

	Aut 1 – Super Scientists	Aut 2 – Marvellous Makers Time Travellers	Spr 1 & 2– Amazing Animals	Sum 1 & 2 – Perfect Plants
Project Focus	Science DT	History Science DT	Geography Science DT	Science Art
Key Knowledge <i>(5-10 things you want the children to know well by the end)</i>	<ul style="list-style-type: none"> Names of the five senses Names of parts of the body What part of the body each sense is linked to What an experiment is What Louis Braille did and how this changed life for blind people How to stay safe when using a saw 	<ul style="list-style-type: none"> What is meant by a 'material' Names of different materials (wood, plastic, glass, metal, water, and rock) That steel is a metal and it has been made in Sheffield The properties of materials (hard, soft, bendy, rigid, rough, smooth) That we live in a city called Sheffield That Sheffield is a city in the United Kingdom That Sheffield has grown (e.g. has more buildings/people) The difference between a human feature and a physical feature 	<ul style="list-style-type: none"> The we can design a product before we make it, to plan what it will be like That we can evaluate a product after we've made it to say what worked well/what we would change That there are different groups of animals which have similar characteristics (fish, amphibians, reptiles, birds and mammals) What a carnivore, herbivore and omnivore are. That the land on our planet is divided into continents. 	<ul style="list-style-type: none"> That there are different types of tree, and one way that we can identify them is by looking at their leaves The meaning of the terms 'deciduous' and 'evergreen'. The names of the four seasons The names of different parts of a tree That there are different artists and different styles of art work
Key Vocabulary <i>(ten words you want the children to know well by the end)</i>	Test, describe, changes, achieve, sight, smell, touch, taste, hearing, safe	Name, sequence, compare, changes, local, group, properties, record, test, describe	Design, make, evaluate, classify, direction, ask, answer, describe, compare, group	Measure, predict, conclude, control, join, observe, sort, group, compare, describe
Stimulus	Visit from a guest speaker with a guide dog	Visit to Kelham Island Museum	Children to select their own book(s) from Sheffield library service to use to research information about an animal from Yorkshire Wildlife Park.	Trip to Chatsworth
Outcome	Make a simple musical instrument for use in whole class performance.	As a class, produce a large scale map showing features of the local area.	Visit to Yorkshire Wildlife Park , where children present information about their chosen animal to a small group.	Art Gallery and Garden Party
Driver: Citizenship	Citizenship: Understanding that people are different and that differences make us special. Showing respect for, and understanding of people that are different (linked to disability).	Citizenship: Develop an understanding that we are all citizens who belong to a local (Sheffield/ our local area), national (British) and global community. To encourage a feeling of pride in our local community through learning about Sheffield's role as a producer of steel.	Citizenship: Taking responsibility for the global community by learning about conservation and pollution issues related to animals. How can we support our community?	Citizenship: Taking responsibility for the global community by learning about conservation and issues related to plants and animals (habitats). How can we support our community?
Driver: Aspiration	Demonstrate that individual people can make important, positive impacts on society. Show that disability is not a barrier to achievement. Inspirational person : Louis Braille	Promote belief that hard work and determination can lead to success. Inspirational people : Harry Brearley	To develop confidence in own independent learning skills, and see what you can achieve individually and as part of a group. To show that children can aspire to a variety of careers, including those in Science.	To broaden children's creative horizons and encourage them to see themselves as artists. To show that children can aspire to a variety of careers, including those in the Arts. To develop an appreciation of the awe and wonder of the natural world, and an understanding that it is there for all groups of society to enjoy.
Science Objectives	<ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense 	<ul style="list-style-type: none"> identifying and classifying 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 	<ul style="list-style-type: none"> identifying and classifying using their observations and ideas to suggest answers to questions identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) 	<ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment gathering and recording data to help in answering questions identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies
Science Sequence of Learning	Ask and Answer Questions Asking simple questions using what is...? How does it...? Can it...?	Observing Closely and Gathering Data Talk about their observations e.g. what they	Ask and Answer Questions Asking simple questions using what is...? How does it...? Can it...?	Ask and Answer Questions Asking simple questions using what is...? How does it...? Can it...?

