

Autumn Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12		
History	<p>Question</p> <p>When was the 20th Century?</p> <p>I can place events and artefacts in order on a timeline and use the correct historical language.</p>	<p>Question</p> <p>Who ruled our country in the 20th Century?</p> <p>I can communicate about historical events and significant people from the past.</p>	<p>Question</p> <p>Who ruled our country in the 20th Century?</p> <p>I can communicate about historical events and significant people from the past.</p>	<p>Question</p> <p>How did transport change in the 20th Century?</p> <p>I can ask and answer questions about the past. I can communicate about historical events and significant people from the past.</p>	<p>Question</p> <p>How did entertainment change in the 20th Century?</p> <p>I can ask and answer questions about the past. I can communicate about historical events and significant people from the past.</p>	<p>Question</p> <p>How did entertainment change in the 20th Century?</p> <p>I can ask and answer questions about the past. I can communicate about historical events and significant people from the past.</p>	<p>Question</p> <p>How did entertainment change in the 20th Century?</p> <p>I can ask and answer questions about the past. I can communicate about historical events and significant people from the past.</p>	<p>Question</p> <p>How did entertainment change in the 20th Century?</p> <p>I can ask and answer questions about the past. I can communicate about historical events and significant people from the past.</p>	<p>Question</p> <p>How did entertainment change in the 20th Century?</p> <p>I can ask and answer questions about the past. I can communicate about historical events and significant people from the past.</p>	<p>Question</p> <p>How did entertainment change in the 20th Century?</p> <p>I can ask and answer questions about the past. I can communicate about historical events and significant people from the past.</p>	<p>Question</p> <p>Which events were significant nationally?</p>	<p>Question</p> <p>Which events were significant locally?</p>	<p>Question</p> <p>Which events were significant locally?</p>	
	<p>Skills</p> <p>I can recall significant events that took place in the 20th Century. I can place events in a chronological order on a timeline. I know when the 20th century was.</p>	<p>Skills</p> <p>I know who Winston Churchill was. I know when he lived.</p>	<p>Skills</p> <p>I know who Queen Elizabeth II is. I know when she lived.</p>	<p>Skills</p> <p>I know how home life has changed in living memory and can compare these changes to home life today. I know when the first plane journey took place.</p>	<p>Skills</p> <p>I know how home life has changed in living memory and can compare these changes to home life today. I know when the first radio broadcast took place.</p>	<p>Skills</p> <p>I know how home life has changed in living memory and can compare these changes to home life today. I know when the first TV was created.</p>	<p>Skills</p> <p>I know how home life has changed in living memory and can compare these changes to home life today. I know when the internet was created.</p>	<p>Skills</p> <p>I know how home life has changed in living memory and can compare these changes to home life today. I know when the internet was created.</p>	<p>Skills</p> <p>I know how home life has changed in living memory and can compare these changes to home life today. I know when the internet was created.</p>	<p>Skills</p> <p>I know how home life has changed in living memory and can compare these changes to home life today. I know when the internet was created.</p>	<p>Skills</p> <p>I know who Emily Davison was and can say when she lived.</p>	<p>Skills</p> <p>I know why the mining strike took place. I know the effect this had on our local area.</p>	<p>Skills</p> <p>I know when the Sheffield Floods took place. I know the effect this had on our local area.</p>	<p>Skills</p> <p>I know when the Sheffield Floods took place. I know the effect this had on our local area.</p>
	<p>Knowledge</p> <p>Discuss significant events in the 20th Century, place events on a timeline using correct vocabulary - past, present, a long time ago, recent.</p>	<p>Knowledge</p> <p>Write own questions for enquiry discussion as a class.</p>	<p>Knowledge</p> <p>Write a fact file about the Sun, Moon and Earth.</p>	<p>Knowledge</p> <p>Go outside in a sunny day. Feel the effect of the wind on a windy day. Would it feel like this on the moon? Discuss and compare.</p>	<p>Knowledge</p> <p>Practical - Investigate objects that you can push/pull.</p>	<p>Knowledge</p> <p>Practical - Investigate how to start and stop the motion of an object. Reflected by throwing an object or a ball, balloon popping.</p>	<p>Knowledge</p> <p>Practical - Investigate how to start and stop the motion of an object. Reflected by throwing an object or a ball, balloon popping.</p>	<p>Knowledge</p> <p>Practical - Investigate how to start and stop the motion of an object. Reflected by throwing an object or a ball, balloon popping.</p>	<p>Knowledge</p> <p>Practical - Investigate how to start and stop the motion of an object. Reflected by throwing an object or a ball, balloon popping.</p>	<p>Knowledge</p> <p>Practical - Investigate how to start and stop the motion of an object. Reflected by throwing an object or a ball, balloon popping.</p>	<p>Knowledge</p> <p>Practical - Investigate how to start and stop the motion of an object. Reflected by throwing an object or a ball, balloon popping.</p>	<p>Knowledge</p> <p>Practical - Investigate how to start and stop the motion of an object. Reflected by throwing an object or a ball, balloon popping.</p>	<p>Knowledge</p> <p>Practical - Investigate how to start and stop the motion of an object. Reflected by throwing an object or a ball, balloon popping.</p>	<p>Knowledge</p> <p>Practical - Investigate how to start and stop the motion of an object. Reflected by throwing an object or a ball, balloon popping.</p>
