

# KEY STAGE ONE—FOUR YEAR ROLLING CURRICULUM PLAN

## Year Two : 2016-2017

Term One : Explosive Events Volcanoes, The Fire of London	Term Two : Once Upon a Time	Term Three : Incredible Inventions
<p><b>HISTORY: THE FIRE OF LONDON :</b> Look at: • Key events in the past that are significant nationally and globally. <b>To investigate and interpret the past : Milestone One:</b> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. <b>To Build an Overview of World History: Milestone One:</b> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. <b>To Understand Chronology: Milestone One:</b> • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. <b>To Communicate Historically: Milestone One:</b> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. * Show an understanding of the concept of nation and a nation’s history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. <b>(British Values link)</b></p> <p><b>GEOGRAPHY: VOLCANOES:</b> • Investigate the world’s continents and oceans. • Use basic geographical vocabulary to refer to and describe key physical and human features of locations. • Use world maps, atlases and globes. • Use aerial photographs. • Use observational skills. <b>Investigate Places: Milestone One:</b> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area • Name and locate the world’s continents and oceans. <b>Investigate Patterns: Milestone One:</b> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. <b>Communicate Geographically: Milestone One:</b> • Use basic geographical vocabulary to refer to: • <b>key human features</b>, including: city, town, village, factory, farm, house, office and shop.</p> <p><b>SCIENCE: Work Scientifically : Milestone One:</b> • Ask simple questions. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions. <b>Investigate Materials: Milestone One:</b> • Distinguish between an object and the material from which it is made. • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. • Describe the simple physical properties of a variety of everyday materials. • Compare and group together a variety of everyday materials on the basis of their simple physical properties. • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses. Understand Movement, <b>Forces and Magnets: Milestone One:</b> • Notice and describe how things move, using simple comparisons such as faster and slower. • Compare how different things move. <b>Investigate Sound and Hearing: Milestone One:</b> • Observe and name a variety of sources of sound, noticing that we hear with our ears.</p> <p><b>LITERACY—GRAMMAR—Nelson Grammar Scheme—Literacy Objective separate</b> <b>COMPUTING—Switched On Computing Scheme</b></p>	<p><b>HISTORY:</b> Look at: • The lives of significant individuals in Britain’s past who are creative geniuses - such as <b>Christina Rossetti.</b> (Literacy and Poetry link) <b>To investigate and interpret the past : Milestone One:</b> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. <b>To Build an Overview of World History: Milestone One:</b> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. <b>To Understand Chronology: Milestone One:</b> • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. <b>To Communicate Historically: Milestone One:</b> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. * Show an understanding of the concept of nation and a nation’s history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. <b>(British Values link)</b></p> <p><b>GEOGRAPHY:</b> • Investigate the countries and capitals of the United Kingdom. • Use simple compass directions. <b>HONG KONG : Investigate Places: Milestone One:</b> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <b>Investigate Patterns: Milestone One:</b> • Understand geographical similarities and differences through studying the human and physical geography of a small area of a contrasting non-European country. <b>Communicate Geographically: Milestone One:</b> • Use basic geographical vocabulary to refer to: • <b>key physical features</b>, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • <b>key human features</b>, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</p> <p><b>SCIENCE: Work Scientifically : Milestone One:</b> • Ask simple questions. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions. <b>To Understand the Earth’s Movement in Space: Milestone One:</b> • <i>Observe the apparent movement of the Sun during the day.</i> • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies. <b>Investigate Sound and Hearing: Milestone One:</b> • Observe and name a variety of sources of sounds, noticing that we hear with our ears.</p> <p><b>ART Drawing and Painting: To Develop Ideas: Characters for Stories / Illustrations for own books / writing: Story Boxes: Milestone One:</b> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. <b>Painting: Milestone One:</b> • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels.