



# Year 2 Autumn Term – Back to the Future

## Key Values:

Term 1: **Organisation and Independence**

Term 2: **Communication and Respect**



### English

### Maths

#### Basic Sentence Composition, Riddles and Information Texts

- Planning, drafting, evaluating and editing: writing about myself and my past, Who am I riddles, Factual writing linked to the sixties and The Beatles

#### Composition / PAG

- The suffix '-ing'
- Revise capital letters for the beginning of sentences, names, places, days and months.
- Revise full stops to end sentences & commas in lists
- Using 'if' and 'when' to join sentences
- Revise Simple plural and non-plural rules (see spelling appendix)
- Identification of nouns and verbs
- Was / were (subject / verb agreement)

#### Reading

- Recognising the difference between fiction and non-fiction
- Phase 5 embedded through guided writing in English and in separate phonics sessions for those who require it
- Phase 6 (Year 2 spelling requirement) to introduced in phonics sessions (see groupings)
- Class guided reading sessions to begin
- Individual reading weekly for laps
- RED TED to be introduced for home reading
- Daily class readers linked to The Book Trust book List

#### Non-Chronological Reports and Fantasy Stories (Space)

- Planning, drafting, evaluating and editing: retelling and adapting versions of space stories. Describing settings, alternative problems and endings and reports of the moon landings

#### Composition / PAG

- The suffixes '-ful', '-ment' and '-ness'
- Different sentence types
- Identification of adjectives
- Verbs in difference tenses (past tense linked to stories)
- Revise all words to join sentences learnt so far (and, but, or and so)
- Questions and responses
- The prefix '-un'
- Revise the use of question and exclamation marks

#### Reading

- Demonstrates familiarity with, and retells a wide range of stories
- Christmas Performance (Speaking and listening)
- Phase 5 embedded through guided writing in English and in separate phonics sessions to those who require it
- Phase 6 (Year 2 spelling requirement) to introduced in phonics sessions (see groupings)
- Class guided reading sessions ongoing
- Individual reading weekly for laps
- RED TED to be introduced for home reading
- Daily class readers linked to The Book Trust book List

#### Power Maths:

- Unit 1** – Numbers to 100
- Unit 2** – Addition and Subtraction (1)
- Unit 3** – Addition and subtraction (2)
- Unit 4** – Money
- Unit 5** – Multiplication and Division (1)

### History and Geography

### Science

#### History

##### Chronology:

- Use words and phrases such as, before, after, past, present, then and now
- Recount changes in their own life over time, including their memories of key events in their life.
- Sequence photographs / artefacts from different periods of their life.
- Understand how to put people, events and objects in order of when they happened, using a scale the provided by the teacher

