





Stannington Infant School – Long Term Planner – 2023-24 – Year 2 – Cycle A

| | Autumn | Spring | Summer |
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| Theme | Our Local Area | Sheffield | Rainforests |
| Sensational Start | Visit to the local area | A visit to the city centre | Visit to the Botanical Gardens |
| Fabulous Finish | Tourist Information Centre/Victorian Carol service | Invite the Lord Major to visit | Rainforest Presentation |
| SMSC and values | <p>Being Me in My World Children will identify their hopes and fears Understand the rights and responsibilities of being part of a class and school through the creation of a Class Charter.</p> <p style="color: red;">Aim: understand and talk about relationships and our place within families and friendships and the community. Understand citizenship and discuss our rights and responsibility through Class Charters.</p> <p>Anti-Bullying Week</p> | <p>Celebrating Differences Children will recognise stereotypes Understand we are all different Understand bullying can be sometimes be about differences Recognise what is right and wrong.</p> <p style="color: red;">Aim: to understand that we are all different and valued within our relationships. To understand the role of citizenship within equality and differences. To be able to talk about our mental health.</p> <p>Relationships Children will learn to identify different members of their family. How to recognise and resolve conflicts. What a secret is and who they can trust.</p> <p style="color: red;">Aim: understand and talk about relationships within their own families. To</p> | <p>Healthy Me Children will learn what being healthy is. How to make healthy decisions.</p> <p style="color: red;">Aim: to understand the importance of being healthy when thinking about lifestyle and mental health.</p> <p>Changing Me Children will learn to name body parts How our bodies change</p> <p style="color: red;">Aim: to be able to talk about how our bodies change as part of being healthy and our own safety.</p> |

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| | | <p>understand the role relationships, play in being healthy.</p> <p>To understand the role safety plays within our life.</p> | |
| <p>Online Safety</p> | <p>Children will understand their online rights and responsibilities. Children will understand what online bullying is and why it is important to ask before sharing another person's information.</p> <p>Aim: Understand citizenship and discuss our rights and responsibility through creating a Class Acceptable Use Policy Class Charters.</p> <p>Stannington Stay Safe Team – Digital 5 a Day</p> | <p>Children will recognise when an online community feels unsafe or uncomfortable. Children will understand how to make healthy choices about their online lifestyle choices.</p> <p>Aim: To understand the role relationships, play in being healthy.</p> <p>To understand the role safety plays within our life and who we share information with.</p> <p>Stannington Say Safe Team – Online Friendships</p> | <p>Children know who to ask for help in the community and online. Children understand what is acceptable behaviour online and what isn't.</p> <p>Aim: To understand the role safety plays within our life and who we share information with and talk to.</p> <p>Understand and talk about relationships and our place within the community.</p> <p>Stannington Stay Safe Team – Searching Safely</p> |
| <p>Enrichment</p> | <p>Visits to the local area Visits to the Victorian Classroom Visit to Millenium Gallery linked to the work of James Green Music in the Round visit</p> | <p>Visits to the city, including The Sheffield Children's Hospital (bus tour) Visit to Madina Mosque and local church Young Voices</p> | <p>Visit to Sheffield Cathedral Visits to Nook Lane Visit to the Botanical Gardens Swimming</p> |
| <p>Being a Mathematician</p> | <p>Number and Place Value Addition and Subtraction</p> | <p>Shape Multiplication and Division Fractions Money</p> | <p>Time Statistics Measure- Length and Height Measure- Capacity, Volume and Temperature Position and Direction</p> |
| <p>Being a Writer and a Reader</p> | <p><u>Narrative – story retelling</u> Little Red Riding Hood and other versions Giddy Goat – Jamie Rixx</p> <p><u>Whole class reading text:</u> The Invisible by Tom Percival</p> | <p><u>Narrative – story writing</u> Traction man by Mini Gray Non – Fiction – recount – educational visits/school events</p> | <p><u>Narrative – story writing</u> George's Marvellous Medicine by Roald Dahl Non-Fiction – non-chronological writing about our school bees</p> |

