


## 2 Year Rolling Topic – Cycle I **2023-2024**

	AUTUMN		SPRING		SUMMER	
Possible Trips/ Workshops/ Visitors	Zoo Lab Jewish Speaker	Church- Christmas Service	Museum- toys?			Hillier’s Arboretium
Additional enrichment/ Enhancement activities	Harvest Festival	Bonfire Night Anti Bullying week Remembrance Day World Nursery Rhyme week Children in need Christmas Jumper Day Nativity Performance	Valentines Day Lunar New Year Pancake Day	STEM week World Book Day Internet Safety Day Fairtrade Fortnight Easter	World Earth Day	Sports Day Global Awareness Week
BEQ	How do we survive and thrive?	How can we make my local area a better place?	Can toys stand the test of time?	Does change always make a positive difference?	Can fire ever be seen as a good thing?	Would you rather be too hot or too cold?
<div>Doves</div> <div></div> <div>Year 1/2</div>	<div>History</div> <div>Significant individuals nationally/internationally</div> <div>Topic Title: <b>Mary Seacole and Florence Nightingale</b></div> <div>Knowledge/ key concepts:</div> <div><ul style="list-style-type: none"><li>Can recognise and talk about who was important e.g. in a simple historical account.</li><li>When they lived/where events took place.</li><li>Know the main events in their lives.</li><li>Understands that Florence’s changes in hospitals had a wide and lasting impact. Whereas Mary’s good work, whilst inspirational, was limited to aiding the sick or injured soldiers at the time.</li></ul></div>	<div>Geography</div> <div>Topic Title: <b>My Local Area (My School)</b></div> <div>Knowledge / key concepts:</div> <div><ul style="list-style-type: none"><li>Understand, identify and use geographical vocabulary to refer to key human and physical features</li><li>Use fieldwork and observational skills to study the geography of our school and surrounding environment</li><li>Devise a simple map using symbols and a key</li><li>Use locational and directional language</li><li>Walk around our village to identify and plot landmarks and human and physical features</li></ul></div>	<div>History</div> <div>Changes within living memory</div> <div>Topic Title: <b>Toys</b></div> <div>Knowledge / key concepts:</div> <div><ul style="list-style-type: none"><li>Sorting toys into old and new and sequencing a range of toys from past times to develop chronological vocabulary.</li><li>Examine similarities and differences between toys from now and the past and hypothesising about why some toys have continued to be popular for generations.</li><li>Work with first-hand historical evidence by investigating real old toys, photographs of toys</li><li>Answer questions about the past suggested by the teacher, but also asking their own questions about things they would like to find out then interviewing family members or other adults about the toys and games from their childhoods.</li><li>Give reasons for the changes which have occurred to toys, for example the development of new materials and technologies and the increasing awareness of safety issues.</li><li>Compare this aspect of the lives of children from the past with their own.</li></ul></div>	<div>Geography</div> <div>Topic Title: <b>The weather and seasons</b></div> <div>Knowledge / key concepts:</div> <div><ul style="list-style-type: none"><li>Identify seasonal and daily weather patterns in the UK</li><li>Collect data about the weather using measuring equipment</li><li>Explore how seasons and the weather affect us in Preston Candover</li><li>Identify weather characteristics of the 4 nations of the UK and predict if they will be hotter, colder, drier or wetter in each season</li><li>Become a weather reporter using the Green Screen</li></ul></div>	<div>History</div> <div>Significant national events / Events beyond living memory</div> <div>Topic: <b>The Great Fire of London</b></div> <div>Knowledge / key concepts:</div> <div><ul style="list-style-type: none"><li>Compare past and present-day London to understand how people lived in 1666</li><li>Research the life and significance of Samuel Pepys</li><li>Sequence the key events of The Great Fire of London</li><li>Ask and answer questions using sources to show understanding</li><li>Identify the impact that The Great Fire of London has had on present-day life</li><li>Describe in simple terms the consequences of the event, offering more than one example of its results</li><li>Describe in simple terms how sources reveal important information about the past.</li></ul></div>	<div>Geography</div> <div>Topic Title: <b>Hot and Cold Climates</b></div> <div>Knowledge / key concepts:</div> <div><ul style="list-style-type: none"><li>Use maps, globes and atlases to locate hot and cold areas of the world in relation to the Equator and North and South Poles</li><li>Name and locate the worlds 7 continents and 5 oceans</li><li>Use simple compass directions and directional language to describe the location and features on a map</li><li>Compare two contrasting cities (London and Cairo)</li></ul></div>