##### Knowledge & Understanding of Events, People and Changes in the Past:

#### Animals, including humans:

- Notice that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

#### Working Scientifically

**Asking Questions:** While exploring the world, develop their ability to ask questions (such

<ul style="list-style-type: none"> <li>- Use information to describe the past and find out about people and events in other times.</li> <li>- Recount the main events from a significant event in history.</li> </ul> <p><b>Organisation &amp; Communication:</b></p> <ul style="list-style-type: none"> <li>- Timelines (pictures, key events / people</li> <li>- Discussions, drawing, stories, drama / role play, models, annotated photographs.</li> <li>- Simple recounts (ordering), labelling</li> </ul> <p><b>Geography</b></p> <p><b>Locational Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Name, locate and identify characteristics of the four countries of the UK e.g. London, River Thames, home location and its surrounding seas</li> <li>- Identify and place the capital cities of the UK on a map</li> <li>- Name and locate the world's 7 continents and 5 oceans</li> </ul> <p><b>Human and Physical Geography:</b></p> <ul style="list-style-type: none"> <li>- Confidently use more geographical language e.g. beach, cliff, coast, ocean, river, vegetation etc</li> </ul> <p><b>Geographical Skills &amp; Fieldwork:</b></p> <ul style="list-style-type: none"> <li>- Encourage children to ask geographical questions, e.g. <i>Where is it? What is it like?</i></li> <li>- Use different sources of info e.g. NF books, stories, maps, pics, photos and the internet</li> <li>- Make comparisons between features of different places</li> </ul>	<p>as what something is, how things are similar and different, the ways things work, which alternative is better, how things change and how they happen). Where appropriate, they answer these questions.</p> <ul style="list-style-type: none"> <li>- Answer questions developed with the teacher often through a scenario.</li> </ul> <p><b>Observing &amp; Measuring:</b></p> <ul style="list-style-type: none"> <li>- Explore the world around them.</li> <li>- Make careful observations to support identification, comparison and noticing change.</li> </ul> <p><b>Identifying &amp; Classifying:</b></p> <ul style="list-style-type: none"> <li>- Use their observations and testing to compare objects, materials and living things.</li> <li>- Sort and group these things, identifying their own criteria for sorting.</li> <li>- Use simple secondary sources (such as identification sheets) to name living things.</li> <li>- Describe the characteristics they used to identify a living thing.</li> </ul> <p><b>Gathering &amp; Recording Data:</b></p> <ul style="list-style-type: none"> <li>- Record their observations e.g. using photographs, videos, drawings, labelled diagrams or in writing.</li> <li>- Classify using simple prepared tables and sorting rings.</li> </ul> <p><b>Concluding &amp; Communicating:</b></p> <ul style="list-style-type: none"> <li>- Use their experiences of the world around them to suggest appropriate answers to questions.</li> <li>- Supported to relate these to their evidence e.g. observations they have made, measurements they have taken or information they have gained from secondary sources.</li> </ul>
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Art	DT
<p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>- Experiment with different grades of pencils when sketching and begin to understand the different effects they create.</li> <li>- Understand the basic use of a sketchbook and work out ideas for drawings.</li> <li>- Draw real objects from observation.</li> <li>- Experiment with the visual elements; line, shape, pattern and colour.</li> </ul> <p><b>Printing:</b></p> <ul style="list-style-type: none"> <li>- Use a variety of techniques, including carbon printing, relief, press.</li> <li>- Print using a variety of materials, objects and techniques.</li> </ul> <p><b>Exploring and Developing Ideas:</b></p> <ul style="list-style-type: none"> <li>- Record and explore ideas from first-hand observation, experience and imagination.</li> </ul>	<p><b>Design:</b></p> <ul style="list-style-type: none"> <li>- Use construction kits, templates, mock-ups and reclaimed materials to develop an idea, e.g. junk modelling materials, K-Nex</li> <li>- Use simple design criteria to help develop their ideas.</li> <li>- Name which materials and tools they are using, explain what they are making and describe what they need to do next through talk, drawings, templates and mock-ups.</li> <li>- Say how they will make their products suitable for their intended user.</li> </ul> <p><b>Make:</b></p> <ul style="list-style-type: none"> <li>- Begin to select a range of simple tools and materials and use the correct vocabulary to name and describe them.</li> <li>- Learn to use a range of simple hand tools safely and appropriately, e.g. sewing equipment, a stapler.</li> <li>- Begin to join and combine materials and components together using temporary, fixed and moving methods to make a product, e.g., glue, tape, wood, cotton reels, mechanical components, textiles.</li> </ul> <p><b>Evaluate:</b></p> <ul style="list-style-type: none"> <li>- Look at a range of existing products and explain what they like and dislike about them and why</li> </ul> <p><b>Technical knowledge:</b></p> <ul style="list-style-type: none"> <li>- Know about the movements of simple mechanisms, e.g. sliders, levers, wheels and axles – tubes, cotton reels.</li> <li>- Use information and communication technology, where appropriate, to develop and communicate ideas, e.g. to research existing products</li> </ul>