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| | <p>The Owl who was Afraid of the Dark by Jill Tomlinson</p> | <p>Whole class reading text: <u>Just Read Project:</u> The Lion, The Witch and The Wardrobe by C.S. Lewis The Last Bear by Hannah Gold</p> | <p>Whole class reading text: Fog Hounds by Joan Aitkin The Proudest Blue by Ibtihaj Muhammad The Bee Who Spoke by Al MacCuish</p> |
| <p>Being a Scientist (green learning takes place during Forest School)</p>  | <p>Uses of everyday materials Identify and compare the suitability of a variety of everyday materials, including for particular uses Find out how the shapes of solid objects made from some materials can be changed. Ask scientific questions and think about how the answer might be found. Aim: To classify toys according to their properties and material. To communicate scientifically when investigating materials.</p> | <p>Animals, including humans Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Aim: To understand the evolution and growth of living things over time. To communicate scientifically about animal and human changes.</p> | <p>Plants Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy Aim: To understand the evolution and growth which leads to an increase of size in plants. To communicate scientifically the best conditions for plant growth.</p> <p>Living things and their habitats Explore and compare the differences between things that are living, dead, and things that have never been alive Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Identify and name a variety of plants and animals in their habitats, including microhabitats Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p> |

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| | | | <p>Aim: To understand the evolution and growth of living things over time within our school garden.</p> <p>To communicate scientifically how bees and other animals survive in our local area</p> |
| | <p>Seasonal changes – ongoing I can observe change across the four seasons. I can observe and describe weather associated with the seasons and how day lengths vary. I can talk about weather patterns and make predictions. Aim: Communicating scientifically about the changing seasons.</p> | | |
| <p>Being a Historian</p>  | <p>The lives of significant individuals in the past who have contributed to the national and international achievements. Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods - Queen Victoria.</p> <p>Events beyond living memory that are significant nationally or globally. Know about significant historical events, people and places in their own locality such as the Sheffield Flood. Use different sources of evidence to research people and events in the past. Explain what objects from the past might have been used for and why. Answer questions about the past using a range of sources.</p> <p>Changes within living memory Children will learn about changes within living memory and where appropriate, these should be used to reveal aspects of</p> | <p>Events beyond living memory that are significant nationally or globally. Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [Florence Nightingale) Understand the consequences of the events and how it changed life in the future. (Florence Nightingale’s impact on nursing as a profession.) Use different sources of evidence to research people and events in the past. Explain what objects from the past might have been used for and why. Answer questions about the past using a range of sources.</p> <p>Aim: to understand chronology to retell the life of Florence Nightingale and the Sheffield Children’s Hospital. To explain the cause and consequences of Florence Nightingale training nurses.</p> | |

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| | <p>change in national life, with a focus on life in Victorian Stannington compare to life now in a modern Stannington.</p> <p>Aims: to understand chronology and apply this to changes in schooling.</p> <p>To use different sources of evidence to find out about the Sheffield Flood and going to school in the Victorian times.</p> <p>To understand the change and continuity of school over time.</p> <p>To explain the cause and consequences of the Sheffield Flood.</p> <p>To communicate historically about the Sheffield Flood.</p> <p>Events beyond living memory that are significant nationally or globally.</p> <p>Learn about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>to understand chronology and apply this to the events of the Gunpowder Plot.</p> <p>To use different sources of evidence to find out about the Gun Powder Plot.</p> <p>To communicate historically about the Gun Powder Plot.</p> | <p>To communicate historically to explain about Florence Nightingale’s impact on nursing.</p> <p>Changes within living memory</p> <p>Learn about significant historical events, people and places in their own locality such as the Sheffield Children’s Hospital</p> <p>Use different sources of evidence to research people and events in the past.</p> <p>Explain what objects from the past might have been used for and why.</p> <p>Answer questions about the past using a range of sources.</p> <p>Aim: to understand chronology to retell the history of the Sheffield Children’s Hospital.</p> <p>To communicate historically to explain the change and continuity of the NHS.</p> <p>To use different sources of evidence to find out the changes in medical equipment and hospitals.</p> | |
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Being a Geographer



Geographical skills and fieldwork

Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right] to describe the location of features or routes on a map, Describe the use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; Devise a simple map; and use and construct basic symbols in a key.