	<div>Science</div> <div>Topic Title: <b>Animals: Survival</b></div> <div>Knowledge / key concepts:</div> <div><div>Animal Survival</div><div>Knowledge Block 1- Feeding for survival</div><ul style="list-style-type: none"><li>Animals are groups of <b>organisms</b> that need to consume food to survive.</li><li>Food provides <b>energy</b> and the building blocks of <b>growth</b>.</li><li>There are many different groups of animals including <b>fish, amphibians, reptiles, birds and mammals</b>. They have different structures, and they eat different types of foods.</li><li>The structure of a variety of common animals varies</li></ul></div>	<div>Science</div> <div>Topic Title: <b>Materials and their properties - Toys</b></div> <div>Knowledge / key concepts:</div> <div><div>Changing Materials</div><div>Knowledge Block 1- How materials can change</div><ul style="list-style-type: none"><li>The properties of a material determine whether they are <b>suitable</b> for a <b>purpose</b>.</li></ul></div>	<div>Science</div> <div>Topic Title: <b>Pushes and Pulls</b></div> <div>Knowledge / key concepts:</div> <div><div>Pushes and pulls</div><div>Knowledge Block 1</div><ul style="list-style-type: none"><li>Objects can move (be in <b>Motion</b>) in various ways-roll, slide and bounce</li></ul><div>Knowledge Block 2</div><ul style="list-style-type: none"><li>The <b>pushing</b> or <b>pulling</b> of an object can affect its motion.</li></ul></div>	<div>Science</div> <div>Topic Title: <b>Habitats and Seasons</b></div> <div>Knowledge / key concepts:</div> <div><div>Seasons</div><div>Knowledge Block 1- Surviving the changing seasons</div><ul style="list-style-type: none"><li>There are four seasons, <b>Spring, summer, autumn</b> and <b>winter</b></li><li>Each season is about three months long</li><li>In Spring, young animals like lambs and chicks are born, the flowers bloom and the weather starts to become warmer.</li><li>In autumn, the leaves fall off the trees and the amount of time we</li></ul></div>	<div>Science</div> <div>Topic Title: <b>Plants</b></div> <div>Knowledge / key concepts:</div> <div><div>Plants</div><div>Knowledge Block 1- Where do plants come from</div><ul style="list-style-type: none"><li>A <b>seed</b> contains a miniature plant that can develop into a fully grown plant.</li><li>A <b>bulb</b> has underground vertical shoots which already has modified <b>leaves</b></li></ul></div>	

	<p><b>Mammals</b> have hair/fur and give birth to live young, <b>fish</b> can breathe underwater using gills, <b>birds</b> have feathers, beaks and wings. Females lay eggs. Most birds can fly, <b>reptiles</b> are air breathing and have scaly skin and lays eggs, and <b>amphibians</b> have smooth slimy skin and live on land and in water.</p> <ul style="list-style-type: none"><li>Some eat other animals (<b>carnivores</b>), and others only eat vegetables (<b>herbivores</b>), and some like to eat both plants and meat (<b>omnivores</b>)</li><li>Common animals that are <b>carnivores</b> include lions, cats, sharks and snakes</li><li>Common animals that are <b>herbivores</b> include cows, horses, sheep, elephants and deer</li><li>Common animals that are <b>omnivores</b> include humans, bears, monkeys and seagulls</li></ul> <p><b>Knowledge Block 2- Moving for survival</b></p> <ul style="list-style-type: none"><li>Animals must move to get their food</li><li>They will move in different ways to get their food</li><li>Animals that eat other animals are called <b>predators</b></li><li>Animals that are eaten by other animals are called <b>prey</b></li><li>Animals feeding relationships can be illustrated in a <b>food chain</b></li></ul> <p><b>Knowledge Block 3- Sensing for survival</b></p> <ul style="list-style-type: none"><li>The five sense organs are the <b>eyes</b> (for seeing), <b>nose</b> (for smelling), <b>ears</b> (for hearing), <b>tongue</b> (for tasting), and <b>skin</b> (for touching or feeling).