



Year group	Term: Autumn 2	Topic: London's Burning! SHINE VALUE: Success (determination, perseverance, ambition)			
Subject	National Curriculum	Key texts & web links	Knowledge We know that...	Skills We are able to...	Outcome/s Exit Point
Year 1 English	Non-Fiction: Non-Chronological Report				
	Word Aware Words: sights, palace, London, castle, jewels, dome, haunted, tower, old-fashioned, tour bridge, chimes, crests, theatre				
<p>Spoken language:</p> <ul style="list-style-type: none"> Listen and respond Ask relevant questions Build vocabulary Participate in discussions, presentations, performances, role-play, improvisations and debates <p>Reading comprehension:</p> <ul style="list-style-type: none"> Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which can be read independently Retell stories and consider their particular characteristics Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far Participate in discussion about what has been read to them <p>Writing Composition:</p> <ul style="list-style-type: none"> Compose a sentence orally before writing it Sequence sentences to form short narratives 	<p>Katie in London By Jams Mayhew</p> 	<p>Gateway Keys</p> <ul style="list-style-type: none"> Combine words to make sentences Use capital letters for names of people and the personal pronoun 'I' L leave spaces between words Begin to use capital letters and full stops <p>Mastery Keys</p> <ul style="list-style-type: none"> Join words using and Punctuate sentences using a capital letter and a full stop Use capital letters for names of people and places • Sequence sentences (link ideas or event by pronoun) Opportunity to apply word skills: Spell words containing phonemes already taught Use plural noun suffixes -s and -es <p>Feature Keys</p> <ul style="list-style-type: none"> Write simple sentences linked to the topic Write in the present tense Link ideas through subject or pronoun 		<p>Writing outcome: To write a non-chronological report about London using information gathered from the texts.</p> <p>Greater depth writing outcome: To write a non-chronological report about London using information gathered from the texts including a fun fact about one of the sights.</p>	

	<ul style="list-style-type: none"> • Re-read what they have written to check that it makes sense • Discuss what they have written with the teacher or other pupils • Read aloud their writing clearly enough to be heard by their peers and the teacher 			
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--

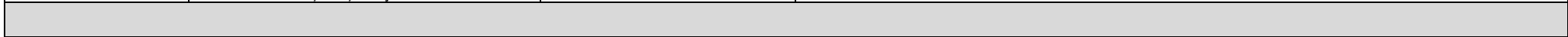
Year 2 English	Non-Fiction: Information Report			
	Word Aware Words: capital, bustling, population, tar, pitch, cobbled, sewer, administrator, Navy, coronation, fire break, gunpowder, demolish, hand squirt, memorial, junction, rose, raged, Mayor, substance			
	Common Exception Words: improve, only, people, even, water, poor, could, busy, whole, would, hour, sure, because, most, fast, many, beautiful, money			
	<p>Spoken language:</p> <ul style="list-style-type: none"> • Listen and respond • Ask relevant questions • Build vocabulary • Maintain attention and participate actively in collaborative conversations <p>Reading comprehension:</p> <ul style="list-style-type: none"> • Discuss the sequence of events in books and how items of information are related • Read non-fiction books that are structured in different ways • Draw on what is already known or on background information and vocabulary provided by the teacher • Make inferences on the basis of what is being said and done • Answer and ask questions • Participate in discussions about books, poems and other works • Explain and discuss their understanding of books, poems and other material 	<p>The Great Fire of London By Emma Adams & James Weston Lewis</p> 	<p>Gateway Keys</p> <ul style="list-style-type: none"> • Use punctuation correctly – full stops, capital letters • Use expanded noun phrases to describe and specify • Use subordination (because) and coordination (and) <p>Mastery Keys</p> <ul style="list-style-type: none"> • Use co-ordination (but, or) • Add -ly to turn adjectives into adverbs • Use commas to separate items in a list <p>Feature Keys</p> <ul style="list-style-type: none"> • Specific vocabulary linked to the topic • Clear and precise description • Present tense (past tense for historical facts) • Title • Sub-headings • Introduction • Grouped information • Facts from research 	<p>Writing outcome: To write a fact sheet about London and the events of the fire.</p> <p>Greater depth writing outcome: To have greater choice in how to represent the information for example, in the choice of layout and sub-headings used.</p>