<ul style="list-style-type: none"> <li>- Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures</li> </ul> <p><b>Evaluating and Developing Work:</b></p> <ul style="list-style-type: none"> <li>- Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook</li> </ul>	<p><b>Cooking &amp; Nutrition:</b></p> <ul style="list-style-type: none"> <li>- Begin to develop a food vocabulary using taste, smell, texture and touch.</li> <li>- Know how to cut and chop, peel and grate food safely.</li> <li>- Demonstrate how to prepare simple dishes safely and hygienically without using a heat source.</li> <li>- Measure or weigh ingredients using basic standard measures, e.g. cups, spoons.</li> </ul>
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PE	
<p><b>Health and Fitness</b></p> <p><b>Warm up/set up:</b></p> <ul style="list-style-type: none"> <li>- Carry and place equipment safely</li> </ul> <p><b>Acquire and develop skills:</b></p> <ul style="list-style-type: none"> <li>- Recognise and describe how the body feels during and after different physical activities.</li> <li>- Demonstrate control over body movement.</li> </ul> <p><b>Select and apply skills, tactics and compositional ideas:</b></p> <ul style="list-style-type: none"> <li>- Be able to follow and copy movements to increase heart rate.</li> </ul> <p><b>Evaluate and improve performance:</b></p> <ul style="list-style-type: none"> <li>- Show understanding of effect of movements on the body.</li> <li>- Explain what they need to stay healthy.</li> </ul> <p><b>Multi-skills</b> (Throwing and catching)</p> <p><b>Warm up/set up:</b></p> <ul style="list-style-type: none"> <li>- Prepare for game play by offering ideas for an effective warm up.</li> <li>- Carry and place equipment safely and with control.</li> </ul> <p><b>Acquire and Develop skills:</b></p> <ul style="list-style-type: none"> <li>- Roll a ball along a line or to a target, track it and pick it up as it slows down.</li> <li>- Stop a rolling ball with two hands.</li> <li>- Bounce a ball whilst moving</li> <li>- Use an opposition overarm throw.</li> <li>- Pitch a quoit sideways.</li> <li>- Jump to catch a ball.</li> <li>- Catch a ball with two hands, thrown by a partner.</li> </ul> <p><b>Select and apply skills, tactics and compositional ideas:</b></p> <ul style="list-style-type: none"> <li>- Be able to use skills learnt within rounders-based games.</li> <li>- Show good understanding of retrieving a ball out in the field.</li> <li>- Show good understanding of striking a ball to score points within a game.</li> </ul>	<p><b>Dance</b></p> <p><b>Warm up/set up:</b></p> <ul style="list-style-type: none"> <li>- Understand how we can warm our bodies up before dancing.</li> <li>- Demonstrate movements to warm up.</li> </ul> <p><b>Acquire and develop skills:</b></p> <ul style="list-style-type: none"> <li>- Change the speed and level of their actions.</li> <li>- Respond to different stimuli</li> <li>- Understand how to create movements on different levels</li> <li>- Move in time to music.</li> <li>- Use simple choreographic devices such as unison and mirroring.</li> </ul> <p><b>Select and apply skills, tactics and compositional ideas:</b></p> <ul style="list-style-type: none"> <li>- Perform with control and coordination</li> <li>- Copy and repeat actions.</li> <li>- Put a sequence of actions together to create a motif.</li> <li>- Perform sequences of their own composition with coordination.</li> </ul> <p><b>Evaluate and improve performance:</b></p> <ul style="list-style-type: none"> <li>- Discuss how a dance sequence can be made.</li> <li>- Talk about the differences between their work and that of others.</li> </ul> <p><b>Multi-skills</b> (Throwing and catching)</p> <p><b>Warm up/set up:</b></p> <ul style="list-style-type: none"> <li>- Prepare for game play by offering ideas for an effective warm up.</li> <li>- Carry and place equipment safely and with control.</li> </ul> <p><b>Acquire and Develop skills:</b></p> <ul style="list-style-type: none"> <li>- Roll a ball along a line or to a target, track it and pick it up as it slows down.</li> <li>- Stop a rolling ball with two hands.</li> <li>- Bounce a ball whilst moving</li> <li>- Use an opposition overarm throw.</li> <li>- Pitch a quoit sideways.</li> <li>- Jump to catch a ball.</li> <li>- Catch a ball with two hands, thrown by a partner.</li> </ul>

**Evaluate and improve performance:**

- Be able to participate in discussion about the different roles of strikers and fielders.

**Select and apply skills, tactics and compositional ideas:**

- Be able to use skills learnt within rounders-based games.
- Show good understanding of retrieving a ball out in the field.
- Show good understanding of striking a ball to score points within a game.

**Evaluate and improve performance:**

- Be able to participate in discussion about the different job roles of strikers and fielders.