</li><li>Animals have senses to help them survive</li></ul> <p>Animals have developed a range of ways to find prey or avoid being eaten.</p>	<ul style="list-style-type: none"><li>Materials can be <b>changed</b> by <b>physical force</b> (twisting, bending, squashing and stretching). (The purpose of the activities within this learning journey is for children to understand why we choose certain materials to do certain jobs. Children will plan how to test materials (wood, metal, plastic, glass, brick, paper, rock, cardboard) )</li></ul>	<ul style="list-style-type: none"><li>Pushing or pulling can do three things, <b>slow down, speed up or change the direction</b> of an object.</li></ul> <p><b>Knowledge Block 3</b> The larger the push/pull the bigger the effect on motion</p>	<p>have in the day becomes less.</p> <ul style="list-style-type: none"><li>Winter has the shortest amount of time during the day and the weather is at its coldest.</li><li>In summer the trees are full of green leaves and the weather is at its warmest.</li><li>Animals and plants have adapted ways of surviving the changing seasons</li><li>These include <b>hibernating</b>, storing food, fattening up, <b>migration</b>, loss of leaves</li><li>Trees can be either <b>evergreen</b> or <b>deciduous</b>.</li><li><b>Evergreen</b> trees keep their green leaves all year round.</li><li><b>Deciduous</b> trees lose their leaves every autumn.</li></ul>	<ul style="list-style-type: none"><li>Seeds and bulbs need water to grow but most do not need light (<b>germination</b>)</li><li>Seeds and bulbs have food stores inside them to help the plant start to grow.</li></ul> <p><b>Knowledge Block 2- Plant survival</b></p> <ul style="list-style-type: none"><li>To survive plants, need to get water, light, and avoid being eaten</li></ul> <p><b>Knowledge Block 3- How plants get what they need to survive</b></p> <ul style="list-style-type: none"><li>A seed produces <b>roots</b> to allow water to get into the plant.</li><li>A seed produces <b>shoots</b> to produce leaves to collect the sunlight.</li></ul> <p>A basic plant structure can include leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem</p>
LONGITUDINAL STUDY – <b>tbc?</b> Link to Seasons					
<p><u>DI</u> Topic Title: <b>Moving Pictures</b></p> <p>Mechanisms: Levers and Sliders (Paper and Card) Outcome: Moving Pictures</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"><li>To understand what a mechanism is</li><li>Explore and evaluate joining techniques</li><li>Design a moving picture with a lever</li><li>Create a functional moving picture</li><li>Evaluate their products</li></ul>	<p><u>Art</u> Topic Title: <b>Woven Worlds</b></p> <p>Outcome: Woven textiles piece</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"><li>To learn about the work and history of Anni Albers</li><li>Experiment mixing primary colours</li><li>Use line and shape to draw from memory</li><li>Cut and layer shapes to make a textile piece</li><li>Compare similarities, differences and preferences of own artwork</li></ul> <p>Artists: Anni Albers</p>	<p><u>Art</u> Topic Title: <b>Texture of Toys</b></p> <p>Outcome: Observational Drawings</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"><li>To learn about the work and history of Freeman</li><li>Understand what texture is</li><li>Use mark marking techniques to add texture</li><li>Create an observational drawing of a Teddy</li><li>Create an observational painting of a Teddy</li><li>Create a textured clay Teddy</li><li>Compare similarities, differences and preferences of own artwork</li></ul> <p>Artists: Don Freeman</p>	<p><u>DI</u> Topic Title: <b>Food Tech</b></p> <p>Cooking and Nutrition: Preparing Fruit and Vegetables</p> <p>Outcome: Smoothies</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"><li>Understand where food comes from</li><li>Understand the importance of a balanced diet</li><li>Design a smoothie using fruit/vegetables</li><li>Measure ingredients and cook</li><li>Evaluate their products</li></ul>	<p><u>DI</u> Topic Title: <b>1666 London Homes</b></p> <p>Structures: Freestanding</p> <p>Outcome: Junk Model London Home from 1666</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"><li>To understand what a mechanism is</li><li>Explore and evaluate joining techniques</li><li>Design a 1666 London home with a slider</li><li>Create a functional 1666 London home</li><li>Evaluate their products</li></ul>	<p><u>Art</u> Topic Title: <b>Creatures</b></p> <p>Outcome: Clay Butterflies</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"><li>To learn about the work and history of Maria Merian and Julie Paschkis</li><li>Compare Maria Merian and Julie Paschkis</li><li>Create an observational drawing of a butterfly</li><li>Mix colours to paint a butterfly</li><li>Design and print symmetrical butterfly wings</li><li>Compare similarities, differences and preferences of own artwork</li></ul> <p>Artists: Maria Merian and Julie Paschkis</p>