	<p>Writing composition:</p> <ul style="list-style-type: none"> • Write for different purposes • Make simple additions, revisions and corrections (greater depth only) • Evaluate writing with the teacher and other pupils • Proofread to check for errors in spelling, grammar and punctuation • Read aloud with intonation 			
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--

<p>Year 1 Maths</p>	<p>Number: Addition and Subtraction within 10 Geometry: Shape</p>			
	<p>Word Aware Words: part, whole, add, subtract, tens, ones, more, less</p>			
	<p>Addition and Subtraction:</p> <ul style="list-style-type: none"> • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs • Represent and use number bonds and related subtraction facts within 20 • Add and subtract 1-digit and 2-digit numbers to 20, including zero 	<p><i>White Rose</i> Year 1 Autumn Block 2 & 3</p>	<p>Ready to progress criteria:</p> <p>Place Value: Count on from any number Count backwards within 10 Know fewer, more, same, less than, greater than, equal to Compare numbers Order objects and numbers Use a number line</p>	

<p>Year 2 Maths</p>	<p>Number: Addition and Subtraction Geometry: Shape</p>			
	<p>Word Aware Words: add, subtract, 1-digit, 2-digits, 10 more, 10 less</p>			
	<p>Addition and Subtraction:</p> <ul style="list-style-type: none"> • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: • a two-digit number and ones • a two-digit number and tens • two two-digit numbers • adding three one digit numbers 	<p><i>White Rose</i> Year 2 Autumn Block 2 & 3</p>	<ul style="list-style-type: none"> • Bonds to 10 • Fact families - addition and subtraction bonds within 20 • Related facts • Bonds to 100 (tens) • Add and subtract 1s • Add by making 10 • Add three 1-digit numbers • Add to the next 10 • Add and subtract across 10 • Subtract a 1-digit number from a 2-digit number (across a 10) 10 • More and 10 less • Add and subtract 10s • Add two 2-digit numbers (not across a 10) 	

	<ul style="list-style-type: none"> • solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures • applying their increasing knowledge of mental and written methods <p>Shape</p> <ul style="list-style-type: none"> • Identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line • Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces • Identify 2-D shapes on the surface of 3-D shapes • Compare and sort common 2-D and 3-D shapes and everyday objects 		<ul style="list-style-type: none"> • Add two 2-digit numbers (across a 10) • Subtract two 2-digit numbers (not across a 10) • Subtract two 2-digit numbers (across a 10) • Mixed addition and subtraction • Compare number sentences • Missing number problems • Recognise 2-D and 3-D shapes • Count sides & Vertices on 2-D shapes • Draw 2-D shapes • Lines of symmetry on shapes • Use lines of symmetry to complete shapes • Sort 2-D shapes • Count faces, edges and vertices on 3-D shapes • Sort 3-D shapes • Make patterns with 2-D and 3-D shapes
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



<p>Year 1 History DT Science Computing</p>	<p>The Big Question: What happened in Pudding Lane?</p>				
	<p>Word Aware Words: fire, great, London, sequence, event, past, bakery,</p>				
	<p>In History: Know and understand about:</p> <ul style="list-style-type: none"> • Changes within living memory • Events beyond living memory that are significant nationally or globally <p>In Computing:</p> <ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Recognise common uses of information technology beyond school • Online safety (links with PSHE) 	<p>Websites:</p> <p>https://www.london-fire.gov.uk/museum/history-and-stories/the-great-fire-of-london/#:~:text=The%20Great%20Fire%20of%20London%20started%20on%20Sunday%2C%202%20September%20was%20a%20blazing%20inferno.</p> <p>The Great Fire of London 1666 - YouTube</p> <p>https://www.literacyshed.com/puddinglane.html#</p>	<ul style="list-style-type: none"> • Know the key events of the Great Fire of London (2nd September 1666, started in a bakery in Pudding Lane. Thomas Farynor owned the bakery, it was a long, dry Summer and wind spread the fire, the houses burnt quickly, it took 4 days to extinguish, they used buckets of water and fire hooks, most of London was destroyed) • Understand that houses, streets and 	<ul style="list-style-type: none"> • Compare the past with now • Create a time line of events • Insert an image • Add text • Change the font style, size and colour • Save and retrieve digital content • Design a product, thinking carefully 	<p>Double page spread</p> <p>FS: design, make and build landmarks of London</p>

