



<p>RE</p>	<p><b>Understanding Christianity: GOD</b>  <b>EYFS: F1 – Why is the word 'God' so important to Christians?</b>  <b>KS1: 1.1 – What do Christians believe God is like?</b></p> <ul style="list-style-type: none"> <li>• Pupils know that Christians believe in God and that they find out about him in the Bible.</li> <li>• They know that a parable is 'a story (in this case told by Jesus) to help people understand ideas'. They can find and say what some of these ideas are in the parable of the Lost Son and/or the Story of Jonah.</li> <li>• They know that Christians believe that God is loving kind forgiving and fair. They know that Christians worship God and pray to him. They can identify different types of prayer i.e. Praise: saying sorry: asking: and saying thank you.</li> </ul>	<p><b>Understanding Christianity: GOSPEL</b>  <b>KS1: 1.4 – What is the good news that Jesus brings?</b></p> <ul style="list-style-type: none"> <li>• Pupils will know that Christians believe that Jesus brings the good news (Gospel) and that God loves them and he will forgive them when they go wrong.</li> <li>• Pupils will know that Christians believe that by forgiving they will find peace in their own lives, with others, and with God.</li> <li>• Pupils know the story of the calling of Matthew (including why the tax collector was unpopular, and how people reacted) the tax collector and that Jesus chose as his closest friends (disciples) many who were friendless.</li> <li>• Pupils know that Christians will pray to God prayers to say sorry to ask for things to say thank you.</li> </ul> <p><b>Discovery RE: CHRISTMAS</b>  <b>KS1: Y1 Autumn 2 – What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? OR Y2 Autumn 2 – Why do Christians believe God give Jesus to the world?</b></p> <ul style="list-style-type: none"> <li>• I can talk about a gift that is special to me</li> <li>• I can remember some of the Christmas story.</li> <li>• I can suggest a gift I would give to Jesus.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• I can say how I could help solve a problem by showing love.</li> <li>• I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God.</li> <li>• I can tell you why Christians think God gave Jesus to the world.</li> </ul>	<p><b>Discovery RE: JUDAISM</b>  <b>EYFS: F1/2 Autumn 1 – What makes people special?</b>  <b>KS1: Y2 Spring 1 – How important is it for Jewish people to do what God asks them to do?</b>  <b>(Passover) COMBINED WITH Y2 Summer 1 – How special is the relationship Jews have with God?</b></p> <ul style="list-style-type: none"> <li>• I can talk about why I do as some people ask but not others.</li> <li>• I can talk about the Seder meal, or another Jewish practice, with some detail and some of the correct vocabulary, and start to explain why they choose to do this.</li> <li>• I can suggest what I think are the most and least important things Jews do that God asks them to do and add at least one reason.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• I can explain why agreements are important and why they should be kept.</li> <li>• I can tell a story about Abraham or Moses and say why one of these men is important to Jews today.</li> <li>• I can start to explain the significance of one thing Jews do and say how it shows their special relationship with God.</li> </ul>	<p><b>Understanding Christianity: SALVATION</b>  <b>EYFS: F3 – Why do Christians put a cross in an Easter Garden?</b>  <b>KS1: 1.5 – Why does Easter matter to Christians?</b></p> <ul style="list-style-type: none"> <li>• Pupils will know that Easter is very important in the 'Big story' of the Bible.</li> <li>• Pupils will know the outline of events inc: Entry in Jerusalem; The last Supper: Jesus arrest and betrayal: He was put on trial; He was crucified: He came back to life and appeared to Mary Magdalene.</li> <li>• Pupils will know that Christians believe that Jesus is willing to forgive all people even those that put him on the cross. That Jesus did this to build a bridge between man and God. By rising from the dead he gives Christians a hope in a new life.</li> <li>• Pupils will know that Christians believe in life after death.</li> <li>• Pupils will know some of the ways its local church celebrates Easter.</li> </ul>	<p><b>Discovery RE: PEOPLE OF GOD</b>  <b>EYFS: F1/2 Summer 1 – What can we learn from stories?</b>  <b>KS1: Y2 Autumn 1 – Is it possible to be kind to everyone all of the time?</b></p> <ul style="list-style-type: none"> <li>• I can tell you when I have been kind to others even when it was difficult.</li> <li>• I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness.</li> <li>• I can say if I think Christians should be kind and give a reason.</li> </ul>	<p><b>Discovery RE: JUDAISM</b>  <b>EYFS: - F1/2 – What makes places special?</b>  <b>KS1: Y2 Summer 2 – What is the best way for a Jew to show commitment to God?</b></p> <ul style="list-style-type: none"> <li>• I can explain why I could do certain things at certain ages.</li> <li>• I can tell you what I am most committed to in my life.</li> <li>• I can talk about one of the ways Jews show commitment to God.</li> <li>• I can talk about a way that Jews show commitment to God and say why this might be important.</li> </ul>