RE		Computing	Music		
<p><b><u>LAS Unit - Life Journey</u></b> (Islam)</p> <p><b>Knowledge Focus: learning about religions:</b></p> <ul style="list-style-type: none"> <li>- Retell religious and moral stories and identify some religious beliefs and teachings</li> <li>- Identify some religious practices; know some are characteristic of more than one religion</li> <li>- Suggest meanings in religious symbols, language and stories</li> </ul> <p><b>Empathy:</b></p> <ul style="list-style-type: none"> <li>- Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong</li> </ul> <p><b>Analysis:</b></p> <ul style="list-style-type: none"> <li>- Identify similarities and differences in features of religions and beliefs</li> </ul> <p><b>Evaluate:</b></p> <ul style="list-style-type: none"> <li>- Draw simple conclusions from a wider range of sources, i.e. video, artefacts, visitors etc</li> </ul>	<p><b><u>LAS Unit -Community</u></b> (Christianity)</p> <p><b>Knowledge Focus: learning about religions:</b></p> <ul style="list-style-type: none"> <li>- Retell religious and moral stories and identify some religious beliefs and teachings</li> <li>- Suggest meanings in religious symbols, language and stories</li> </ul> <p><b>Investigation and Enquiry:</b></p> <ul style="list-style-type: none"> <li>- Ask questions about their own and others' feelings and experiences</li> </ul> <p><b>Interpreting:</b></p> <ul style="list-style-type: none"> <li>- Identify possible meanings for symbols and other forms of religious expression</li> </ul> <p><b>Critical Thinking:</b></p> <ul style="list-style-type: none"> <li>- Realise that some questions that cause people to wonder are difficult to answer</li> </ul> <p><b>Evaluate:</b></p> <ul style="list-style-type: none"> <li>- Draw simple conclusions from a wider range of sources, i.e. video, artefacts, visitors etc</li> </ul>	<p><b>Online Safety:</b></p> <p>NC: Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns</p> <p><b><u>Word Processing (review year 1 skills if needed)</u></b> (Schools progression)</p> <ul style="list-style-type: none"> <li>- Use shift for a capital letter</li> <li>- Use bold, italic and underline</li> <li>- Use undo and redo edit</li> <li>- Find the documents folder to save my work</li> <li>- Use the save button and name work; open saved documents; print work</li> </ul> <p><b><u>Rising Stars - We are researchers</u></b></p> <p>NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p><b><u>Rising Stars - We are astronauts</u></b></p> <p>NC: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>NC: Create and debug simple programs</p> <p>NC: Use logical reasoning to predict the behaviour of simple programs</p>	<p><b>Music Express - Ourselves</b></p> <p>Key focus on exploring sounds</p> <p><b>Music Express - Toys</b></p> <p>Key focus on beat</p>	<p><b>Music Express - Our Land</b></p> <p><b>Improvising/exploring:</b></p> <ul style="list-style-type: none"> <li>- Explore timbre and texture to understand how sounds can be descriptive</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>- Match descriptive sounds to images</li> </ul> <p><b>Appraising:</b></p> <ul style="list-style-type: none"> <li>- Identify ways of producing sounds (e.g. shake, strike, pluck)</li> </ul> <p><b>Music Express - Our Bodies</b></p> <p><b>Singing:</b></p> <ul style="list-style-type: none"> <li>- Chant and sing in two parts while playing a steady beat</li> </ul> <p><b>Playing</b></p> <p><b>Instruments/Listening:</b></p> <ul style="list-style-type: none"> <li>- Listen to and repeat rhythmic patterns on instruments and body percussion</li> </ul>

## PSHE

### **Relationships - Families and friendships:**

- How to be a good friend, e.g. kindness, listening, honesty
- About different ways that people meet and make friends
- Strategies for positive play with friends, e.g. joining in, including others etc
- About what causes arguments between friends
- How to positively resolve arguments between friends
- How to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else

### **Relationships - Safe Relationships:**

- How to recognise hurtful behaviour, including online
- What to do and whom to tell if they see or experience hurtful behaviour, including online
- About what bullying is and different types of bullying
- How someone may feel if they are being bullied
- About the difference between happy surprise and secrets that make them feel uncomfortable or worried, and how to get help.
- How to resist pressure to do something that feels uncomfortable or unsafe
- How to ask for help if they feel unsafe or worried and what vocabulary to use

### **Relationships - Respecting ourselves and others:**

- About the things they have in common with their friends, classmates, and other people
- How friends can have both similarities and differences
- How to play and work co-operatively in different groups and situations
- How to share their ideas and listen to others, take part in discussions, and give reasons for their views

### **Health & Wellbeing - Keeping Safe:**

- How to recognise risk in everyday situations, e.g. road, water and rail safety, medicines
- How to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'
- To identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger
- How to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products
- About things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel
- How to respond if there is an accident and someone is hurt
- About whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say



# Year 2 Spring Term – We’re Going on an Alford Hunt/ The Enchanted Garden

## Key Values:

Term 3: Resilient Rosie and Aspiration

Term 4: Izzy Initiative and Creativity



### English

#### Persuasive Writing and Stories with Familiar Settings

- Planning, drafting, evaluating and editing: stories based around local area, houses, and gardens. Persuasive writing persuading a change in the local area, linked to community project