	<p>In DT (joins)</p> <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria • 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 • Evaluate their ideas and products against design criteria <p>In Science:</p> <ul style="list-style-type: none"> • Describe the simple physical properties of a variety of everyday materials • Observe closely, using simple equipment • performing simple tests • Use their observations and ideas to suggest answers to questions • Gather and record data to help in answering questions • Find out about Scientists that develop new materials (Non- statutory) 	<p>https://www.bbc.co.uk/teach/school-radio/history-great-fire-of-london-image-slideshow/zdttmfr</p> <p>Magic Grandad https://www.youtube.com/watch?v=VarSSAwimU</p>	<p>bakeries were different in 1666 to now</p> <ul style="list-style-type: none"> • Know the hazards of fire and how to stay safe • Know how to use iPad Apps Popplet, Pic Collage • Use Augmented Reality technology • Know that Louis Pasteur was a scientist that studied germs. His discoveries helped to save millions of lives. 	<p>about the colour, pattern and shape.</p> <ul style="list-style-type: none"> • Use a running stitch to sew fabric together • Use a range of design techniques to make a product. • Make observations • Ask and answer questions 	
<p>Year 2 History</p>	<p>The Big Question: Why did London burn in 1666?</p> <p>Word Aware Words: diary, past, burn, events, timeline, effect, rebuild, modern</p>				

<p>Geography DT Science Computing</p>	<p>In History: Know and understand about:</p> <ul style="list-style-type: none"> • Events beyond living memory that are significant nationally or globally. • The lives of significant individuals in the past who have contributed to national and international achievements. <p>In Computing:</p> <ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Recognise common uses of information technology beyond school • Online safety (links with PSHE) <p>In DT (joins)</p> <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria • 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 • Evaluate their ideas and products against design criteria • Build structures, exploring how they can be made stronger, stiffer and more stable <p>In Science:</p>	<p>Zoom Through History Workshop Thursday 2nd November</p> <p>https://www.zoomthroughhistory.com/home</p> <p>https://www.london-fire.gov.uk/museum/history-and-stories/the-great-fire-of-london/#:~:text=The%20Great%20Fire%20of%20London%20started%20on%20Sunday%2C%202%20September,house%20was%20a%20blazing%20inferno.</p> <p>The Great Fire of London 1666 - YouTube</p> <p>https://www.literacyshed.com/puddinglane.html#</p> <p>https://www.bbc.co.uk/teach/school-radio/history-great-fire-of-london-image-slideshow/zdttmfr</p> <p>Magic Grandad https://www.youtube.com/watch?v=VarSSAwimU</p>	<ul style="list-style-type: none"> • Know that Samuel Pepys, a clerk to the Royal Navy, observed the fire and kept a diary. • Know the key events of the Great Fire of London • Understand that the fire spread so quickly because of the weather, the material of the houses, the houses were close together and there was no organised fire brigade • The rebuilding of the city helped to shape modern London and building regulations across the country. • Know how I can use the internet to find things out. • identify devices I could use to access information on the internet. • Give simple examples of how to find information (e.g. search engines, voice activated searching). • Use Augmented Reality technology • Know that Dr Robert Hooke was a leader in the plans to rebuild after the Great Fire of London in 1666. • Know that his works included the designing the dome on St Paul's Cathedral, London and redesigning London's streets into a grid 	<ul style="list-style-type: none"> • Understand the past can be ordered and create a time line of events • Use technology, books and diaries to find out about the past • Compare the past with now • Use video to record events • Insert text to annotate a video • Save and retrieve digital content • Design, make and evaluate when creating a purposeful product • Use different joins to join materials 	<p>Double page spread</p> <p>FS: Design, make and burn houses on an open fire</p>
-------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------

	<ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out about Scientists that develop new materials (Non- statutory) <p>Geography:</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features 		pattern with wide streets.		
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	----------------------------	--	--

Year 1 Pitch Theme: Superheroes

Word Aware Words: pitch, pattern, high, low, tempo, performance,

Year 1 Music Weekly	<ul style="list-style-type: none"> Use 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 interrelated dimensions of music. 	<p>NEW Kapow Primary Pitch</p>	<ul style="list-style-type: none"> Sounds within music can be described as high or low sounds and the meaning of these terms. In all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. 	<ul style="list-style-type: none"> Listen and evaluate Read different kinds of notation Create sound Compose and improvise Perform 	Perform a piece of superhero music showing a change of pitch and tempo.
-------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------