</p>	<p><b>HISTORY:</b> Look at: • The lives of significant individuals in Britain’s past who have contributed to our nation’s achievements or are creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti. • Significant historical events, people and places in their own locality. <b>(LONG SHOP VISIT—ELIZABETH GARRETT ANDERSON) To investigate and interpret the past : Milestone One:</b> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. <b>To Build an Overview of World History: Milestone One:</b> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. <b>To Understand Chronology: Milestone One:</b> • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. <b>To Communicate Historically: Milestone One:</b> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. * Show an understanding of the concept of nation and a nation’s history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. <b>(British Values link)</b></p> <p><b>GEOGRAPHY: LOCALITY STUDY: LEISTON</b> • Compare and contrast a small area of the United Kingdom with that of a non-European country. • Explore weather and climate in the United Kingdom and around the world. • Use atlases <b>Investigate Places: Milestone One:</b> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. <b>Investigate Patterns: Milestone One:</b> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. • Identify land use around the school. <b>Communicate Geographically: Milestone One:</b> • Use basic geographical vocabulary to refer to: • <b>key physical features</b>, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • <b>key human features</b>, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</p> <p><b>SCIENCE: Work Scientifically : Milestone One:</b> • Ask simple questions. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions. <b>Understand Electrical Circuits: Milestone One:</b> • Identify common appliances that run on electricity. • Construct a simple series electrical circuit. <b>Understand Light and Seeing: Milestone One:</b> • Observe and name a variety of sources of light, including electric lights, flames and the Sun, explaining that we see things because light travels from them to our eyes.</p> <p><b>LITERACY—GRAMMAR—Nelson Grammar Scheme—Literacy Objective separate</b> <b>COMPUTING—Switched On Computing Scheme</b></p>

<p align="center"><b>Term One : Explosive Events</b> <b>Volcanoes, The Fire of London</b></p>	<p align="center"><b>Term Two : Once Upon a Time</b></p>	<p align="center"><b>Term Three : Incredible Inventions</b></p>
<p><b>ART Textiles / Printmaking: Fireworks: Batik and Press Print: To Develop Ideas: Milestone One:</b> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. <b>Textiles: Milestone One:</b></p> <ul style="list-style-type: none"> <li>• Use weaving to create a pattern. • Join materials using glue and/or a stitch.</li> <li>• Use plaiting. • Use dip dye techniques. <b>Printmaking: Milestone One:</b> • Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges).</li> <li>• Press, roll, rub and stamp to make prints. <b>Digital Media: Milestone One:</b> • Use a wide range of tools to create different textures, lines, tones, colours and shapes</li> </ul> <p><b>DESIGN TECHNOLOGY: MINI ENTERPRISE: Design and manufacture a product for sale at the school Xmas Fayre - Goal to make the biggest profit. Class competition: Design, Make, Evaluate, Improve: Milestone One:</b> • Design products that have a clear purpose and an intended user.</p> <ul style="list-style-type: none"> <li>• Make products, refining the design as work progresses. • Use software to design. <b>Construction: Master Practical Skills: Milestone One:</b> • Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products. <b>Textiles: Milestone One:</b> • Shape textiles using templates. • Join textiles using running stitch. • Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).</li> </ul> <p><b>PSHE: Personal Development : Bronze Skills Award: *To Try New Things</b> • Try new things with the help of others. • Talk about some things of personal interest. • Join in with familiar activities. • Concentrate on things of interest. <b>* To Work Hard</b> • Work hard with the help of others. • Enjoy the results of effort in areas of interest. • Take encouragement from others in areas of interest. <b>*To Concentrate</b> • Give attention to areas of interest. • Begin to 'tune out' distractions. • Begin to show signs of concentration. • Begin to seek help when needed. <b>*To Push Myself</b> • Express doubts and fears. • Explain feelings in uncomfortable situations. • Begin to push past fears (with encouragement). • Listen to people who try to help. • Begin to try to do something more than once. <b>*To Imagine</b> • With help, develop ideas. • Respond to the ideas of others'. • Respond to questions about ideas. • Act on some ideas. <b>*To Improve</b> • Share with others likes about own efforts. • Choose one thing to improve (with help). • Make a small improvement (with help). <b>*To Understand Others</b> • Show an awareness of someone who is talking.