	<p>Use the appropriate Y1 language structure (see Tower Hamlets resource) to answer questions using their observations and ideas.</p> <p>-I think that ... -I think it will ...</p> <p>Observing Closely and Gathering Data</p> <p>Talk about their observations eg what they see/touch/smell/hear/taste</p> <p>Performing Tests</p> <p>Performing simple tests eg practical activity to find out the strongest, most waterproof material etc.</p> <p>Describe what they have noticed eg ice melts in the sun using the language of hypothesis for Y1</p> <p>-I think / it will ... because ... -The ... will ... -The ... is going to ...</p>	<p>see/touch/smell/hear/taste</p> <p>Use the language of description/comparison for Y1</p> <p>Description</p> <p>-It is... -big / small (size) -It is (shape name) -It is a (shape name) -It is soft / hard or hot / cold (texture / properties) - ... has ... - ... have ...</p> <p>Comparison</p> <p>-It is the same / different... because</p> <p>Identifying, Classifying and Recording Findings</p> <p>Identifying and classifying, sorting and grouping things with support</p> <p>Record in simple ways – pictures, labels, captions</p> <p>Performing Tests</p> <p>Performing simple tests eg practical activity to find out the strongest, most waterproof material etc.</p> <p>Describe what they have noticed eg ice melts in the sun using the language of hypothesis for Y1</p> <p>-I think / it will ... because ... -The ... will ... -The ... is going to ...</p>	<p>Use simple books/visitors/photos to answer questions</p> <p>Use the appropriate Y1 language structure (see Tower Hamlets resource) to answer questions using their observations and ideas.</p> <p>-I think that ... -I think it will ...</p> <p>Observing Closely and Gathering Data</p> <p>Observing closely/measure using simple equipment eg magnifying glass to look at a leaf, digi blue microscope</p> <p>Identifying, Classifying and Recording Findings</p> <p>Identifying and classifying, sorting and grouping things with support</p> <p>Record in simple ways – pictures, labels, captions</p>	<p>Use simple books/visitors/photos to answer questions</p> <p>Use the appropriate Y1 language structure (see Tower Hamlets resource) to answer questions using their observations and ideas.</p> <p>-I think that ... -I think it will ...</p> <p>Observing Closely and Gathering Data</p> <p>Observing closely/measure using simple equipment eg magnifying glass to look at a leaf, digi blue microscope</p> <p>Talk about their observations eg what they see/touch/smell/hear/taste</p> <p>Compare two things</p> <p>Use the language of description/comparison for Y1</p> <p>Description</p> <p>-It is... -big / small (size) -It is (shape name) -It is a (shape name) -It is soft / hard or hot / cold (texture / properties) - ... has ... - ... have ...</p> <p>Comparison</p> <p>-It is the same / different... because -They are the same / different... because</p> <p>Identifying, Classifying and Recording Findings</p> <p>Identifying and classifying, sorting and grouping things with support</p> <p>Record in simple ways – pictures, labels, captions</p> <p>Conclusions</p> <p>Gather and record data using pictures and use this to help explain their understanding.</p> <p>-I think / it will ... because ... -The ... will ... -It is/is not ... because ...</p>
History Objectives	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life significant historical events, people and places in their own locality. 		
History Sequence of Learning	<p>Chronology</p> <p>Sequence some events or 3 related objects in chronological order.</p> <p>Uses words and phrases: old, new, young, days, months</p> <p>Remembers parts of stories and memories about the past</p> <p>Knowledge and Understanding</p> <p>Recall events in the past and present in their own and other people's lives</p> <p>Use common words and phrases related to the passage of</p>	<p>Chronology</p> <p>Sequence some events or 3 related objects in chronological order.</p> <p>Uses words and phrases: old, new, young, days, months</p> <p>Remembers parts of stories and memories about the past</p> <p>Knowledge and Understanding</p> <p>Recall events in the past and present in their own and other people's lives</p> <p>Use common words and phrases related to the passage of time e.g. 'then' 'now' and understanding the difference between past and present tense.</p>		

	<p>time e.g. 'then' 'now'</p> <p>Enquiry Finds answers to simple questions about the past from sources of information (eg. pictures, stories)</p> <p>Give an explanation about what an object was used for in the past</p>	<p>Use language connected to the measurement of time e.g. hours, weeks, years.</p> <p>Enquiry Finds answers to simple questions about the past from sources of information (eg. pictures, stories)</p> <p>Give an explanation about what an object was used for in the past</p> <p>Generate their own questions about the past</p> <p>Enquiry Understand that there are different historical sources</p>		
<p>Geography Objectives</p>		<p>Human and physical geography use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> key human features, including: city, town, village, factory, farm, house, office, and shop key physical features, including: forest, , river, soil, vegetation, season and weather <p>Locational knowledge</p> <ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the (<i>United Kingdom and its countries, as well as the</i>) countries, continents and oceans studied at this key stage <i>use aerial photographs</i> 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 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. 	<p>Locational knowledge</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the (<i>United Kingdom and its countries, as well as the</i>) 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 location of features and routes on a map devise a simple map; and use and construct basic symbols in a key 	