Year 2 Ocarinas: London's Burning

Word Aware Words: timbre, dynamics, tempo

Year 2 Music Weekly	<ul style="list-style-type: none"> Use voices expressively and creatively by singing songs and speaking chants and rhyme Play tuned and untuned instruments musically 	<p>Ocarinas</p> <p>BBC: The Great Fire of London</p>	<ul style="list-style-type: none"> Know that a composer is someone who creates music and writes it down. 	<ul style="list-style-type: none"> Recognise timbre changes in music they listen to. 	Perform a simple tune with a tuned instrument (ocarina) London's Burning
-------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------

	<ul style="list-style-type: none"> • Listen with concentration and understanding to a range of high quality (live) and recorded music • Experiment with, create, select and combine sounds using the interrelated dimensions of music 	http://teach.files.bbci.co.uk/schoolradio/gfol_notes.pdf	<ul style="list-style-type: none"> • Explain the musical vocabulary, tempo, timbre and dynamics 	<ul style="list-style-type: none"> • Begin to use musical vocabulary to describe music. • Suggest improvements to their own and others' work. • Play simple melodies from five or more notes. • Choose appropriate dynamics, tempo and timbre for a piece of music. • Use their voices expressively when singing, including the use of basic dynamics (loud and quiet). • Perform expressively using dynamics and timbre to alter sounds as appropriate. 	
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<p>Year 1 RE Weekly</p>	<p>The Ultimate Question: What do some people believe God looks like?</p>				
	<p>Word Aware Words: Christian, Muslim, God, Allah, Hindu, Brahman, belief, respect</p>				
	<p>Peterborough Agreed Syllabus:</p> <p>PT1 - Knowledge & Understanding of Religion and World Views:</p> <ul style="list-style-type: none"> - Be familiar with key words and vocabulary related to Christianity, Islam and Hinduism. - Begin to name the different beliefs and practices of Christianity, Islam and Hinduism. <p>PT2 – Responding to Religion and Worldviews:</p> <ul style="list-style-type: none"> - Begin to talk about different beliefs and practices using the correct vocabulary. 	<p>Kapow</p>	<p>KAPOW Unit Outcomes:</p> <ul style="list-style-type: none"> • Recognise that different people have different beliefs about God's form and appearance. • Explain how art can be used to express feelings towards God. • Recognise that some Hindu people believe God has many forms. • Understand and explain that the story shows some people believe Jesus is the son of God and God on Earth. • Recognise and explain how Christian, Muslim and Hindu people refer to God. • Identify and describe one representation of God from these religions. • Show respect for differences and similarities in how different religions represent God. • Explain why people use different names for God and show respect for the different names for God across religions. 		

	- Express own ideas about belief and practices creatively.		
Year 2 RE	The Ultimate Question: What do candles mean to people?		
	Word Aware Words: Diwali, festival, Hanukkah, Advent, prayer, sacred, symbol		
Weekly	<p>Peterborough Agreed Syllabus:</p> <p>PT1 - Knowledge & Understanding of Religion and World Views:</p> <ul style="list-style-type: none"> - Name some of the different beliefs and practices of Christianity, Hinduism and Judaism and begin to look for similarities between religions. - Retell some religious stories. - Begin to use key words and vocabulary related to Christianity, Hinduism and Judaism. <p>PT2 – Responding to Religion and Worldviews:</p> <ul style="list-style-type: none"> - Talk about and find meanings behind different beliefs and practices. - Suggest meanings of some religious stories. - Ask and respond to questions about what individuals and faith communities do. - Express own ideas, opinions and talk about their work creatively. 	Kapow	<p>KAPOW Unit Outcomes:</p> <ul style="list-style-type: none"> • Share examples of where they have seen and experienced candles. • Identify three practices associated with Diwali. • Understand that some Hindu people use diyas as symbolism. • Understand the meaning of Advent to some Christian followers. • Identify what is important to some Jewish people at Hanukkah. • Explain what a hanukiah symbolises. • Understand their own positionality on what candles mean to them. • Provide some examples of what candles mean to some people.
Year 1 PSHE Computing	Families and Relationships		
	Word Aware Words: behaviour, care, emotions, friendly, problem, stereotype		
Weekly	<p>Knowledge:</p> <ul style="list-style-type: none"> • Understand that families look after us. • Know some words to describe how people are related (e.g. aunty, cousin, etc.) • Know that some information about me and my family is personal. • Understand some characteristics of a positive friendship. • Understand that friendships can have problems but that these can be overcome. • Know that it is called stereotyping when people think 	<p>Skills:</p> <ul style="list-style-type: none"> • Explore how families are different to each other. • Explore how friendship problems can be overcome. • Explore friendly behaviours. • Recognise how other people show their feelings. • Identify ways we can care for others when they are sad. • Explore the ability to successfully work with different people. 	<p>Online safety</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Understand the difference between online and offline. • Understand what information I should not post online. • Know what the techniques are for creating a strong password. • Know that you should ask permission from others before sharing about them online and that they have the right to say 'no.' • Understand that not everything I see or read online is true <p>Skills</p> <ul style="list-style-type: none"> • Recognise devices that are connected to the internet. • Understanding that we are connected to others when using the internet. • Understand some of the ways we can use the internet. • When using the internet to search for images, learning what to do if they come across something online that worries them or makes them feel uncomfortable. • Understanding how to interact safely with others online.

