanding structures in the school.</li> <li>Design: I can generate ideas based on simple design criteria and my own experiences, explaining what I can make.</li> <li>Make: I can select new and reclaimed materials and construction kits to build my structures.</li> <li>Evaluate: I can evaluate my product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.</li> </ul> <p>Superhero home eg Bat Cave. Spider web frame etc.</p>	<p><b><u>Freestanding Structures</u></b></p> <ul style="list-style-type: none"> <li>Evaluate existing products: I can explore a range of existing freestanding structures in the school and local environment.</li> <li>Design: I can develop, model and communicate my ideas through talking, mock-ups and drawings.</li> <li>Make: I can select and use tools, skills and techniques suitable for the task, explaining my choices.</li> <li>Make: I can use simple finishing techniques for the structure I am creating.</li> <li>Evaluate: I can evaluate and know how to make freestanding structures stronger, stiffer and more stable.</li> </ul> <p><b><u>Mechanisms</u></b></p> <ul style="list-style-type: none"> <li>I can explore a range of existing books and everyday products that use simple sliders and levers.</li> <li>I can generate ideas based on simple design criteria and my own experiences, explaining what I can make.</li> <li>I can select and use tools suitable for the task, explaining my choices, to cut, shape and join paper and card.</li> <li>I can understand that mechanisms produce different types of movement.</li> <li>I can evaluate my product by discussing how well it works in relation to the purpose and user and whether it meets design criteria.</li> </ul> <p>Moving Dinosaurs</p>			<p><b><u>Food</u></b></p> <p>PREPARING FRUIT AND VEGETABLES</p> <ul style="list-style-type: none"> <li>Evaluate existing products: I can taste and evaluate a range of fruit and vegetables to determine the intended user's preferences.</li> <li>Evaluate existing products: I can understand where a range of fruit and vegetables come from e.g. farmed or grown at home.</li> <li>Design: I can design appealing products for a particular user based on simple design criteria.</li> <li>Design I can generate initial ideas and design criteria through investigating a variety of fruit and vegetables</li> <li>Design I can communicate these ideas through talk and drawings.</li> <li>Make: I can use simple utensils and equipment e.g. peel, cut, slice, squeeze, grate and chop safely.</li> <li>Make: I can select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.</li> <li>Evaluate: can evaluate ideas and finished products against design criteria, including intended user and purpose.</li> </ul>

<b>Music</b>	<p><b>Singing</b> Developing an understanding of my voice</p> <ul style="list-style-type: none"> <li>I can begin to identify how to warm up my voice and establish a good singing position.</li> <li>I can begin to identify basic musical cues from the leader</li> <li>I can begin to identify simple dimensions of duration using my voice.</li> <li>I can begin to identify simple dimensions of dynamics using my voice.</li> </ul>	<p><b>Singing</b> Composing lyrics for a song.</p> <ul style="list-style-type: none"> <li>I can begin to practise using my voice expressively and creatively by singing songs, speaking chants and rhymes.</li> <li>I can begin to perform using my voice expressively and creatively by singing songs, speaking chants and rhymes.</li> <li>I can begin to produce lyrics for a composition using a template.</li> <li>I can begin performing my composition to an audience.</li> </ul>	<p><b>Untuned Percussion</b></p> <p><b>Djembe</b> Performing a rhythm in a group</p> <ul style="list-style-type: none"> <li>I can begin to identify how to play an untuned instrument correctly.</li> <li>I can identify basic musical cues from the leader on an untuned instrument.</li> <li>I can practice following a leader on an untuned instrument.</li> <li>I can practice a beat on an untuned instrument</li> </ul>	<p><b>Untuned Percussion</b></p> <p><b>Djembe</b> Composing a rhythm using music notation.</p> <ul style="list-style-type: none"> <li>I can implement a beat on an untuned instrument.</li> <li>I can follow a leader on an untuned instrument.</li> <li>I can compose my own beat on an untuned instrument.</li> <li>I can perform my own beat on an untuned instrument.</li> </ul>	<p><b>Tuned Percussion</b></p> <p><b>Boomwhackers</b> Performing a piece of music using the treble clef on a tuned instrument</p> <ul style="list-style-type: none"> <li>I can identify the notes C, D, E, F, G, A and B on a tuned instrument.</li> <li>I can practise following a leader on a tuned instrument.</li> <li>I can practise a song on a tuned instrument within a group.</li> <li>I can perform a song on a tuned instrument within a group.</li> </ul>	<p><b>Tuned Percussion</b></p> <p><b>Boomwhackers</b> Creating a composition using one, two or three notes starting to use music notation.</p> <ul style="list-style-type: none"> <li>I can perform following a leader on an untuned instrument.</li> <li>I can create compositions using one or two notes, increasing to three notes if appropriate on a tuned instrument.</li> <li>I can perform my composition using one or two notes, increasing to three notes if appropriate on a tuned instrument.</li> </ul>
<b>Physical Education</b>	<p><b>Football</b> fundamental movements &amp; ball skills</p> <p><b>OAA</b> team building, problem solving map reading, team orienteering</p>	<p><b>Invasive Games</b> Team skills, throwing &amp; catching</p> <p><b>Gymnastics</b> travel, balance, rolls</p>	<p><b>Basketball</b> team skills, ball handling</p> <p><b>Netball</b> team skills, ball handling</p> <p><b>Dance</b> Movement, following basic choreography, performance</p>	<p><b>Handball</b> team skills, ball handling</p> <p><b>Gymnastics</b> rolling, flight, performance</p>	<p><b>Softball Tennis</b> Striking a ball, racket grip, ball control</p> <p><b>Quick cricket</b> Striking a ball, throwing and catching</p> <p><b>Dance</b> Movement, following choreography, performance</p>	<p><b>Athletics</b> Running, jumping, throwing <b>*Sports Day Practice</b></p> <p><b>Mindful Movement</b> (Yoga type activities)</p>
<b>PSHE (Jigsaw)</b>	<p><b><u>Being Me in My World.</u></b></p> <ul style="list-style-type: none"> <li>I can understand rights and responsibilities as a member of my class.</li> <li>I know my views are valued and can contribute to the learning charter.</li> <li>I can recognise the choices I make and understand the consequences.</li> <li>I can understand the rights and responsibilities within our learning charter.</li> </ul>	<p><b><u>Celebrating Difference</u></b></p> <ul style="list-style-type: none"> <li>I can identify similarities between people in my class.</li> <li>I can identify differences between people in my class.</li> <li>I can tell you what bullying is.</li> <li>I know some people who I could talk to if I was feeling unhappy or being bullied.</li> <li>I know how to make friends.</li> <li>I can tell you some ways I am different from my friends,</li> </ul>	<p><b><u>Dreams and Goals</u></b></p> <ul style="list-style-type: none"> <li>I can set simple goals.</li> <li>I can set a goal and work out how to achieve it.</li> <li>I understand how to work well with a partner.</li> <li>I can tackle a new challenge and understand this might stretch my learning.</li> <li>I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them.</li> <li>I can tell you how I felt when I succeed in a new challenge and how I celebrate it.</li> </ul>	<p><b><u>Healthy Me</u></b></p> <ul style="list-style-type: none"> <li>I understand the difference between being healthy and unhealthy and know some ways to keep myself healthy.</li> <li>I know how to keep myself and clean and healthy and understand how germs cause diseases and illness.</li> <li>I know that all household products including medicines can be harmful if not used properly.</li> <li>I understand that medicines can help me if I feel poorly and I know how to use them safely.</li> <li>I know how to keep safe when crossing the road and about people who can help me to stay safe.</li> <li>I can tell you why I think my body is amazing and identify some ways to keep it safe and healthy.</li> </ul>	<p><b><u>Relationships</u></b></p> <ul style="list-style-type: none"> <li>I can identify the members of my family and understand there are lots of types of family.</li> <li>I can identify what being a good friend means to me.</li> <li>I know appropriate ways of physical contact to greet my friends and know which ways I prefer.</li> <li>I know who can help me in my school community.</li> <li>I can recognise my qualities as a person and a friend.</li> <li>I can tell you why I appreciate someone who is special to me.</li> </ul>	<p><b><u>Changing Me</u></b></p> <ul style="list-style-type: none"> <li>I am starting to understand the life cycles of animals and humans.</li> <li>I can tell you some things about me that have changed and some things that have stayed the same.</li> <li>I can tell you how my body has changed since I was a baby.</li> <li>I understand that every time I learn something new I change a little bit.</li> <li>I can tell you about changes that have happened in my life.</li> <li>I can identify the parts of the body that make boys different to girls and can use the correct names for these.</li> </ul>