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Science	<p>Question</p> <p>Do plants need sunlight to grow?</p> <p>Talk about what they have done, and say, with help, what they think they have found out. Observe objects, materials, living things and changes over time, sorting and grouping them based on their features.</p>	<p>Question</p> <p>Can animals and plants live on the moon?</p> <p>Talk about what they have done, and say, with help, what they think they have found out. Observe objects, materials, living things and changes over time, sorting and grouping them based on their features.</p>	<p>Question</p> <p>What shape is the Sun, Moon and Earth? What is the Earth made of?</p> <p>Ask simple scientific questions. With support, gather and record simple data in a range of ways.</p>	<p>Question</p> <p>Which is the biggest, the Sun, Moon, or Earth?</p> <p>Ask simple scientific questions. With support, gather and record simple data in a range of ways.</p>	<p>Question</p> <p>Why do we need to wear sunglasses when it is sunny? What happens to the sun when it is cloudy?</p> <p>Ask simple scientific questions. With support, gather and record simple data in a range of ways.</p>	<p>Question</p> <p>How can we move objects?</p> <p>Observe objects, materials living things and changes over time, sorting and grouping them based on their features. With support, follow instructions to perform simple tests and begin to talk about what they might do or what might happen.</p>	<p>Question</p> <p>Why do we need light? What is light for?</p> <p>Observe objects, materials living things and changes over time, sorting and grouping them based on their features. With support, use simple equipment to measure and make observations.</p>	<p>Question</p> <p>Why do we need light? What is light for?</p> <p>Observe objects, materials living things and changes over time, sorting and grouping them based on their features. With support, use simple equipment to measure and make observations.</p>	<p>Question</p> <p>What part of my body do I use to see? Why can I not see well when it is dark?</p> <p>Talk about what they have done, and say, with help, what they think they have found out.</p>	<p>Question</p> <p>What can I hear? What part of my body do I use to hear?</p> <p>Talk about what they have done, and say, with help, what they think they have found out.</p>	<p>Question</p> <p>What would it be like if I could not hear things?</p> <p>With support, use simple equipment to measure and make observations.</p>	<p>Question</p> <p>What things use electricity?</p> <p>With support, use simple equipment to measure and make observations.</p>	<p>Question</p> <p>What things use electricity?</p> <p>With support, use simple equipment to measure and make observations.</p>	
	<p>Skills</p> <p>I know that plants need sunlight to grow. I can observe changes across the four seasons.</p>	<p>Skills</p> <p>I know that animals and plants do not live on the moon because there is no air and water.</p>	<p>Skills</p> <p>I understand the Sun, Moon and Earth are spherical. I know that the Earth and Moon are made of rock.</p>	<p>Skills</p> <p>I can order the size of the Sun, Moon and Earth.</p>	<p>Skills</p> <p>I know light from the Sun can be dangerous and eyes need to be protected. I know that the Sun is a source of light even when it is behind a cloud. I know the sun is made of gas.</p>	<p>Skills</p> <p>I know that humans move objects with push or a pull.</p>	<p>Skills</p> <p>I know that there are many sorts of movement which can be described in many ways and that movement can be stopped.</p>	<p>Skills</p> <p>I know I need light in order to see things and that dark is the absence of light. I know that things in the home have a source of light e.g. microwave, torch, and that these things need power to function.</p>	<p>Skills</p> <p>I know that I use my eyes for many of things and that this helps me to learn about the world around me.</p>	<p>Skills</p> <p>I can identify different sounds in my environment. I can identify loud and quiet sounds. I know that I use my ears for the sense of hearing.</p>	<p>Skills</p> <p>I can identify different sounds in my environment. I can identify loud and quiet sounds. I know that I use my ears for the sense of hearing.</p>	<p>Skills</p> <p>I can name some of the things that use electricity. I know that some things work by using electricity.</p>	<p>Skills</p> <p>I can name some of the things that use electricity. I know that some things work by using electricity.</p>	