#### Composition /PAG

- Identifying adjectives in sentences / texts
- Identifying nouns in sentences / texts
- Choosing verb forms in the correct tense
- Revise common contractions
- -er, -ful, -less and -ly suffixes
- Identifying plural forms of nouns
- Identifying sentence types

#### Reading

- Making inferences in a range of narrative texts, on a variety of themes
- Phase 5 embedded through guided writing in English and in separate phonics sessions to those who require it
- Phase 6 exposure for all
- Whole Class guided reading sessions for all
- Individual reading weekly for laps
- RED TED library/ reward system fostering love of reading
- Daily class readers linked to The Book Trust book List

#### Extended stories and instructions

- Planning, drafting, evaluating and editing: drafted and improved stories with a planned beginning middle and end (The secret garden, Alice in Wonderland) Instructions linked to cooking and DT

#### Composition/ PAG:

- Punctuating commands, statements, exclamations and questions
- Using -er, -ful, -est, -ly and -ness suffixes
- Identifying adjectives / nouns within passages
- Commas in lists (uncommon examples)
- Identifying sentence types
- Make appropriate verb choice (context/tense)
- Further contractions
- Making nouns plural

#### Reading

- Making inferences in a range of narrative texts see greater depth reading expectation for the end of KS1
- Phase 5 embedded through guided writing in English and in separate phonics sessions to those who require it
- Phase 6 exposure for all
- Whole Class guided reading sessions for all
- Individual reading weekly for laps
- RED TED library/ reward system fostering love of reading
- Daily class readers linked to The Book Trust book List

### Maths

#### Power Maths:

- Unit 6** - Multiplication and division (2)
- Unit 7** - Statistics
- Unit 8** –Length and Height
- Unit 9** – Properties fo shapes
- Unit 10** - Fractions

### History & Geography

#### History

#### Knowledge & Understanding of Events, People and Changes in the Past:

- Confidently describe similarities and differences of a collection of artefacts / photographs.

#### Organisation & Communication:

- Use a computer / iPad to present information.

#### Interpretations of History:

- Begin to look at and use some of the following: books and pictures, stories, eyewitness accounts (older person), pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.

### Science

#### Uses of everyday materials:

- 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 how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

#### Working Scientifically

#### Asking Questions:

- Be involved in planning how to use resources provided to answer the questions using different types of

#### Plants:

- Observe and describe how seeds and bulbs grow into mature plants
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

#### Working Scientifically

#### Asking Questions:

- Be involved in planning how to use resources provided to answer the questions using different types of enquiry, helping them to recognise that there are different ways in which questions can be answered.