	of things as being 'for boys' or 'for girls' only.			<ul style="list-style-type: none"> Recognising how actions on the internet can affect others. To be able to recognise what a digital footprint is and how to be careful about posting online.
Year 2 PSHE Computing Weekly	Families and Relationships			
	Word Aware Words: friendship, love, manners, feelings, emotions, stereotype, respect			
	Knowledge: <ul style="list-style-type: none"> Know that families can be made up of different people. Know that families may be different to my family. Know some problems which might happen in friendships. Understand that some problems in friendships might be more serious and need addressing. Understand some ways people show their feelings. Understand what good manners are. Understand some stereotypes related to jobs. Know that there are ways we can remember people or events. 	Skills: <ul style="list-style-type: none"> Understand ways to show respect for different families. Understand that families offer love, care and support. Understand difficulties in friendships and discussing action that can be taken. Learn how other people show their feelings and how to respond to them. Explore the conventions of manners in different situations. Explore how loss and change can affect us. 	Online safety Knowledge: <ul style="list-style-type: none"> Know that the internet is many devices connected to one another. Know what to do if you feel unsafe or worried online – tell a trusted adult. Know that people you do not know on the internet (online) are strangers and are not always who they say they are. Know that to stay safe online it is important to keep personal information safe. Know that 'sharing' online means giving something specific to someone else via the internet and 'posting' online means placing information on the internet. 	Skills: <ul style="list-style-type: none"> Identify whether information is safe or unsafe to be shared online. Learn how to create a strong password. Learn to be respectful of others when sharing online and ask for their permission before sharing content. Learn strategies for checking if something they read online is true. Understand how to stay safe when talking to people online and what to do if they see or hear something online that makes them feel upset or uncomfortable.
Year 1 PE Weekly	Games: Ball skills			
	Word Aware: bounce, control, throwing, catching			
	<ul style="list-style-type: none"> Refine the skills of running successfully, change directions, and develop side stepping. Throw, catch and aim on the move. 	Cambridgeshire Scheme of Work for Primary Schools Year 1	<ul style="list-style-type: none"> Practise and develop rolling skills (sending and receiving) Bouncing the ball – standing still and bouncing the ball and then moving and bouncing the ball. Throwing and catching Throwing and catching with a partner Modified games (include skills taught within the unit) 	
	Gymnastics: Balancing			
Word Aware: still, big, small, pointed toes				
<ul style="list-style-type: none"> Master basic movements including running and jumping. 	Premier Sports Coach	<ul style="list-style-type: none"> Still balances Partner balances 		

	<ul style="list-style-type: none"> Develop balance, agility and co-ordination, and begin to apply these in a range of activities. 		<ul style="list-style-type: none"> Create and perform a sequence of balances Travel across a piece of equipment and balance
Year 2 PE Weekly	Games: Ball skills		
	Word Aware: underarm, overarm, distance, send, receive		
	<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. 	Cambridgeshire Scheme of Work for Primary Schools Year 2	<ul style="list-style-type: none"> Underarm and overarm throwing and catching Aiming at a target Sending and receiving Modified games (include skills taught within the unit)
	Gymnastics: Balances		
	Word Aware: link, unison, match		
<ul style="list-style-type: none"> Master basic movements including running and jumping. Develop balance, agility and co-ordination, and begin to apply these in a range of activities. 	Premier Sports Coach (4 weeks)	<ul style="list-style-type: none"> Points and patches Partner balance (counter tension) Mirroring balances Create and perform a sequence of balances Create a sequence of balances on apparatus 	