</p> <ul style="list-style-type: none"> <li>• Show an understanding that ones own behaviour affects other people.</li> <li>• Listen to other people's point of view. <b>*To Not Give Up</b> • Try again with the help of others. • Try to carry on even if a failure causes upset. • Keep going in activities of interest. • Try to think of oneself as lucky.</li> </ul> <p><b>MUSIC To Perform : Christmas Play: Milestone One:</b> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. <b>To Compose: Milestone One:</b> • Create a sequence of long and short sounds.</p> <ul style="list-style-type: none"> <li>• Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases. <b>To Transcribe Milestone One:</b> • Use symbols to represent a composition and use them to help with a performance. <b>To Describe Music: Milestone One:</b> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch.</li> </ul> <p><b>Art and Music Themed Day: The Nutcracker Suite</b></p> <p><b>PHYSICAL EDUCATION– KS1</b> • Participate in team games, developing simple tactics for attacking and defending. • Perform dances using simple movement patterns.</p>	<p><b>Drawing: Milestone One:</b> • Draw lines of different sizes and thickness.</p> <ul style="list-style-type: none"> <li>• Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils.</li> </ul> <p><b>Art and Music Themed Day: Chinese Music and Art</b></p> <p><b>LITERACY—GRAMMAR—Nelson Grammar Scheme—Literacy Objective separate COMPUTING—Switched On Computing Scheme</b></p> <p><b>PSHE: Personal Development : Bronze Skills Award: *To Try New Things</b> • Try new things with the help of others. • Talk about some things of personal interest. • Join in with familiar activities. • Concentrate on things of interest. <b>* To Work Hard</b> • Work hard with the help of others. • Enjoy the results of effort in areas of interest. • Take encouragement from others in areas of interest. <b>*To Concentrate</b> • Give attention to areas of interest. • Begin to 'tune out' distractions. • Begin to show signs of concentration. • Begin to seek help when needed. <b>*To Push Myself</b> • Express doubts and fears. • Explain feelings in uncomfortable situations. • Begin to push past fears (with encouragement). • Listen to people who try to help. • Begin to try to do something more than once. <b>*To Imagine</b> • With help, develop ideas. • Respond to the ideas of others'. • Respond to questions about ideas. • Act on some ideas. <b>*To Improve</b> • Share with others likes about own efforts. • Choose one thing to improve (with help). • Make a small improvement (with help). <b>*To Understand Others</b> • Show an awareness of someone who is talking.</p> <ul style="list-style-type: none"> <li>• Show an understanding that ones own behaviour affects other people.</li> <li>• Listen to other people's point of view. <b>*To Not Give Up</b> • Try again with the help of others. • Try to carry on even if a failure causes upset. • Keep going in activities of interest. • Try to think of oneself as lucky.</li> </ul> <p><b>MUSIC: To Perform : Linked to Topic and Charanga: Milestone One:</b> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. <b>To Compose: Milestone One:</b> • Create a sequence of long and short sounds.</p> <ul style="list-style-type: none"> <li>• Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases. <b>To Transcribe Milestone One:</b> • Use symbols to represent a composition and use them to help with a performance. <b>To Describe Music: Milestone One:</b> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch.</li> </ul> <p><b>PHYSICAL EDUCATION– KS1</b> • Participate in team games, developing simple tactics for attacking and defending. • Perform dances using simple movement patterns. <b>Dance: Milestone One:</b> • Copy and remember moves and positions.</p> <ul style="list-style-type: none"> <li>• Move with careful control and coordination. • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea. <b>Invasion Games: Milestone One:</b> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. <b>(Jumping, catching etc) Problem Solving / Outdoor Adventurous Activities: Milestone One:</b> • Show resilience when plans do not work and initiative to try new ways of working.</li> </ul> <p><b>DESIGN TECHNOLOGY: Food: Meals for Characters in Stories: Master Practical Skills: Milestone One:</b> • Cut, peel or grate ingredients safely and hygienically. • Measure or weigh using measuring cups or electronic scales. • Assemble or cook ingredients. <b>Design, Make, Evaluate, Improve: Milestone One:</b> • Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. • Use software to design.