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Geography	<p>Question</p> <p>Where is Rotherham?</p> <p>I can ask and answer geographical questions such as: what is this place like? What/who will live in this place? What do people do in this place?</p>	<p>Question</p> <p>What is it like in Rotherham?</p> <p>I can ask and answer geographical questions such as: what is this place like? What/who will live in this place? What do people do in this place?</p>	<p>Question</p> <p>What is it like in Rotherham?</p> <p>I can ask and answer geographical questions such as: what is this place like? What/who will live in this place? What do people do in this place?</p>	<p>Question</p> <p>What do people do in Rotherham?</p> <p>I can ask and answer geographical questions such as: what is this place like? What/who will live in this place? What do people do in this place?</p>	<p>Question</p> <p>Why do we have these problems in Rotherham?</p> <p>I can ask and answer geographical questions such as: what is this place like? What/who will live in this place? What do people do in this place?</p>	<p>Question</p> <p>How can I help to combat these problems in Rotherham?</p> <p>I can ask and answer geographical questions such as: what is this place like? What/who will live in this place? What do people do in this place?</p>	<p>Question</p> <p>How can I help to combat these problems in Rotherham?</p> <p>I can ask and answer geographical questions such as: what is this place like? What/who will live in this place? What do people do in this place?</p>	<p>Question</p> <p>How can I help to combat these problems in Rotherham?</p> <p>I can ask and answer geographical questions such as: what is this place like? What/who will live in this place? What do people do in this place?</p>	<p>Question</p> <p>How can I help to combat these problems in Rotherham?</p> <p>I can ask and answer geographical questions such as: what is this place like? What/who will live in this place? What do people do in this place?</p>	<p>Question</p> <p>How can I help to combat these problems in Rotherham?</p> <p>I can ask and answer geographical questions such as: what is this place like? What/who will live in this place? What do people do in this place?</p>	<p>Question</p> <p>How can I help to combat these problems in Rotherham?</p> <p>I can ask and answer geographical questions such as: what is this place like? What/who will live in this place? What do people do in this place?</p>	<p>Question</p> <p>How can I help to combat these problems in Rotherham?</p> <p>I can ask and answer geographical questions such as: what is this place like? What/who will live in this place? What do people do in this place?</p>		
	<p>Skills</p> <p>I know Rotherham is in the UK. I know Rotherham is in the North. I know Rotherham is in South Yorkshire.</p>	<p>Skills</p> <p>I know the basic physical features found in Rotherham.</p>	<p>Skills</p> <p>I know some of the basic human features found in Rotherham.</p>	<p>Skills</p> <p>I know houses are different. I know different families have different facilities. I know different jobs are made up of different buildings.</p>	<p>Skills</p> <p>I know some jobs from the buildings in my town.</p>	<p>Skills</p> <p>I know why we have these problems in Rotherham. E.g. people travelling to work, congestion.</p>	<p>Skills</p> <p>I know how I can help with this problem. E.g. walking to school, throwing my litter in a bin.</p>	<p>Skills</p> <p>I know where rivers go. I know and can name some rivers in Rotherham.</p>	<p>Skills</p> <p>I know rivers can cause problems. I can name the impact the 2019 Sheffield floods had.</p>	<p>Skills</p> <p>I know how we can help stop floods. I know how people in charge can help stop floods in the future.</p>	<p>Skills</p> <p>I know how we can help stop floods. I know how people in charge can help stop floods in the future.</p>	<p>Skills</p> <p>I know how we can help stop floods. I know how people in charge can help stop floods in the future.</p>	<p>Skills</p> <p>I know how we can help stop floods. I know how people in charge can help stop floods in the future.</p>	
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RE	<p>Question</p> <p>What is a religion? What is a religious festival? What religious festivals do you already know?</p> <p>I can explore stories and celebrations of Easter and Eid, finding out about what the stories told at the festivals mean e.g. working with stories, enacting celebrations, learning from artefacts or welcoming visitors to talk about festivals.</p>	<p>Question</p> <p>What is a Muslim? What is the Muslim festival of Ramadan and Eid?</p> <p>I can explore stories and celebrations of Easter and Eid, finding out about what the stories told at the festivals mean e.g. working with stories, enacting celebrations, learning from artefacts or welcoming visitors to talk about festivals.</p>	<p>Question</p> <p>What is a Christian? What is the Christian festival of Easter?</p> <p>I can explore stories and celebrations of Easter and Eid, finding out about what the stories told at the festivals mean e.g. working with stories, enacting celebrations, learning from artefacts or welcoming visitors to talk about festivals.</p>	<p>Question</p> <p>Who are we all connected to?</p> <p>I can explore stories and celebrations of Easter and Eid, finding out about what the stories told at the festivals mean e.g. working with stories, enacting celebrations, learning from artefacts or welcoming visitors to talk about festivals.