Use world maps, atlases and globes to identify the United Kingdom and its countries.

Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Human and physical geography

Use basic geographical vocabulary to refer to:

- key physical features
- key human features

Aim:

Locational knowledge

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Human and physical geography

Use basic geographical vocabulary to refer to:

- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbor and shop

Compare Stannington with a contrasting environment such as Kenya.

Compare Stannington to a coastal region of the U.K.

Geographical skills and fieldwork

Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right] to describe the features and routes of a map.

Locational knowledge

Name and locate the world's seven continents and five oceans, including the continent we live in.

Place knowledge

Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, (Stannington) and of a small area in a contrasting non-European country (Congo in Africa).

Children will learn about the rainforests of the Congo in Africa.


Human and physical geography

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

Use basic geographical vocabulary to refer to:

- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

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| | <p>Name human and physical features of Stannington and locate on a map.</p> <p>Communicate geographically to explain sustainability within our local community and school garden.</p> <p>To use location to identify where we live on a map.</p> <p>To use location to identify and name the countries that make up the UK</p> | <p>To describe the use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; Devise a simple map; and use and construct basic symbols in a key</p> <p>Sustainability and Conservation Understand what sustainability and conservation are and the impact they have on the world.</p> <p>Place Knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, (Stannington) and of a small area in a contrasting non-European country</p> <p>Human and physical geography</p> <p>Aim: to use location to identify and name the countries that make up the UK</p> <p>To use location to identify different countries in the world</p> <p>Name human and physical features of U.K. and coastal areas.</p> <p>Communicate geographically to compare a coastal area to where we live.</p> <p>Communicate geographically to explain sustainability and the impact of coastal erosion.</p> | <p>Geographical skills and fieldwork Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features or routes on a map</p> <p>Aim: to use location to identify different countries and oceans in the world</p> <p>Name human and physical features of the seven continents.</p> <p>To use location to find the continent we live in and describe some of the human and physical features of it.</p> <p>To use location to identify rainforests and describe some of the human and physical features of it including the Congo rainforest.</p> <p>Communicate geographically to explain the difference between weather and climate.</p> <p>Communicate geographically to describe the different layers of the rainforest and their functions.</p> <p>Communicate geographically to describe the Mbuti/Bambuti (Pygmy) people living in the Congo Rainforest</p> |
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| | | <p>Identify human and physical processes when comparing Stannington with an African country.</p> | <p>Communicate geographically to explain sustainability and how the environment is changing around us (deforestation)</p> |
| <p>Being a Computer User</p>  | <p>Using a Computer Communicating - Texts and Images</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content Recognise common uses of information technology beyond school</p> <p>Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Aim: To know what a computer is and how to use it.</p> <p>Present information and use multimedia to find an image online, copy and paste it onto a word document to produce a set of instructions for a board game.</p> <p>Present information and use multimedia through word processing skills and then edit and manipulate the text.</p> <p>Present information and use multimedia to use Google Maps and Google street view to locate streets and locations in Stannington.</p> | <p>Understanding and Sharing Data Computational Thinking and Programming</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Use technology safely and respectfully, keeping personal information private;</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Aim: Use data handling to create a branching database based on data gathered in class.</p> <p>Use programming and algorithms to write a programme and debug it using a Purple Mash and beebots.</p> <p>Present information and use multimedia to use Google Maps and Google street view</p> | <p>Communicating - Multimedia</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Recognise common uses of information technology beyond school Use technology safely and respectfully, keeping personal information private;</p> <p>Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Aim:</p> <p>Present information and use multimedia when using a range of websites to research rainforests.</p> <p>Present information and use multimedia to create a Stop Start animation film based on creative writing text/film clip using an iPad</p> <p>Aim: Present information and use multimedia as part of Forest School by using an iPad to record learning.</p> |