</p>	<p><b>ART Collage / 3d Art / Sculpture: Own Incredible Inventions : Da Vinci and His Flying Machines :To Develop Ideas: Milestone One:</b></p> <ul style="list-style-type: none"> <li>• Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop.</li> </ul> <p><b>Collage: Milestone One:</b> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture.</p> <p><b>3D/Sculpture: Milestone One:</b> • Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving. <b>Take Inspiration from The Greats : Milestone One:</b> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces.</p> <p><b>Art and Music Themed Day: Inventions</b></p> <p><b>FRENCH: (Rigolo)</b> • In the chosen modern language: • Speak • Read • Write • Look at the culture of the countries where the language is spoken.</p> <ul style="list-style-type: none"> <li>• If an ancient language is chosen, read, translate and explore the culture of the time. <b>To Read Fluently Milestone One:</b> • Read out loud everyday words and phrases. • Use phonic knowledge to read words. • Read and understand short written phrases. • Read out loud familiar words and phrases.</li> <li>• Use books or glossaries to find out the meanings of new words.</li> </ul> <p><b>Write Imaginatively: Milestone One:</b> • Write or copy everyday words correctly. • Label items and choose appropriate words to complete short sentences. • Write one or two short sentences. • Write short phrases used in everyday conversations correctly.</p> <p><b>Speak Confidently: Milestone one:</b> • Understand a range of spoken phrases. • Understand standard language (sometimes asking for words or phrases to be repeated). • Answer simple questions and give basic information. • Give responses to questions about everyday events.</p> <ul style="list-style-type: none"> <li>• Pronounce words showing a knowledge of sound</li> </ul> <p><b>Understand the Culture of the Countries in which French is spoken: Milestone One:</b> • Identify countries and communities where the language is spoken.</p> <ul style="list-style-type: none"> <li>• Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken.</li> <li>• Show awareness of the social conventions when speaking to someone.</li> </ul> <p><b>PSHE: Personal Development : Bronze Skills Award: *To Try New Things</b> • Try new things with the help of others. • Talk about some things of personal interest. • Join in with familiar activities. • Concentrate on things of interest.</p> <ul style="list-style-type: none"> <li><b>* To Work Hard</b> • Work hard with the help of others. • Enjoy the results of effort in areas of interest. • Take encouragement from others in areas of interest.</li> <li><b>*To Concentrate</b> • Give attention to areas of interest. • Begin to 'tune out' distractions. • Begin to show signs of concentration. • Begin to seek help when needed. <b>*To Push Myself</b> • Express doubts and fears. • Explain feelings in uncomfortable situations. • Begin to push past fears (with encouragement). • Listen to people who try to help. • Begin to try to do something more than once.</li> <li><b>*To Imagine</b> • With help, develop ideas. • Respond to the ideas of others'. • Respond to questions about ideas. • Act on some ideas. <b>*To Improve</b> • Share with others likes about own efforts. • Choose one thing to improve (with help). • Make a small improvement (with help). <b>*To Understand Others</b> • Show an awareness of someone who is talking. • Show an understanding that ones own behaviour affects other people. • Listen to other people's point of view.</li> <li><b>*To Not Give Up</b> • Try again with the help of others. • Try to carry on even if a failure causes upset. • Keep going in activities of interest. • Try to think of oneself as lucky.</li> </ul> <p><b>MUSIC: To Perform : Linked to Topic and Charanga: Milestone One:</b> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch.</p>

Term One : Explosive Events Volcanoes, The Fire of London	Term Two : Once Upon a Time	Term Three : Incredible Inventions
<p><b>Basic Skills / Invasion Games: Milestone One:</b> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. <b>(Jumping, catching etc) Gymnastics: Milestone One:</b> • Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance.</p> <p><b>RELIGIOUS EDUCATION RE DAYS (one per half term) KS1 Opportunities:</b></p> <ul style="list-style-type: none"> <li>• Study the main stories of Christianity.</li> <li>• Study at least one other religion. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.</li> <li>• Study other religions of interest to pupils.