<p><u>Computing</u> Topic Title: <b>Technology around us</b></p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"><li>Recognise common uses of information technology beyond school</li><li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li></ul>	<p><u>Computing</u> Topic Title: <b>Grouping Data</b></p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"><li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li><li>Use technology safely and respectfully</li><li>Understand what ‘data’ is and how it can be labelled, counted and grouped</li><li>Record and compare groups of data</li></ul>	<p><u>Computing</u> Topic Title: <b>Programming – Moving a Robot</b></p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"><li>Understand what algorithms are; how they are implemented as programs on digital devices</li><li>Understand that programs execute by following precise and instructions</li><li>Create and debug simple programs</li></ul>	<p><u>Computing</u> Topic Title: <b>Programming - Animation</b></p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"><li>Understand what algorithms are and how they are implemented as programs on digital devices</li><li>Understand that programs execute by following precise and unambiguous instructions</li><li>Create and debug simple programs</li></ul>	<p><u>Computing</u> Topic Title: <b>Creating Media – Digital Painting</b></p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"><li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li><li>Identify and use different icons to paint a digital picture using different shapes and marks</li></ul>	<p><u>Computing</u> Topic Title: <b>Creating Media – Digital writing</b></p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"><li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li><li>Locate and use keys on a keyboard to type and edit</li><li>Use tools on ‘Word’ to change the font, size and colour of typing</li></ul>

	<ul style="list-style-type: none"> <li>Develop typing, mouse and functional computer skills</li> <li><b>E-Safety</b> - Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul>	<ul style="list-style-type: none"> <li>Answer questions about data and share what they have found</li> <li><b>E-Safety</b> – Recognise that not all information online can be trusted. Identify reliable and unreliable information</li> </ul>	<ul style="list-style-type: none"> <li>Use logical reasoning to predict the behaviour of simple programs</li> <li>Create a sequence of commands to move a robot to a specific place</li> <li>Find more than one solution to a problem</li> <li><b>E-Safety</b> – Create E-Safety booklets</li> </ul>	<ul style="list-style-type: none"> <li>Use logical reasoning to predict the behaviour of simple programs</li> <li>Design an algorithm to create an animation with 'sprites'</li> <li><b>E-Safety</b> – Create E-Safety booklets</li> </ul>	<ul style="list-style-type: none"> <li>Make strategic choices when painting a digital picture</li> <li>Explain why they chose the tools they used</li> <li>Compare digital painting with paper painting</li> <li><b>E-Safety</b> – Understand the importance of keeping personal information private and not sharing personal information online</li> </ul>	<ul style="list-style-type: none"> <li>Compare digital writing with handwriting</li> <li><b>E-Safety</b> - Use technology safely and respectfully, keeping personal information private</li> </ul>