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| | | to locate streets and locations in England, Sheffield and Stannington. | |
| <p>Being a Designer</p> | <p>Construction/Structures – design and make a local building Explore, investigate and evaluate a range of tall buildings/landmarks (through images and visiting the local area). Generate, develop, model and communicate their ideas for structures through detailed labelled designs. Design structures for themselves and other users based on design criteria. Select from and use a range of tools and equipment to perform practical tasks. Measure and join paper, card and other materials with increasing accuracy. Join materials together to make them strong and stable. Explore different techniques for joining two materials together such as card. Evaluate their ideas and products against design criteria.</p> <p>Aim – to master practical skills to create a structure of a tall/local building. To design and innovate, reflect upon and evaluate a structure. Research and investigate when making their tall/local buildings.</p> | <p>Construction – design and make a pop-up puppet (Textiles) Explore and evaluate a range of puppets (through images and existing puppets). Generate, develop, model and communicate their puppet ideas through detailed labelled designs. Design functional puppets for themselves and other users based on design criteria. Select from and use a range of tools and equipment to perform practical tasks. Measure and cut paper, card and fabric with increasing accuracy. Sew fabric together using a running stitch. Use a pop-up mechanism for their puppet. Explore different sewing techniques for attaching buttons/sequins/detail. Evaluate their ideas and products against design criteria.</p> <p>Aim – to master practical skills to create a pop-up puppet. To design and innovate, reflect upon and evaluate a pop-up puppet. Research and investigate when making their pop-up puppet.</p> | <p>Cooking and Nutrition: Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from. (Find out what food people grew. Match meat to animals). Measure and weigh using measuring cups and electronic scales. Select from and use a range of kitchen utensils and tools. Learn how to chop and peel food safely and hygienically. Evaluate their ideas and products against design criteria. Aim – to master practical skills to make a crumble.</p> <p>Mechanisms Explore and evaluate a range of vehicles with axles (through images and existing toys). Explore how vehicles are made from different materials appropriate to their function and purpose. Generate, develop, model and communicate their vehicle ideas through talking and drawing. Make model vehicles using construction kits and Lego. Select from and use a range of tools and equipment to perform practical tasks.</p> |

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| | | | <p>Fix and join components with glue and sellotape, Explore and use mechanisms. Evaluate their vehicle against design criteria.</p> <p>Aim – to master practical skills to sustainable vehicle (a bus) with an axle. To design and innovate, reflect upon and evaluate a sustainable vehicle (a bus) with an axle. Research and investigate when making their sustainable vehicle (a bus) with an axle.</p> |
| <p>Being a Musician</p>  | <p>Listen with concentration and understanding to a range of high-quality live and recorded music. To perform two-part songs. Use their voices expressively and creatively by singing songs and speaking chants.</p> <p>Aim: To sing songs from a range of music genres and languages. To learn to play the Ukulele and perform to others. To understand composition when playing the ukulele. To communicate musically about their ukulele playing.</p> | <p>Learn to recognise the difference between pulse and rhythm. Play rhythmic accompaniment to a song or poem, selecting suitable sounds and timbre. Create simple four beat rhythms.</p> <p>Aim: Copying and creating rhythmic patterns. To learn to play the Ukulele and perform to others. To understand composition when playing the ukulele. To communicate musically about their ukulele playing. To perform a range of music genres as part of Young Voices.</p> | <p>Describe pitch and timbre of instruments. Learn to play simple melodies and accompaniments using tuned percussion.</p> <p>Aim: To identifying and describing changes in pitch. To create and notate simple melodies To learn to play the Ukulele and perform to others. To understand composition when playing the ukulele. To communicate musically about their ukulele playing.</p> |
| Being an Artist | Drawing and Observation - Portraits – | Painting through local/British artist study | 3D Work |