</p>	<p>Question</p> <p>How do Bible stories relate to everyday life? How can I apply these stories to experiences in my life?</p> <p>I can learn from examples of Christian practice and consider the challenges of trying to be a good life.</p>	<p>Question</p> <p>How do Bible stories relate to everyday life? How can I apply these stories to experiences in my life?</p> <p>I can learn from examples of Christian practice and consider the challenges of trying to be a good life.</p>	<p>Question</p> <p>How do Bible stories relate to everyday life? How can I apply these stories to experiences in my life?</p> <p>I can learn from examples of Christian practice and consider the challenges of trying to be a good life.</p>	<p>Question</p> <p>How do Bible stories relate to everyday life? How can I apply these stories to experiences in my life?</p> <p>I can learn from examples of Christian practice and consider the challenges of trying to be a good life.</p>	<p>Question</p> <p>How do Bible stories relate to everyday life? How can I apply these stories to experiences in my life?</p> <p>I can learn from examples of Christian practice and consider the challenges of trying to be a good life.</p>	<p>Question</p> <p>How do Bible stories relate to everyday life? How can I apply these stories to experiences in my life?</p> <p>I can learn from examples of Christian practice and consider the challenges of trying to be a good life.</p>	<p>Question</p> <p>How do Bible stories relate to everyday life? How can I apply these stories to experiences in my life?</p> <p>I can learn from examples of Christian practice and consider the challenges of trying to be a good life.</p>	<p>Question</p> <p>How do Bible stories relate to everyday life? How can I apply these stories to experiences in my life?</p> <p>I can learn from examples of Christian practice and consider the challenges of trying to be a good life.</p>		
	<p>Skills</p> <p>I can talk about what a religion is. I know that religions worship gods. I know that different religions believe in different gods.</p>	<p>Skills</p> <p>I know the Muslim festival of Eid is celebrated at the end of Ramadan and how this is celebrated.</p>	<p>Skills</p> <p>I know how to tell the story of Easter and understand how and why Christians celebrate the festival of Easter.</p>	<p>Skills</p> <p>I know who we are all connected to and how we are all connected to each other.</p>	<p>Skills</p> <p>I know that some Bible stories can relate to everyday life. I know that other faiths use their holy books to live by. I know the rules of living a good life.</p>	<p>Skills</p> <p>I know that some Bible stories can relate to everyday life. I know that other faiths use their holy books to live by. I know the rules of living a good life.</p>	<p>Skills</p> <p>I know that some Bible stories can relate to everyday life. I know that other faiths use their holy books to live by. I know the rules of living a good life.</p>	<p>Skills</p> <p>I know that some Bible stories can relate to everyday life. I know that other faiths use their holy books to live by. I know the rules of living a good life.</p>	<p>Skills</p> <p>I know that some Bible stories can relate to everyday life. I know that other faiths use their holy books to live by. I know the rules of living a good life.</p>	<p>Skills</p> <p>I know that some Bible stories can relate to everyday life. I know that other faiths use their holy books to live by. I know the rules of living a good life.</p>	<p>Skills</p> <p>I know that some Bible stories can relate to everyday life. I know that other faiths use their holy books to live by. I know the rules of living a good life.</p>	<p>Skills</p> <p>I know that some Bible stories can relate to everyday life. I know that other faiths use their holy books to live by. I know the rules of living a good life.</p>	<p>Skills</p> <p>I know that some Bible stories can relate to everyday life. I know that other faiths use their holy books to live by. I know the rules of living a good life.</p>	
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PSHE	<p>Question</p> <p>Who is in my new class? What will it be like in my class?</p> <p>I can share my ideas and thoughts. I can listen and respond to others.</p>	<p>Question</p> <p>What is a class charter? Why is a class charter important?</p> <p>I understand my choices in following the learning charter.</p>	<p>Question</p> <p>What does it mean to be worried? Is there anything worrying me? What can I do if I feel worried? Does everyone feel worried?</p> <p>I recognise when I feel worried and know who to ask for help.</p>	<p>Question</p> <p>Why is it important to feel safe? What makes me feel safe? Does everybody have the right to feel safe? How does my behaviour affect how safe people feel? What can I do to help people feel safe in my class? When have I felt proud?</p> <p>I recognise how it feels to be proud of an achievement.</p>	<p>Question</p> <p>What is a consequence? Do all actions have consequences? What feelings do I feel when I take different consequences?</p> <p>I recognise that behaviours have consequences. I recognise and can name different emotions related to these consequences.</p>	<p>Question</p> <p>What are my strengths and how can I use them to help others?</p> <p>I recognise my strengths and know what I am good at.