<p>Keevil Characteristics</p>	<p>Communication: own thoughts, feelings and ways of life with others as well as taking account and showing respect of what others say.  Diligence in own work which will stimulate interest in own learning.</p>	<p>Communication: own thoughts, feelings and ways of life with others as well as taking account and showing respect of what others say.  Diligence in own work which will stimulate interest in own learning.</p>	<p>Communication: own thoughts, feelings and ways of life with others as well as taking account and showing respect of what others say.  Diligence in own work which will stimulate interest in own learning.</p>	<p>Communication: own thoughts, feelings and ways of life with others as well as taking account and showing respect of what others say.  Diligence in own work which will stimulate interest in own learning.</p>	<p>Communication: own thoughts, feelings and ways of life with others as well as taking account and showing respect of what others say.  Diligence in own work which will stimulate interest in own learning.</p>	<p>Communication: own thoughts, feelings and ways of life with others as well as taking account and showing respect of what others say.  Diligence in own work which will stimulate interest in own learning.</p>

<p><b>History</b></p>		<p><b>Homes Through Time</b></p> <ul style="list-style-type: none"> <li>Children talk about past and present events in their own lives and the lives of family members.</li> <li>They know that other children don't always enjoy the same things, and are sensitive to this.</li> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>events beyond living memory</li> </ul>	<p><b>The Great Fire of London and Samuel Pepys</b></p> <ul style="list-style-type: none"> <li>Children talk about past and present events in their own lives and the lives of family members.</li> <li>events beyond living memory that are significant nationally or globally</li> <li>the lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul>			<p><b>John Cabot and/or Christopher Columbus: and Neil Armstrong</b></p> <ul style="list-style-type: none"> <li>Children talk about past and present events in their own lives and the lives of family members.</li> <li>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</li> <li>significant historical events, people and places in their own locality.</li> </ul>
<p><b>Keevil Characteristics</b></p>	<p>Learning/Communication: take interest in own learning by asking questions and noticing patterns. Find things out at home that help learning in school. Use clear communication of questions, answers and ideas.</p>		<p>Learning/Communication: take interest in own learning by asking questions and noticing patterns. Find things out at home that help learning in school. Use clear communication of questions, answers and ideas.</p>	<p>Learning/Communication: take interest in own learning by asking questions and noticing patterns. Find things out at home that help learning in school. Use clear communication of questions, answers and ideas.</p>		
<p><b>Geography</b></p>	<p><b>Key Human and Physical Features</b></p> <ul style="list-style-type: none"> <li>They talk about the features of their own immediate environment and how environments might vary from one another.</li> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>			<p><b>Continents and Oceans, Maps and Atlases</b></p> <ul style="list-style-type: none"> <li>They talk about the features of their own immediate environment and how environments might vary from one another.</li> <li>They know about similarities and differences between themselves and others, and among families, communities and traditions.</li> <li>name and locate the world's seven continents and five oceans</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>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</li> </ul>	<p><b>Local Area Study of Keevil</b></p> <ul style="list-style-type: none"> <li>They talk about the features of their own immediate environment and how environments might vary from one another.</li> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> <li>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.</li> </ul>	
<p><b>Keevil Characteristics</b></p>		<p>Communication: own thoughts, feelings and ways of life with others as well as taking account and showing respect of what others say. Diligence in own work which will stimulate interest in own learning.</p>			<p>Communication: own thoughts, feelings and ways of life with others as well as taking account and showing respect of what others say. Diligence in own work which will stimulate interest in own learning. Problem Solving: trying all methods to solve a problem.</p>	<p>Communication: own thoughts, feelings and ways of life with others as well as taking account and showing respect of what others say. Diligence in own work which will stimulate interest in own learning.</p>

<p><b>Art and Design</b></p>	<p><b>Patterns from Animal Skins</b></p> <ul style="list-style-type: none"> <li>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art.</li> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing and painting to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	<p><b>Printing</b></p> <ul style="list-style-type: none"> <li>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art.</li> <li>to use a range of materials creatively to design and make products</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>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.</li> </ul>		<p><b>Art from Around the World</b></p> <ul style="list-style-type: none"> <li>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art.</li> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>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.</li> </ul>	<p><b>Clay – Models of Minibeasts</b></p> <ul style="list-style-type: none"> <li>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art.</li> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	