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| | <p>Children to create self-portraits in the style of a chosen artist (e.g. Picasso / Lichtenstein)</p> <p>Use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>through:</p> <p>Positioning – following the ‘rules’ for creating a portrait.</p> <p>Sketching and reworking their portraits – developing drawing skills to improve. using different/mixed media other than pencil (chosen appropriately)</p> <p>Aim – develop ideas to understand the work and techniques of a chosen artist. Master techniques and take inspiration from the style of a chosen artist to create a portrait.</p> <p>Communicate artistically to describe the work of the chosen artist and evaluate their own and others’ work based on the chosen artist.</p> <p>(Links to visiting Graves/ Millennium Gallery.)</p> <p>To create a 3D model using other materials.</p> <p>To talk about the work of artists who inspired their sculptures.</p> | <p>Children learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>through:</p> <p>creating secondary colours through mixing primary colours</p> <p>learning how to create tints and shades</p> <p>learning how to create different shades of the same colour</p> <p>Varying the tools, we paint with</p> <p>Aim – develop ideas to understand the work of a chosen artist – James Green. Master techniques and take inspiration from the style of a chosen artist to create images of local landmarks in our city. Communicate artistically to describe the work of a chosen artist and evaluate their own and others’ work based on the chosen artist.</p> <p>Painting and Textiles (Collage)</p> <p>Use a range of materials creatively to design and make products.</p> <p>Use painting to develop and share their ideas, experiences and imagination.</p> <p>Develop a wide range of art and design techniques in using colour, pattern and texture.</p> <p>Aim – develop ideas to understand the work of a chosen artist. (e.g. Hannah Hoch)</p> | <p>Children will build on their understanding of the differences between 2 and 3D art forms.</p> <p>Learn to use a variety of techniques to create and explore 3D forms.</p> <p>Apply these techniques using 3D media to make representations from the real world.</p> <p>Aim - Master techniques to create a 3D landscape of a rainforest.</p> <p>Forest School can be used to focus on observational drawing of plants, trees, leaves, insects and flowers, revisiting the use of viewfinders to add extra detail. These can then be used in groups to create large scale ‘pictures’ using natural materials. O’Keefe/Hockney</p> <p>Any opportunity to: paint using natural materials (sticks and berry juice / mud / vegetable juice.</p> <p>model using natural materials – willow/wood/soil should also be included. (Good extension tasks).</p> <p>Forest School can be used to create individual and large scale (group) textured and patterned art using natural materials – Goldsworthy / Mondrian /Riley / Kandinsky</p> <p>Any opportunity to: paint using natural materials (sticks and berry juice / mud / vegetable juice.</p> |
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| | <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Aim – develop ideas to understand the work of sculptors. Master techniques and take inspiration from sculptors to create 3D clay Christmas decorations. Communicate artistically about the properties of clay and evaluate their own and others' work.</p> | <p>Master techniques and take inspiration from the style of the chosen artist to create a collage. Communicate artistically to describe the work of a chosen artist and evaluate their own and others' work based on the chosen artist.</p> | <p>model using natural materials – willow/wood/soil should also be included. Clay Children to explore the properties of clay Build on their understanding of the differences between 2 and 3D art forms. Learn to use a variety of techniques to create and explore 3D forms.</p> |
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| <p>Being a Sportsperson</p> | <p>Children will develop their fundamental movement skills with a focus on: Balancing, running, changing direction, jumping, hopping and skipping. Aim: To develop competency in fundamental and skills. To use performance to demonstrate their skills. To understand the importance of working creatively and a healthy active lifestyle.</p> <p>Children will develop their ball skills with a focus on: Catching, rolling, hitting a target with both hands and feet and kicking a ball. Aim: To develop competency in ball skills. To use performance to demonstrate their skills. To understand the importance of working creatively and a healthy active lifestyle.</p> <p>Gymnastics Perform simple gymnastic movements Aim: To develop competency in gymnastics. To use performance to demonstrate their skills. To understand the importance of working creatively and a healthy active lifestyle.</p> <p>Dance Respond to music using travel, stretch, twist, turn, jump Change the dynamics in a dance using speed, shape, size, level, direction</p> | <p>Children will develop their athletic skills with a focus on: Running at different speeds, jumping and throwing. Aim: To develop competency in athletics. To use performance to demonstrate their skills. To understand the importance of working creatively and a healthy active lifestyle.