</p>	<p>Question</p> <p>What does the word similar mean? What does the word different mean? How are they similar to each other? How are they different from each other? What are some things that are similar and different from each other?</p> <p>I can recognise ways that I am similar to somebody. I can recognise ways that I am different from somebody else. I can recognise ways that two people are similar to and different from each other. I understand that differences make us special and unique.</p>	<p>Question</p> <p>Are boys and girls the same? In what ways are they different? What is a stereotype? What is an assumption? What stereotypes have we heard about boys and girls? How do these stereotypes affect the way we think about boys and girls? How can we challenge these stereotypes?</p> <p>I understand some ways that boys and girls are similar and how good about this. I understand some ways that boys and girls are different and accept that this is ok.</p>	<p>Question</p> <p>What is a friend? How can I be a good friend? How do I know if my friend is a good friend to me? How can I make new friends?</p> <p>I recognise what friendship is. I can behave in a way that makes me a good friend.</p>	<p>Question</p> <p>What is bullying? How does it feel to be bullied? What should I do if I am being bullied? What should I do if I see someone being bullied?</p> <p>I know why friendship is important. I know how to be a good friend. I know ways to make friends with others. I know how to be a friend and have a friend.</p>	<p>Question</p> <p>What is bullying? How does it feel to be bullied? What should I do if I am being bullied? What should I do if I see someone being bullied?</p> <p>I know why friendship is important. I know how to be a good friend. I know ways to make friends with others. I know how to be a friend and have a friend.</p>	<p>Question</p> <p>What is bullying? How does it feel to be bullied? What should I do if I am being bullied? What should I do if I see someone being bullied?</p> <p>I know why friendship is important. I know how to be a good friend. I know ways to make friends with others. I know how to be a friend and have a friend.</p>		
	<p>Skills</p> <p>I can share my ideas and thoughts. I can listen and respond to others.</p>	<p>Skills</p> <p>I know my rights and responsibilities. I know that other people have rights and responsibilities. I know how to keep myself and others safe and learning.</p>	<p>Skills</p> <p>I know what worry is. I know that everybody feels worry and that this is ok. I know that sharing worries can help. I know what to do if I feel worried.</p>	<p>Skills</p> <p>I know how to make my class a safe and fair place to learn. I know that everybody has the right to feel safe. I know that everybody has a responsibility to help others feel safe.</p>	<p>Skills</p> <p>I know that everyone has different strengths and that my friends' strengths might be different to mine.</p>	<p>Skills</p> <p>I know that there are ways that we are similar to each other. I know that there are ways that we are different from each other. I know that this is ok.</p>	<p>Skills</p> <p>I am beginning to understand what a stereotype is. I am beginning to understand what an assumption is.</p>	<p>Skills</p> <p>I know how to be a good friend. I know ways to make friends with others. I know how to be a friend and have a friend.</p>	<p>Skills</p> <p>I know what bullying is and what bullying isn't. I know what I can do to stand up for myself if I am being bullied.</p>	<p>Skills</p> <p>I know what bullying is and what bullying isn't. I know what I can do to stand up for myself if I am being bullied.</p>	<p>Skills</p> <p>I know what bullying is and what bullying isn't. I know what I can do to stand up for myself if I am being bullied.</p>	<p>Skills</p> <p>I know what bullying is and what bullying isn't. I know what I can do to stand up for myself if I am being bullied.</p>	<p>Skills</p> <p>I know what bullying is and what bullying isn't. I know what I can do to stand up for myself if I am being bullied.</p>	
	<p>Knowledge</p> <p>Write own questions for enquiry discussion as a class.</p>	<p>Knowledge</p> <p>Write own questions for enquiry discussion as a class.</p>	<p>Knowledge</p> <p>Write own questions for enquiry discussion as a class.</p>	<p>Knowledge</p> <p>Write own questions for enquiry discussion as a class.</p>	<p>Knowledge</p> <p>Write own questions for enquiry discussion as a class.</p>	<p>Knowledge</p> <p>Write own questions for enquiry discussion as a class.</p>	<p>Knowledge</p> <p>Write own questions for enquiry discussion as a class.</p>	<p>Knowledge</p> <p>Write own questions for enquiry discussion as a class.</p>	<p>Knowledge</p> <p>Write own questions for enquiry discussion as a class.</p>	<p>Knowledge</p> <p>Write own questions for enquiry discussion as a class.</p>	<p>Knowledge</p> <p>Write own questions for enquiry discussion as a class.</p>	<p>Knowledge</p> <p>Write own questions for enquiry discussion as a class.</p>	<p>Knowledge</p> <p>Write own questions for enquiry discussion as a class.</p>	