</li> </ul> <p><b>Question, Seek, Reflect: Question—Who Leads Us? Christianity and Judaism: Leaders and Teachers: Understand Beliefs and Teachings: Milestone One:</b> • Describe some of the teachings of a religion. • Describe some of the main festivals or celebrations of a religion. <b>To Reflect: Milestone One:</b> • Identify the things that are important in their own lives and compare these to religious beliefs. • Relate emotions to some of the experiences of religious figures studied. • Ask questions about puzzling aspects of life. <b>To Understand Values: Milestone One:</b> • Identify how they have to make their own choices in life. • Explain how actions affect others. • Show an understanding of the term 'morals'.</p> <p><b>FESTIVAL: Christmas Understand Beliefs and Teachings: Milestone One:</b> • Describe some of the teachings of a religion. • Describe some of the main festivals or celebrations of a religion.</p>	<p><b>Construction Master Practical Skills: Milestone One:</b> • Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.</p> <p><b>RELIGIOUS EDUCATION RE DAYS (one per half term) KS1 Opportunities:</b></p> <ul style="list-style-type: none"> <li>• Study the main stories of Christianity.</li> <li>• Study at least one other religion. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.</li> <li>• Study other religions of interest to pupils.</li> </ul> <p><b>Question, Seek, Reflect: Question How do we respond to precious books? Christianity: Stories and Books. (Judaism, Islam and Hinduism.) Understand Beliefs and Teachings: Milestone One:</b> • Describe some of the teachings of a religion. • Describe some of the main festivals or celebrations of a religion. <b>To Reflect: Milestone One:</b> • Identify the things that are important in their own lives and compare these to religious beliefs. • Relate emotions to some of the experiences of religious figures studied. • Ask questions about puzzling aspects of life. <b>To Understand Values: Milestone One:</b> • Identify how they have to make their own choices in life. • Explain how actions affect others. • Show an understanding of the term 'morals'.</p> <p><b>Understand Practices and Lifestyles: Milestone One:</b> • Recognise, name and describe some religious artefacts, places and practices.</p> <p><b>FESTIVAL: Pesach—Judaism: Understand Beliefs and Teachings: Milestone One:</b> • Describe some of the teachings of a religion. • Describe some of the main festivals or celebrations of a religion.</p>	<p><b>To Compose: Milestone One:</b> • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases. <b>To Transcribe Milestone One:</b> • Use symbols to represent a composition and use them to help with a performance. <b>To Describe Music: Milestone One:</b> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch.</p> <p><b>PHYSICAL EDUCATION— KS1</b> • Participate in team games, developing simple tactics for attacking and defending. <b>Striking and Fielding: Milestone One:</b> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. <b>Athletics: Milestone One:</b> • Athletic activities are combined with games in Years 1 and 2.</p> <p><b>DESIGN TECHNOLOGY: Our Own Inventions: Design, Make, Evaluate, Improve: Milestone One:</b> • Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. • Use software to design. <b>Construction: Master Practical Skills: Milestone One:</b> • Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products. <b>Mechanics: Milestone One:</b> • Create products using levers, wheels and winding mechanisms. <b>Materials: Milestone One:</b> • Cut materials safely using tools provided. • Measure and mark out to the nearest centimetre. • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). <b>Take Inspiration from Design Throughout History: Milestone One:</b> • Explore objects and designs to identify likes and dislikes of the designs. • Suggest improvements to existing designs. • Explore how products have been created.</p> <p><b>RELIGIOUS EDUCATION RE DAYS (one per half term) KS1 Opportunities:</b></p> <ul style="list-style-type: none"> <li>• Study the main stories of Christianity.</li> <li>• Study at least one other religion. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.</li> <li>• Study other religions of interest to pupils.</li> </ul> <p><b>Question, Seek, Reflect: Question What objects are special to us? Christianity and Judaism: Symbols and Artefacts. Understand Practices and Lifestyles: Milestone One:</b> • Recognise, name and describe some religious artefacts, places and practices. <b>Understand how Beliefs are Conveyed: Milestone One:</b> • Name some religious symbols. • Explain the meaning of some religious symbols. <b>To Reflect: Milestone One:</b> • Identify the things that are important in their own lives and compare these to religious beliefs. • Relate emotions to some of the experiences of religious figures studied. • Ask questions about puzzling aspects of life. <b>FESTIVAL: Ramadan / Eid: Understand Beliefs and Teachings: Milestone One:</b> • Describe some of the teachings of a religion. • Describe some of the main festivals or celebrations of a religion.</p>