</p> <p>Children will develop their sending and receiving skills with a focus on: Throwing and catching, rolling and kicking and stopping a ball. Aim: To develop competency in sending and receiving a ball. To use performance to demonstrate their skills. To understand the importance of working creatively and a healthy active lifestyle.</p> <p>Gymnastics Perform simple gymnastic movements Aim: To develop competency in gymnastics. To use performance to demonstrate their skills. To understand the importance of working creatively and a healthy active lifestyle.</p> <p>Dance Respond to music using travel, stretch, twist, turn, jump</p> | <p>Children will develop their athletic skills with a focus on: Running at different speeds, jumping and throwing. Aim: To develop competency in athletics. To use performance to demonstrate their skills. To understand the importance of working creatively and a healthy active lifestyle.</p> <p>Children will develop their striking and fielding skills with a focus on: Throwing and catching, tracking and retrieving a ball and striking a ball. Aim: To develop competency around striking and fielding a ball. To use performance to demonstrate how to throw and catch a ball. To understand the importance of working creatively and a healthy active lifestyle.</p> <p>Children will develop their target skills with a focus on: Scoring points and playing to a set of rules. Aim: To develop competency around following rules. To use performance to play the game. To understand the importance of working creatively and a healthy active lifestyle.</p> <p>During the Summer Term- School will provide swimming instruction to support</p> |
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| | <p>Aim: To develop competency in dance. To use performance to demonstrate their skills. To understand the importance of working creatively and a healthy active lifestyle.</p> | <p>Change the dynamics in a dance using speed, shape, size, level, direction Aim: To develop competency in dance. To use performance to demonstrate their skills. To understand the importance of working creatively and a healthy active lifestyle.</p> | <p>the children to be able to stay safe, improve their swimming skills and enjoy the water.</p> |
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| <p>Studying Religions</p> | <p>E. Leaders: <i>What makes some people inspiring to others?</i></p> <p>Know about and understand religions and world views. Children hear and retell three moral stories of key leaders. They think about whether the stories say the same thing about how we should behave and consider questions about being good, kind, forgiving and generous. Children examine wise sayings from different people, choosing their favourite and talking about what makes them wise and how/why they would make a difference to our lives. Recognising religious symbols and their meanings.</p> <p>Aim: To know about and understand religions and world views through the art of storytelling. Express ideas and insights into religions and world views through the art of storytelling. Gain and deploy the skills for learning from religions and world views in order to discuss what a leader is and how key leaders can make a difference to all our lives.</p> | <p>F. What does it mean to belong? <i>Beginning to learn about Islam: What is it like to be a Muslim in Sheffield today?</i></p> <p>Children to visit a mosque and find out about the meanings of symbols and artefacts seen there. Children discuss the importance of holy buildings and prayer and think about why some people do not pray or go to a place of worship. Children discuss stories of co-operation from Islam and other sources and make a recipe for living together happily.</p> <p>Aim: To know about and understand religions and world views of Islam. Express ideas and insights into religions and world views of Islam and start to reflect to the routines and rules in their own lives. Children to visit the Madina Mosque</p> <p>D. Symbols: <i>In what ways are churches/mosques/Synagogues important to believers?</i></p> <p>Children to visit a local place of worship and find out about the meanings of symbols for God used there. They also look at the symbols used in a different community to the one they have visited. They compare the use of these symbols and sort and order other symbols they</p> | <p>G. Believing: <i>How and why do people pray? (Christians, Muslims and Jews)</i></p> <p>Children learn about the important role prayer plays in different religions and the books they are read from. (How?/Why?) Children examine some simple prayers and discuss what makes them wise. Children respond to the different ideas about God that we learn through these prayers and world views.</p> <p>Aim: Gain and deploy the skills for learning from religions and world views of prayer and its importance in helping people express their ideas about God.</p> |
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| | | <p>have come across in KS1, looking for those that belong to more than one religion.</p> <p>Aim: To know about and understand religions and world views Express ideas and insights into religions and world views of other religions. Children will visit one local place of worship. Gain and deploy the skills for learning from religions and world views.</p> | |
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