<p>Geography Sequence of Learning</p>		<p>Locational knowledge Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Human and Physical Geography</p> <p>Use basic geographical vocabulary to refer to: key physical features, including: forest, hill, mountain, soil, valley, vegetation,.</p> <p>key human features, including: city, town, village, factory, farm, house, office.</p> <p>Geographical Skills and Fieldwork Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>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.</p>	<p>Locational knowledge Use simple compass directions and locational and directional language in familiar contexts and simple maps</p> <p>Geographical Skills and Fieldwork Use world maps, atlases and globes to identify the United Kingdom and its countries.</p>	<p>Human and Physical Geography</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p>
<p>Computing Objectives</p>	<ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	<ul style="list-style-type: none"> recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs

Computing Scheme of Work - Sheffield LA	0.1 what is a computer? 1.1 How do I use the school computer independently?	4.1 What is an algorithm?	2.1 How do I record pictures and sounds? 5.1 What is a program?	2.1 How do I record pictures and sounds? 3.1 How do I present data using pictures?
Art and Design Objectives	<ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products 	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products 	<ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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.
Art and Design Sequence of Learning	<p>Drawing Learn how to hold tools correctly. Explore line, shape and colour. pattern Produce artwork on a variety of scales (e.g. not a tiny picture on a huge piece of paper). Produce artwork on a variety of scales (e.g. not a tiny picture on a huge piece of paper). Draw from observation – real life and artists. Tools: pencil, pencil crayon, crayon, Shade control light hard Size observation shape line colour pattern create</p> <p>Painting Learn how to hold a paint brush correctly. Use different size brushes as appropriate to the painting (to match the scale, also small brush for detail). To work on different scales. To develop control of the brush/application of paint (e.g. loading the brush with appropriate amount of paint, positioning hand for control -e.g. on table) Exploring a variety of strokes (e.g. large strokes for bigger areas, direction of stroke to avoid damaging brushes).</p> <p>Mix primary colour paint to create different secondary colours. Paintbrush, fine, thick, size, detail, control, load, dip, wash, clean, strokes, direction. Primary colour, secondary colour. mix create</p>	<p>Construction and craft Continue to experiment with constructing using a variety of natural and man-made materials. Experiment with crafts such as sewing, weaving and collage. Cut with increasing accuracy, using different techniques (e.g. not cutting to follow a sharp corner, but cutting in along each line to meet; turning the paper). Use Sellotape and masking tape to join by overlapping. Create, materials, crafts, cut, turn, accurate, control, techniques, join, overlap.</p>	<p>Construction and craft Continue to experiment with constructing using a variety of natural and man-made materials. Experiment with crafts such as sewing, weaving and collage. Cut with increasing accuracy, using different techniques (e.g. not cutting to follow a sharp corner, but cutting in along each line to meet; turning the paper). Use Sellotape and masking tape to join by overlapping. Create, materials, crafts, cut, turn, accurate, control, techniques, join, overlap.</p>	<p>Drawing Learn how to hold tools correctly. Explore line, shape and colour. pattern Produce artwork on a variety of scales (e.g. not a tiny picture on a huge piece of paper). Produce artwork on a variety of scales (e.g. not a tiny picture on a huge piece of paper). Draw from observation – real life and artists. Tools: pencil, pencil crayon, crayon, Shade control light hard <i>Size observation shape line colour pattern create</i></p> <p>Painting Use different size brushes as appropriate to the painting (to match the scale, also small brush for detail). To work on different scales. Exploring a variety of strokes (e.g. large strokes for bigger areas, direction of stroke to avoid damaging brushes).</p> <p>Mix primary colour paint to create different secondary colours. Paintbrush, fine, thick, size, detail, control, load, dip, wash, clean, strokes, direction. Primary colour, secondary colour, mix, create</p> <p>Sculpture/modelling Explore sculpture with a range of malleable materials, especially clay. Know where clay comes from. Manipulate and explore clay as a material, in a variety of ways, e.g. rolling, and shaping. To roll a section (tile/coil) that has an equal thickness. Explore clay's potential for creating texture whilst working in 3 dimensions, introducing the use of tools. Sculpture, clay, shape, mould, roll, thicker, thinner, texture, tools, smooth, dry, soft, hard.</p> <p>Plus the names for any other materials worked with.</p> <p>Printing Make rubbings. Make marks in print with a variety of objects, including natural and made objects. Introduce different printing techniques e.g. monoprint, block, relief and resist printing. Design patterns, including repeating patterns. Introduce and use basic printing vocabulary (pattern and shape). Marks, patterns, printing, repeating, shapes, designs. size</p>

				create Plus the names of any specific techniques used.