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Computing	<p>Question</p> <p>What technology do we use at home and at school? How does the technology we use at home and at school help us?</p> <p>I can identify technology at home and at school.</p>	<p>Question</p> <p>How does the technology we use at home and at school help us? What is a website? I can explain what a website is used for.</p>	<p>Question</p> <p>What is a website? I can explain what a website is used for.</p>	<p>Question</p> <p>What are my strengths and how can I use them to help others?</p> <p>I can give and follow instructions?</p>	<p>Question</p> <p>What are my strengths and how can I use them to help others?</p> <p>I can give and follow instructions?</p>	<p>Question</p> <p>What are my strengths and how can I use them to help others?</p> <p>I can give and follow instructions?</p>	<p>Question</p> <p>What are my strengths and how can I use them to help others?</p> <p>I can give and follow instructions?</p>	<p>Question</p> <p>What are my strengths and how can I use them to help others?</p> <p>I can give and follow instructions?</p>	<p>Question</p> <p>What are my strengths and how can I use them to help others?</p> <p>I can give and follow instructions?</p>	<p>Question</p> <p>What are my strengths and how can I use them to help others?</p> <p>I can give and follow instructions?</p>	<p>Question</p> <p>What are my strengths and how can I use them to help others?</p> <p>I can give and follow instructions?</p>	<p>Question</p> <p>What are my strengths and how can I use them to help others?</p> <p>I can give and follow instructions?</p>	<p>Question</p> <p>What are my strengths and how can I use them to help others?</p> <p>I can give and follow instructions?</p>	
	<p>Skills</p> <p>I know and can name technology that my family use at home.</p>	<p>Skills</p> <p>I know what technology we use at school and why this is used.</p>	<p>Skills</p> <p>I know what a website is used for.</p>	<p>Skills</p> <p>I know how to describe what actions I will need to do to make something happen. I know how to tell my friend what I need to do to make something happen. I know how to tell my friend what I need to do to make something happen.</p>	<p>Skills</p> <p>I know how to describe what actions I will need to do to make something happen. I know how to tell my friend what I need to do to make something happen. I know how to tell my friend what I need to do to make something happen.</p>									

Spring Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
History	Question	When was the Victorian age?	What significant inventions were created during the Victorian age?	What was life like for children during Victorian era?	What was life like for children during Victorian era?	What was life like for children during Victorian era?	What was life like for children during Victorian era?	What were Victorian homes like?	What are the homes like in your local area? (Local walk - new builds/ flats/ detached/ semi-detached) and discuss findings	What are the homes like in your local area? (Size/ style/ building materials)	How have houses changed over time? (Size/ style/ building materials)	Are there any similarities/ differences between modern new build houses and Victorian houses?	
	Skills	Overview Y1 - I can place events and artefacts in time order on a timeline and use the correct historical language.	Vocabulary Y1 - I can communicate about historical events and significant people from the past.	Sources Y1 - I can begin to use different sources to find out about the past and identify the ways the past is represented.	Sources Y1 - I can begin to use different sources to find out about the past and identify the ways the past is represented.	Sources Y1 - I can begin to use different sources to find out about the past and identify the ways the past is represented.	Sources Y1 - I can begin to use different sources to find out about the past and identify the ways the past is represented.	I can talk about and describe the houses in my local area.	I can talk about and describe the houses in my local area.	I can use photographs to identify how houses have changed over time.	I can compare 2 houses built in different time periods.		
	Knowledge	I know when the Victorians lived. I can compare this to previous periods of time studied. Explore Victorian life.	I know that the penny farthing bike was invented in 1872 by James Starley. I can compare this with bikes we use today.	I know that children who were poor sometimes had to work in factories like mills. I can describe what life in a workhouse would have been like for a child. I know that children who were poor sometimes were sent to workhouses. I can describe what life in a workhouse would have been like for a child.	I know that children who were poor sometimes had to work down the pit. I can describe what life in a workhouse would have been like for a child.	I know that children who were poor sometimes had to work down the pit. I can describe what life in a workhouse would have been like for a child.	I know that children who were poor sometimes had to work down the pit. I can describe what life in a workhouse would have been like for a child.	I know that children who were poor sometimes had to work down the pit. I can describe what life in a workhouse would have been like for a child.	I know that children who were poor sometimes were sent to workhouses. I can describe what life in a workhouse would have been like for a child.	I know that there are different styles of houses in my local area.	I know what different styles of houses are in my local area.	I know that houses have changed and evolved over time.	I know how houses have changed over time.