<p><b>Keevil Characteristics</b></p>	<p>Resilience – keep trying new techniques and skills. Diligence- take care in the presentation of my work, this benefits my learning.</p>	<p>Resilience – keep trying new techniques and skills. Diligence- take care in the presentation of my work, this benefits my learning.</p>		<p>Resilience – keep trying new techniques and skills. Diligence- take care in the presentation of my work, this benefits my learning.</p>	<p>Resilience – keep trying new techniques and skills. Diligence- take care in the presentation of my work, this benefits my learning.</p>	
<p><b>Design Technology</b></p>			<p><b>Castles and Attack Equipment</b></p> <ul style="list-style-type: none"> <li>They handle equipment and tools effectively.</li> <li>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology.</li> </ul> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>select from and use a wide range of materials and components, including construction materials, according to their characteristics</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>			<p><b>Space – rockets, planets, aliens</b></p> <ul style="list-style-type: none"> <li>They handle equipment and tools effectively.</li> <li>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology.</li> </ul> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>select from and use a wide range of materials and components, including construction materials and textiles, according to their characteristics</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>
<p><b>Keevil Characteristics</b></p>			<p>Problem solving: finding ways to overcome problems &amp; new ways to do things. Team work: working together and taking account of other people’s ideas.</p>			<p>Problem solving: finding ways to overcome problems &amp; new ways to do things. Team work: working together and taking account of other people’s ideas.</p>

<p><b>Computing</b></p>		<p><b>Simple Word-Processing – Textease</b></p> <ul style="list-style-type: none"> <li>▪ Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</li> <li>▪ use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>▪ recognise common uses of information technology beyond school</li> </ul>	<p><b>Programming – 2DIY</b></p> <ul style="list-style-type: none"> <li>▪ Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</li> <li>▪ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>▪ create and debug simple programs</li> <li>▪ use logical reasoning to predict the behaviour of simple programs</li> </ul>		<p><b>Cameras</b></p> <ul style="list-style-type: none"> <li>▪ Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</li> <li>▪ use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>▪ recognise common uses of information technology beyond school</li> </ul>	<p><b>Programming – Bebots</b></p> <ul style="list-style-type: none"> <li>▪ Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</li> <li>▪ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>▪ create and debug simple programs</li> <li>▪ use logical reasoning to predict the behaviour of simple programs</li> </ul>
<p><b>Music</b></p>						
<p><b>Modern Foreign Language</b></p>	<p><b>Weather and Food</b> Be able to talk about the weather, understand words for café food and understand a little about French food customs.</p>			<p><b>Hobbies</b> Be able to talk about the things you do, understand words for hobbies and activities and understand a little about French culture.</p>		
<p><b>Keevil Characteristics</b></p>	<p>Learning: I take an interest in my own learning by being diligent and resilient. I ask questions and apply my learning at home.</p>			<p>Learning: I take an interest in my own learning by being diligent and resilient. I ask questions and apply my learning at home.</p>		

Keevil CE Aided Primary School Curriculum Map – INFANTS Year 2

PE						
Keevil Characteristics	Resilience: I can keep trying even when something is tricky. I will keep going until I get it right. Team-work: I can show respect to others and take account of their needs.	Resilience: I can keep trying even when something is tricky. I will keep going until I get it right. Team-work: I can show respect to others and take account of their needs.	Resilience: I can keep trying even when something is tricky. I will keep going until I get it right. Team-work: I can show respect to others and take account of their needs.	Resilience: I can keep trying even when something is tricky. I will keep going until I get it right. Team-work: I can show respect to others and take account of their needs.	Resilience: I can keep trying even when something is tricky. I will keep going until I get it right. Team-work: I can show respect to others and take account of their needs.	Resilience: I can keep trying even when something is tricky. I will keep going until I get it right. Team-work: I can show respect to others and take account of their needs.