Design and Technology Objectives	<p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 		<p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 	
Design and Technology Sequence of Learning	<p>Make</p> <p>Discuss ways to be safe</p> <ul style="list-style-type: none"> -Use equipment safely - Use a range of materials, tools and components - Use non-standard measures to mark out materials - Cut a variety of materials using different tools - Assemble, join and combine materials using different methods <p>Evaluate</p> <ul style="list-style-type: none"> -Articulate what they like about existing products and what they would change -Articulate and record what went well and what they would change 	<p>Cooking and nutrition</p> <ul style="list-style-type: none"> -To discuss where food comes from -Understand that some foods are healthy and some are unhealthy 	<p>Design</p> <ul style="list-style-type: none"> -Say what they are making -Say what it is for -Draw a simple diagram of the product and label its parts. -Be able to discuss what materials they are using -Talk about examples of existing products that are similar to what they are making <p>Make</p> <p>Discuss ways to be safe</p> <ul style="list-style-type: none"> -Use equipment safely - Use a range of materials, tools and components - Use non-standard measures to mark out materials - Cut a variety of materials using different tools - Assemble, join and combine materials using different methods <p>Evaluate</p> <ul style="list-style-type: none"> -Articulate what they like about existing products and what they would change -Articulate and record what went well and what they would change <p>Technical knowledge</p> <ul style="list-style-type: none"> -Build structures and begin to explore ways to make materials stronger -Use and explore mechanisms such as sliders and simple levers <p>Cooking and nutrition</p> <ul style="list-style-type: none"> -To discuss where food comes from -Understand that some foods are healthy and some are unhealthy 	<p>Cooking and nutrition</p> <ul style="list-style-type: none"> -To discuss where food comes from -Understand that some foods are healthy and some are unhealthy
Music Objectives	<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and un-tuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes listen with concentration and understanding to a range of high-quality live and recorded music 	<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.
Music Sequence of Learning	<p>Listening and reviewing</p> <p>Talk about music heard with appropriate vocabulary. e.g. high-pitch, low-pitch -Refer to the dimensions of music</p>	<p>Composing</p> <p>Create own composition based on a given stimulus Copy and clap own rhythms. Use instruments to reflect a topic or add sound effects to a story.</p>	<p>Composing</p> <p>Create own composition based on a given stimulus Copy and clap own rhythms. Create patterns of sound – long/short, high/low, loud/soft (quiet).</p>	<p>Listening and reviewing</p> <p>Talk about music heard with appropriate vocabulary. e.g. high-pitch, low-pitch -Refer to the dimensions of music</p>

	<p>Singing Sing simple songs and chants (with actions) Playing Start and stop together on direction. Keep a steady beat and copy simple rhythm patterns.</p> <p>Dimensions</p> <ul style="list-style-type: none"> • Pitch: recognise and respond to high, low and middle sounds. • Duration: recognise and respond to a pulse and patterns of long and short sounds. • Dynamics: understand loud, quiet and silence. 	<p>Listening and reviewing Talk about music heard with appropriate vocabulary. e.g. high-pitch, low-pitch -Refer to the dimensions of music Begin to explore how music can affect emotions. How does the piece make you feel, happy/sad etc using imagery. Singing Sing simple songs and chants (with actions)</p> <p>Playing Start and stop together on direction. Keep a steady beat and copy simple rhythm patterns.</p> <p>Dimensions</p> <ul style="list-style-type: none"> • Tempo: understand fast and slow 	<p>Use instruments to reflect a topic or add sound effects to a story. Use symbols to represent sound and create a simple graphic score for pitch or duration. Listening and reviewing Talk about music heard with appropriate vocabulary. e.g. high-pitch, low-pitch -Refer to the dimensions of music Compare 2 contrasting pieces of music for dimensions e.g. discussing the tempo of the pieces of music Singing Sing simple songs and chants (with actions) Use voice to create sounds – e.g. humming and whispers Playing Start and stop together on direction. Begin to use correct technique when playing percussion instruments e.g. triangle, symbols Keep a steady beat and copy simple rhythm patterns. Dimensions Timbre: identify different percussion sounds and how they are made</p>	<p>Compare 2 contrasting pieces of music for dimensions e.g. discussing the tempo of the pieces of music Singing Sing simple songs and chants (with actions) Use voice to create sounds – e.g. humming and whispers Playing Start and stop together on direction. Begin to use correct technique when playing percussion instruments e.g. triangle, symbols Keep a steady beat and copy simple rhythm patterns. Dimensions</p> <ul style="list-style-type: none"> • Texture: recognise and respond to one sound leading to many sounds. • Structure: understand and identify beginning, middle and end and use of repetition and introduction.