<b>Religious Education</b>	<b>Christianity</b>	<b>Christianity Incarnation</b>	<b>Christianity</b>	<b>Christianity Salvation</b>	<b>Judaism</b>	<b>Thematic</b>
	<p>Does God want Christians to look after the world?</p> <ul style="list-style-type: none"> <li>I can remember the Christian Creation Story and talk about it.</li> <li>I can express an opinion about the Christian belief about creation.</li> </ul>	<p>What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?</p> <ul style="list-style-type: none"> <li>I can remember the Christmas story including which gifts were given to Jesus.</li> <li>I can think of a gift to give to Jesus and say why I would choose that especially for him.</li> </ul>	<p>Was it always easy for Jesus to show friendship?</p> <ul style="list-style-type: none"> <li>I can remember a story where Jesus might have found it difficult to show friendship and explain why.</li> <li>I can identify when it is easy or hard for me to show friendship.</li> </ul>	<p>Why was Jesus welcomed like a king of celebrity by the crowds on Palm Sunday?</p> <ul style="list-style-type: none"> <li>I can recall what happened on Palm Sunday and can say what some of the symbols in the Easter story mean.</li> <li>I can explain why Jesus was welcomed in as a king on Palm Sunday and how special he is to Christians.</li> </ul>	<p>Who is Jewish and how do they live?</p> <ul style="list-style-type: none"> <li>I can recognise the words of the Shema as a Jewish prayer.</li> <li>I can retell a story used in Jewish celebrations and explain how it reminds Jews about God.</li> <li>I can explain how and why Jewish people observe Shabbat.</li> <li>I can reflect on why praise is important for Jews and explore what this means to me giving reasons for my ideas.</li> </ul>	<p>What does it mean to belong to a faith community?</p> <ul style="list-style-type: none"> <li>I can recognise that loving others is important and give examples from two religions.</li> <li>I can explain what happens at a traditional Jewish welcome ceremony.</li> <li>I can identify two ways people show they love each other and mutual belonging when they get married.</li> <li>I can give examples of ways in which people express belonging in communities, responding sensitively to differences.</li> <li>I can talk about the good things about being in a faith community and my own community.</li> </ul>

### Outdoor Learning Opportunities:

Place	Location	Activity
Our School	Playground	Mapping in Geography of our playground. Chalk Core text – visit from a dog. Observation of our class tree on the field. Seasonal walk for each season. Art – Drawing landscapes on the back playground.

Visitor	Activity
RNLI	Term 2 - Visitor to talk about Lifeboats and safety at the beach.

### Cross-Curricular Texts:

Subject	Text	Title, Author and Synopsis
General	Fiction	 <p>Rainbow links to our PSHE, learning how to be kind and be a good friend.</p>
Geography	Non Fiction	 <p>These books link to our Geography and Science EOYE.</p>