PSHE	<b>Friendship</b> <ul style="list-style-type: none"> <li>to recognise how their behaviour affects other people</li> <li>to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class <i>COMMUNICATION</i></li> <li>to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) <i>TEAMWORK AND PROBLEM-SOLVING</i></li> <li>to offer constructive support and feedback to others <i>TEAMWORK</i></li> </ul>	<b>Anti-bullying</b> <ul style="list-style-type: none"> <li>to recognise what is fair and unfair, kind and unkind, what is right and wrong</li> <li>to judge what kind of physical contact is acceptable, comfortable and uncomfortable and how to respond (including who to tell and how to tell them)</li> <li>that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</li> <li>to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say <i>RESLIENCE</i></li> <li>that there are different types of teasing and bullying, that these are wrong and unacceptable</li> <li>how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</li> </ul>	<b>Keeping Safe</b> <ul style="list-style-type: none"> <li>that household products, including medicines, can be harmful if not used properly.</li> <li>rules for and ways of keeping physically and emotionally safe (the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment (including rail, water and fire safety))</li> <li>to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'</li> <li>the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises</li> </ul>	<b>Emotions</b> <ul style="list-style-type: none"> <li>To recognise what they like and dislike, how to make real informed choices that improve their emotional health, to recognise that choices have good and not so good consequences. <i>RESILIENCE</i></li> <li>About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings. <i>RESILIENCE</i></li> <li>to communicate their feelings to others, to recognise how others show feelings and how to respond</li> </ul>	<b>Citizenship</b> <ul style="list-style-type: none"> <li>how to contribute to the life of the classroom</li> <li>to help construct, and agree to follow, group and class rules and to understand how these rules help them (<i>British Values</i>)</li> <li>that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)</li> <li>begin to understand the fundamentals of a democratic process (<i>British Values</i>)</li> </ul>	<b>Changes</b> <ul style="list-style-type: none"> <li>To think about themselves, to learn from experiences, to recognise and celebrate their strengths and set simple but challenging goals. <i>DILIGENCE AND LEARNING</i></li> <li>About change and loss and the associated feelings (including moving home, losing toys, pets or friends)</li> </ul>
Keevil Characteristics	Teamwork: I can show care and respect to others thoughts and feelings.	Teamwork: I can show care and respect to others thoughts and feelings.	Teamwork: I can show care and respect to others thoughts and feelings.	Teamwork: I can show care and respect to others thoughts and feelings.	Teamwork: I can show care and respect to others thoughts and feelings.	Teamwork: I can show care and respect to others thoughts and feelings.
Additional Activities		Walks around the village: observing types of homes and what they are made from. Comparisons.	Trip to castle.	Theme days in school. Visitors from different cultures. Judaism day	Brokerswood: bug hunt and den building.	Boat trip
All Keevil Characteristics	All topics and lessons will have a core of Learning. The characteristics mentioned for each term are the focus KC, of course there will be elements of the others and these will be mentioned during the lesson as appropriate.					