PE Objectives	<ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • perform dances using simple movement patterns. 	<ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • perform dances using simple movement patterns. 	<ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • perform dances using simple movement patterns. 	<ul style="list-style-type: none"> • participate in team games, developing simple tactics for attacking and defending
PE Scheme of Work Real PE/Dance	REAL PE REAL Gym	REAL Gym Dance	REAL PE REAL Gym	REAL PE Team Games
RE – Locally Agreed Syllabus – Sheffield LA/SACRE	<p>Know about and understand a range of religions and world views</p> <p>Express ideas and insights about the nature, significance and impact of religions and world views</p> <p>Gain and deploy the skills needed to engage seriously with religions and world views</p>	<p>Know about and understand a range of religions and world views</p> <p>Express ideas and insights about the nature, significance and impact of religions and world views</p> <p>Gain and deploy the skills needed to engage seriously with religions and world views</p>	<p>Know about and understand a range of religions and world views</p> <p>Express ideas and insights about the nature, significance and impact of religions and world views</p> <p>Gain and deploy the skills needed to engage seriously with religions and world views</p>	<p>Know about and understand a range of religions and world views</p> <p>Express ideas and insights about the nature, significance and impact of religions and world views</p> <p>Gain and deploy the skills needed to engage seriously with religions and world views</p>
PSHE Scheme of Work (Sources: PSHE Association/CWP/Online Safety Curriculum – Sheffield LA)	<p>How do we decide how to behave? Pupils learn:</p> <ul style="list-style-type: none"> • about group and class rules and why they are important • about respecting the needs of ourselves and others • about different types of behaviour and how this can make others feel • about listening to others and playing cooperatively • that bodies and feelings can be hurt <p>SRE: Growing and Caring for Ourselves Lesson 1: Keeping Clean (1 lesson)</p>	<p>What can we do with money? Pupils learn:</p> <ul style="list-style-type: none"> • about where money comes from and what it is used for • about spending and saving money <p>about how to keep money safe</p>	<p>What makes us special Pupils learn:</p> <ul style="list-style-type: none"> • about the importance for respect for the differences and similarities between people • to identify their special people (family, friends, and carers), what makes them special and how special people should care for one another • that everybody is unique • about the ways we are the same as other people <p>SRE: Growing and Caring for Ourselves Lesson 3: Different Types of Families</p>	<p>How do we keep safe? Pupils Learn:</p> <ul style="list-style-type: none"> • that household products, including medicines, can be harmful if not used correctly • about rules for keeping safe (in familiar and unfamiliar situations) • how to ask for help if they are worried about something • about the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid <p>SRE: Growing and Caring for Ourselves Lesson 2: Growing and Changing</p>
Literacy Objectives Project Link	Non-fiction writing (linked to Louis Braille). Writing labels/captions. Reading information about the life of Louis Braille.	Non-fiction writing (linked to how Sheffield has changed).	Writing labels/captions. Speaking and listening: presenting information to peers. Finding information in non-fiction books (animals)	Recount writing – linked to planting in the Y1 garden Writing labels/captions. Reading instructions

Maths Objectives Project Link	Time –seeing if it is quicker carrying out experiments with/without sight.	Language connected to measurement of time, -days, months, years. More and less Linked to growth of Sheffield?	Data handling – favourite animals/which continent your animal is from.	Data handling (tally chart) Measuring (measuring leaves using standard and non-standard units).
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