Science	Question	What things use electricity?	Who is Thomas Edison? When did he live? What did he invent? (Cross curricular - History - Victorian age invention)	What is a material? What are different types of materials? What material is an object made from? What do objects/materials have in common? How can materials change?				What happens when animals get older? eg grow into adult? What happens when humans get older? How does the appearance of humans change as they get older?	What do I need to eat to keep my body healthy? What are the homes of fruit and vegetables? What do humans need to stay alive? What does my body need to grow?		Educational visit to Europa - Linked to Human body	What are the parts of my body?	
	Skills	With support, use simple equipment to measure and make observations.	Ask simple scientific questions.	Observe objects, materials, living things and changes over time, sorting and grouping them based on their features. With support, gather and record simple data in a range of ways (data tables, diagrams, Venn diagrams).				Observe objects, materials, living things and changes over time, sorting and grouping them based on their features. Talk about what they have done and stay with help, what they think they have found out.	Ask simple scientific questions. Observe objects, materials, living things and changes over time, sorting and grouping them based on their features. I know that the body needs a healthy diet to keep it healthy.			Observe objects, materials, living things and changes over time, sorting and grouping them based on their features. Talk about what they have done and say, with help, what they think they have found out.	
	Knowledge	Sorting toys - which needs electricity to work? Noticing patterns of function of the toys. Writing information booklet about everyday objects which use electricity. Compare with Victorian Era - toys to present day.	I know that the light bulb was invented in 1879 by Swan and Edison.	Name different materials - paper, cardboard, wood, metal, plastic, glass etc. Sort objects made from different materials. Observe, sort and discuss materials according to characteristics - hard/soft, rough/smooth, heavy/light wet/dry, shiny/non-shiny, coloured/clear, etc. Grouping and classifying materials according to their properties. Comparison tables - writing sentences about comparisons.				I know that all animals, including humans, grow and change as they become older. I can recognise that humans' appearance changes over time eg we get taller, heavier.	I know that fruits and vegetables are part of a healthy diet. I can recognise some fruits and vegetables and some that I know that we need food, water and air and water to stay alive. I know that all animals, including humans, need to feed to grow and to be active.			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. I know that it is important to keep my health clean.	
Geography	Question	What is our school called?	Who is in charge of our school? (Democracy and Significant people)	What street is our school on?	Why might somebody need to use a map of our school?	How can we look after our school?	Do you think the weather will be the same everyday this week (whole class weather charting and afternoon)	What is Lent?	What is Palm Sunday?	Who celebrates what and why?	Who celebrates what and why?	How do people celebrate Easter?	Linked to History
	Skills	I can name our school. I can tell my partner facts about our school.	I can identify the significant person in charge of our school.	I can use Google maps to identify which street our school is on.	I can draw a simple map of our school and use and construct basic symbols in a key.		I can describe the types of weather that occur throughout the week.						I can conduct field work to help the answer a question about my local area.
	Knowledge	I know that I attend Aston Lodge.	I know that Mrs Marshall is in charge of our school. I know some of the jobs Mrs Cronin has to do as headteacher.	I know that our school is located on Lodge Lane.	I know that a map of our school needs to be accurate to help somebody who is unfamiliar with our school.		I know that the weather has changed throughout the week.						I know how to use the evidence I have collected to answer a question about my local area.
RE	Question	What can we learn from religious stories?	What can we learn from religious stories?	How do the two stories compare?	What can we learn from religious stories?	What are the values that different characters show in religious stories?	What do we know about religious stories?	What is Lent?	What is Palm Sunday?	Who celebrates what and why?	Who celebrates what and why?	How do people celebrate Easter?	Linked to History
	Skills	I can retell (pictures) the story of Jesus and the ten lepers.	I can retell (drama) the story of Jesus and the ten lepers.	I can compare the two stories and think about what Christians today learn from the stories.	I can discuss the Islamic story 'The Crying Camel'.	I can identify and discuss the values that different characters in the stories showed. I can identify which religion the story comes from.	I can ask and answer who, when, where, how, what, if and why questions about religious stories.	I can talk about what I would give up for Lent.	I can explain what Palm Sunday is.	I can explore the celebration of Easter.	I can explore the celebration of Easter.	I can discuss the different ways people celebrate Easter.	
	Knowledge	I know and understand the meaning of the story.	I know and understand the meaning of the story.	I know stories about Jesus. I know why they were considered a miracle.	I know the message of the story. I know the story of 'The Crying Camel'.	I know the values different characters show in religious stories.	I know how to ask and answer questions about the stories.	I know why Christians fast over Lent.	I know why Lent is important to Christians.	I know the story of Easter.	I know the story of Easter.	I know ways in which people celebrate Easter.	