	<b>RE Belonging (Shabbat)</b> Knowledge / key concepts: <ul style="list-style-type: none"> <li>Express creatively their own responses to <i>belonging</i></li> <li>Recognise how their response to the idea of <i>belonging</i> relates to their own lives.</li> <li>Simply describe the concept of <i>belonging</i></li> <li>Simply describe how Jewish people show that they <i>belong</i> to the Jewish faith</li> <li>Simply discern the importance of <i>belonging</i> to Jewish people, and identify an issue raised.</li> </ul> <p>UC: Creation/ Fall Who made the world?</p>	<b>RE Journey's End (Nativity Journeys)</b> Knowledge / key concepts: <ul style="list-style-type: none"> <li>Express creatively their own responses to <i>journey's end</i> in their experience</li> <li>Recognise how different <i>journey's ends</i> relate to their lives</li> <li>Simply describe different <i>journeys' ends</i></li> <li>Simply describe the <i>journey's end</i> of the characters in the Christmas birth narratives</li> <li>Simply discern the importance of the <i>journeys' end</i> to Christians</li> </ul> <p>UC: Incarnation Why does Christmas matter to Christians?</p>	<b>RE Authority (Events in Jesus' Life)</b> Knowledge / key concepts: <ul style="list-style-type: none"> <li>Express creatively their own responses to <i>authority</i> figures</li> <li>Recognise simple examples of ways in which people with <i>authority</i> affect their own lives</li> <li>Simply describe the meaning of the concept <i>authority</i></li> <li>Simply describe the events in Jesus life which demonstrate His <i>authority</i></li> <li>Simply discern the importance of Jesus' <i>authority</i> to Christians in simple terms</li> </ul> <p>UC: Gospel What is the good news that Jesus brings?</p>	<b>RE Sadness to Happiness (Key Events of Easter)</b> Knowledge / key concepts: <ul style="list-style-type: none"> <li>Express creatively their own experiences of <i>sad</i> then <i>happy</i></li> <li>Recognise feelings of <i>sadness/happiness</i> in different situations and for different people</li> <li>Simply describe the concepts of <i>sadness</i> and <i>happiness</i></li> <li>Simply describe how <i>sadness</i> and <i>happiness</i> are significant in the Easter story</li> <li>Simply discern the importance of the feelings of <i>sadness</i> and <i>happiness</i> to Christians when they remember the Easter story.</li> </ul> <p>UC: Salvation Why does Easter matter to Christians?</p>	<b>RE Community (Special Food)</b> Knowledge / key concepts: <ul style="list-style-type: none"> <li>Express creatively foods that are <i>special</i> to them</li> <li>Recognise how different foods are important to different people</li> <li>Simply describe why some foods are <i>special</i></li> <li>Simply describe what Christians think about when they share their <i>special</i> food (<i>bread and wine</i>) (symbol) <ul style="list-style-type: none"> <li>Simply describe how Hindus share their <i>special</i> food (<i>Prashad</i>)</li> </ul> </li> <li>Simply discern why bread and wine is important for Christians/ why Prashad is important for Hindus.</li> </ul>	<b>RE Special (Special Books)</b> Knowledge / key concepts: <ul style="list-style-type: none"> <li>Express creatively their response to the concept of <i>specialness in relation to books</i></li> <li>Recognise simple examples of how and why <i>books</i> can be <i>special</i> to themselves and others</li> <li>Simply describe the meaning of <i>specialness</i></li> <li>Simply describe ways in which the Bible is <i>special</i> to Christians and the Torah to Jews</li> <li>Simply discern the value of <i>special books</i> to believers.</li> </ul>
	<b>French Welcome to France</b> Knowledge / key concepts: <ul style="list-style-type: none"> <li>Intercultural understanding - French landmarks, France on a map</li> <li>Learn and respond to basic greetings – <i>bonjour/salut, ça va?/ ça va bein merci</i></li> </ul>	<b>French Colours</b> Knowledge / key concepts: <ul style="list-style-type: none"> <li>Increasing the range colours known</li> <li>Answer the lunch register with some extension</li> </ul>	<b>French Weather</b> Knowledge / key concepts: <ul style="list-style-type: none"> <li>Introduce the different weather</li> <li>Answer questions with a sentence</li> <li>Il fait...</li> <li></li> </ul>		<b>French Food (Teddy bears Picnic)</b> Knowledge / key concepts: <ul style="list-style-type: none"> <li>Introduce picnic food</li> <li>Intercultural Understanding: What would someone in France pack in their picnic?</li> </ul>	<b>French Number</b> Knowledge / key concepts: Intercultural understanding: playground games involving numbers <ul style="list-style-type: none"> <li>Count to 10</li> <li>Ask and answer questions using numbers</li> </ul> Quel age a tu? J'ai ____ ans.
	<b>PE</b> <b>Games-</b> multi skills -throwing and catching <b>Gym-</b> travelling and balances	<b>PE</b> <b>Games-</b> invasion games <b>Dance-</b> country dancing	<b>PE</b> <b>Games-</b> attacking and defending <b>Dance-</b> Toys	<b>PE</b> <b>Games-</b> travelling with and passing a ball <b>Gym-</b> shapes, jumps and rolls	<b>PE</b> <b>Games-</b> bats and balls <b>Dance-</b> The Great Fire of London	<b>PE</b> <b>Games-</b> striking and fielding <b>Athletics</b>
	<b>PSHE/RSHE Relationships</b> Who is special to us? Knowledge / key concepts: <ul style="list-style-type: none"> <li>that family is one of the groups they belong to, as well as, for example, school, friends, clubs</li> <li>about the different people in their family / those that love and care for them</li> <li>what their family members, or people that are special to them,</li> </ul>	<b>PSHE/RSHE Relationships</b> What is the same and different about us? Knowledge / key concepts: <ul style="list-style-type: none"> <li>what they like/dislike and are good at (1)</li> <li>what makes them special and how everyone has different strengths</li> <li>how their personal features or qualities are unique to them (2)</li> <li>how they are similar or different to others, and what they have in common (3)</li> </ul>	<b>PSHE/RSHE Health and Wellbeing</b> What helps us stay healthy? Knowledge / key concepts: Healthy lifestyles: <ul style="list-style-type: none"> <li>what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor)</li> <li>that things people put into or onto their bodies can affect how they feel</li> </ul>	<b>PSHE/RSHE Health and Wellbeing</b> What can we do with money? Knowledge / key concepts: <ul style="list-style-type: none"> <li>what money is - that money comes in different forms</li> <li>how money is obtained (e.g. earned, won, borrowed, presents)</li> <li>how people make choices about what to do with money, including spending and saving</li> <li>the difference between needs and</li> </ul>	<b>PSHE/RSHE Living in the Wider World</b> Who helps to keep us safe? Knowledge / key concepts: <ul style="list-style-type: none"> <li>that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people (1)</li> <li>who can help them in different places and situations; how to attract</li> </ul>	<b>PSHE/RSHE Living in the Wider World</b> What jobs do people do? Knowledge / key concepts: <ul style="list-style-type: none"> <li>how jobs help people earn money to pay for things they need and want</li> <li>about a range of different jobs, including those done by people they know or people who work in their community (1)</li> </ul>

	<ul style="list-style-type: none"> <li>do to make them feel loved and cared for</li> <li>how families are all different but share common features – what is the same and different about them (1)</li> <li>about different features of family life, including what families do/ enjoy together that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried (1)</li> </ul>	<ul style="list-style-type: none"> <li>to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private (4)</li> </ul>	<ul style="list-style-type: none"> <li>how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy</li> </ul>	<p>wants - that people may not always be able to have the things they want</p> <p>how to keep money safe and the different ways of doing this</p>	<p>someone's attention or ask for help; what to say</p> <p>how to respond safely to adults they don't know</p> <p>what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard</p> <ul style="list-style-type: none"> <li>how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say</li> </ul>	<ul style="list-style-type: none"> <li>how people have different strengths and interests that enable them to do different jobs</li> </ul> <p>how people use the internet and digital devices in their jobs and everyday life</p>
	<p><u>Music</u> <b>Hey You!</b></p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>To concentrate and listen to a piece of music</li> <li>To find the pulse by moving my body, and internalise it in my head</li> </ul>	<p><u>Music</u> <b>Nativity</b></p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>To explore and understand that dynamics describe how loud or quiet music is</li> <li>To sing musically after warming up, sitting or standing well to project voice</li> </ul>	<p><u>Music</u> <b>Rhythm in the way we walk/ Banana Rap</b></p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>I can express my likes and dislikes about a piece of music and describe how it makes me feel</li> <li>To understand that rhythm describes the mixture of long and short sounds which are performed on top of the pulse</li> </ul>	<p><u>Music</u> <b>In the Groove</b></p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>To listen, copy and repeat a simple rhythm or melody</li> <li>To explore and understand that pitch describes how low sounds are</li> </ul> <p>To explore and understand that tempo describes how fast or slow music is</p>	<p><u>Music</u> <b>RRR</b></p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>To use musical words and phrases to describe a piece of music</li> <li>To name different musical instruments</li> </ul>	<p><u>Music</u> <b>Practise for a Performance</b></p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>To follow a conductor or band leader</li> <li>To perform rhymes, raps and songs</li> </ul>