PSHE	Question	What is a dream? What is a goal?		What goals would I like to set? How can I achieve my goal? What must I do?	What is a challenge? What challenges have I faced in the past? How do I feel when I am faced with a challenge? What is a challenge I have now?	What obstacles might I face when trying to overcome a challenge?		How might I feel when I have succeeded in a new challenge? Why is this good?					
	Skills	I can set simple goals and tell you about the things I can do well.		I can set a goal and work out how to achieve it. I can tell you how I learn best.	I can describe what a challenge is. I can think of challenges I have faced in the past. I can describe emotions that I have felt when faced with something difficult.	I can describe what an obstacle is. I can give examples of obstacles I have when thinking of a specific challenge. I can think of some ways to overcome an obstacle.		I can give an example of a time I have succeeded. I can describe how this felt and why.					
	Knowledge	I know what dreams and goals are. I have ideas about my own dreams and goals.		I know that you must work towards a goal. I know how I can work towards a specific goal.	I know challenges are something I find difficult. I recognise that everybody has challenges that may be different. I know people are good at different things.	I know obstacles may be different for every challenge. I know different people have different obstacles when trying to overcome a challenge.		I know that success is positive. I know that success takes hard work and practice.					
Computing 1	Question	Can I program software or robots to do a particular task?			E-safety								
	Skills	I can begin to use software/apps to create movement and patterns on a screen.		I can stay safe online.		I can talk about why it is important to be kind and polite online and in real life.							
	Knowledge	I know how to begin to use software/apps to create movement and patterns on a screen.		I know how to stay safe online.		I know why it is important to be kind and polite online.							
ART	Question	Who is Andy Goldsworthy?			Colour mixing winter colours								
	Skills		Use thick and thin brushes. Mix primary colours to make secondary colours. Add white to colours to make tints. Add black to colours to create tones. Create colour wheels.										
	Knowledge		Use a range of blues adding white to make different tints.	Use a winter palette to complete using thick and thin brushes.	Colour work on A4 paper.	Use previous taught skills of drawing to draw a polar bear.	Colour mixing wheel.	Split paper in to different shapes and paint in a range of colours.	Children to draw a Victorian bear.	Use previous taught drawing skills to create a bear.			
Design - Cooking	Question												
	Skills												
	Knowledge												
MUSIC	Question	How can I identify different rhythms?	What is improvisation?	What is syncopation?	What do we mean when we say tempo?	What is notation?	How could you improve your performance?	What is the mood of the music?	What is improvisation?	How could you improve your performance?			
	Skills	I can use symbols to record long and short sounds.	I can sing in tune through songs and pitch matching.	I can make and change sound on instruments using long and short sounds, understanding their differences.	I can make and change sound on instruments using long and short sounds, understanding their differences.	I can use symbols to record long and short sounds.	I can perform to my class peers.	I can sing in tune through songs and pitch matching.	I can make patterns with sounds - using musical elements.	I can sing in tune through songs and pitch matching.			
	Knowledge	I am able to identify different rhythms using symbols.	I know what improvisation is.	I can show what syncopation is using symbols.	I know what tempo is and can use it in its basic form.	I am able to identify what notation is and can use it in its basic form.	I know how to improve my performance.	I am able to recop the Musical story that we are learning.	I am able to identify the moods of the different pieces of Music that I am listening to and put the relevant instruments in to my performance.	I am able to describe what improvisation is.	I know how to improve my performance.		
PE	Question	What is the difference between a straight and a bent leg?	Can I copy a sequence and repeat it?	How do I balance? (large body parts)	What is a teddy bear roll?	Can I jump with different shapes?	Can I use hand apparatus?	What shapes can you make with your arms?	Can I perform a canon with my class with teacher instruction?	Can I jump with different shapes?	What is a stunt?		
	Skills	I can keep my leg straight or bent it when stepping.	I can copy basic movements and shapes.	I can balance using large body parts.	I can attempt a teddy bear roll safely.	I can do the pin, tack and star shapes when jumping.	I can use hoops and bean bags as hand apparatus.	I can copy basic arm motions.	I can perform a canon with teacher instruction.	I can perform different shapes when jumping.	I can attempt a teacher led routine.		
	Knowledge	I know how to bend my leg (knee).	I know how to copy different movements and shapes (Simon Snow).	I know how to balance with legs and torso.	I know what a teddy bear roll looks like.	I know to perform my shape in the air when jumping.	I know how to balance, move and jump with different pieces of equipment.	I know how to copy different arm motions with strong arms.	I know that canon means to go after the person next to you.	I know how to perform the jump shape in the air.	I know what the 4 starting positions are.	I know 4 key areas we have learnt over the past 4 weeks.	