<p>- Discuss reliability of photos/ accounts/stories: compare adults talking about the past – consider how reliable their memories are; compare two versions of a past event - pictures or photos</p> <p><b>Geography</b>  <b>Geographical Skills &amp; Fieldwork:</b></p> <ul style="list-style-type: none"> <li>- Confidently follow directions (as in Year 1); introduce the four compass points (N,S,E,W).</li> <li>- Understand why keys are useful on a map, and use agreed symbols to make a simple key.</li> <li>- Encourage children to ask geographical questions, e.g. Where is it? What is it like?</li> <li>- Use different sources of info e.g. NF books, stories, maps, pics, photos and the internet</li> <li>- Make comparisons between features of different places</li> </ul>	<p>enquiry, helping them to recognise that there are different ways in which questions can be answered.</p> <p><b>Observing &amp; Measuring:</b></p> <ul style="list-style-type: none"> <li>- Explore the world around them.</li> <li>- Make careful observations to support identification, comparison and noticing change.</li> <li>- Use appropriate senses, aided by equipment such as magnifying glasses or digital microscopes, to make their observations.</li> </ul> <p><b>Testing:</b></p> <ul style="list-style-type: none"> <li>- Use practical resources provided to gather evidence to answer questions generated by themselves or the teacher.</li> </ul> <p><b>Identifying &amp; Classifying:</b></p> <ul style="list-style-type: none"> <li>- Use their observations and testing to compare objects, materials and living things.</li> <li>- Sort and group these things, identifying their own criteria for sorting.</li> </ul> <p><b>Gathering &amp; Recording Data:</b></p> <ul style="list-style-type: none"> <li>- Record their observations e.g. using photographs, videos, drawings, labelled diagrams or in writing.</li> </ul> <p><b>Concluding &amp; Communicating:</b></p> <ul style="list-style-type: none"> <li>- Use their experiences of the world around them to suggest appropriate answers to questions.</li> <li>- With help, record and communicate their findings in a range of ways and begin to use simple scientific language</li> </ul>	<p><b>Observing &amp; Measuring:</b></p> <ul style="list-style-type: none"> <li>- Explore the world around them.</li> <li>- Make careful observations to support identification, comparison and noticing change.</li> <li>- Use appropriate senses, aided by equipment such as magnifying glasses or digital microscopes, to make their observations.</li> <li>- Begin to take measurements, initially by comparisons, then using non-standard units.</li> </ul> <p><b>Testing:</b></p> <ul style="list-style-type: none"> <li>- Use practical resources provided to gather evidence to answer questions generated by themselves or the teacher.</li> </ul> <p><b>Gathering &amp; Recording Data:</b></p> <ul style="list-style-type: none"> <li>- Record their observations e.g. using photographs, videos, drawings, labelled diagrams or in writing.</li> <li>- Record their measurements e.g. using prepared tables, pictograms, tally charts and bar charts.</li> </ul> <p><b>Concluding &amp; Communicating:</b></p> <ul style="list-style-type: none"> <li>- Use their experiences of the world around them to suggest appropriate answers to questions.</li> <li>- Supported to relate these to their evidence e.g. observations they have made, measurements they have taken or information they have gained from secondary sources.</li> <li>- Recognise ‘biggest and smallest’, ‘best and worst’ etc. from their data.</li> </ul>
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Art	DT
<p><b>Painting:</b></p> <ul style="list-style-type: none"> <li>- Mix a range of secondary colours, shades and tones.</li> <li>- Work on a range of scales e.g. large brush on large paper etc.</li> <li>- Mix and match colours using artefacts and objects.</li> </ul> <p><b>Textiles/collage:</b></p> <ul style="list-style-type: none"> <li>- Create textured collages from a variety of media.</li> <li>- Make a simple mosaic.</li> <li>- How to thread a needle, cut, glue and trim material.</li> <li>- Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons and sewing.</li> </ul>	<p><b>Design:</b></p> <ul style="list-style-type: none"> <li>- Begin to generate ideas by drawing on their own and other people’s experiences.</li> <li>- Explore and understand the development of existing products, e.g. what they are for, how they work and are used.</li> <li>- Select and explain choice of materials and simple hand tools from a limited range that will meet the design criteria. e.g. scissors, a hole punch, fabric, card, masking tape.</li> </ul> <p><b>Make:</b></p> <ul style="list-style-type: none"> <li>- With help, measure, mark out, cut and shape a range of materials, e.g. fabric, paper, card.</li> <li>- Begin to, join and combine materials and components together using temporary, fixed and moving methods to make a product, e.g. glue, tape, wood, cotton reels, mechanical components, textiles.</li> </ul> <p><b>Evaluate:</b></p> <ul style="list-style-type: none"> <li>- Make simple judgements about their own work in relation to the design criteria.</li> </ul>

<p><b>Exploring and Developing Ideas:</b></p> <ul style="list-style-type: none"> <li>- Record and explore ideas from first-hand observation, experience and imagination.</li> <li>- Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas.</li> </ul> <p><b>Evaluating and Developing Work:</b></p> <ul style="list-style-type: none"> <li>- Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook</li> </ul>	<ul style="list-style-type: none"> <li>- Talk about their ideas, saying what they like and dislike.</li> <li>- Suggest how their own work could be improved and discuss any changes that were made during the making process.</li> </ul> <p><b>Technical Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Know how freestanding structures can be made stronger, stiffer and more stable, e.g. a chair for a teddy.</li> <li>- Use the correct technical vocabulary</li> </ul> <p><b>Cooking &amp; Nutrition:</b></p> <ul style="list-style-type: none"> <li>- Demonstrate how to prepare simple dishes safely and hygienically without using a heat source.</li> <li>- Measure or weigh ingredients using basic, standard measures, e.g. cups, spoons.</li> <li>- Understand how to name and sort foods into five groups in 'The Eat Well Plate'.</li> <li>- Know that everyone should eat at least five portions of fruit and vegetables every day</li> </ul>
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PE	
<p><b>Gymnastics</b></p> <p><b>Warm up/set up:</b></p> <ul style="list-style-type: none"> <li>- Understand how we can warm our bodies up before physical activity.</li> <li>- Can demonstrate movements to warm up.</li> <li>- Carry out simple stretches.</li> </ul> <p><b>Acquire and develop skills:</b></p> <ul style="list-style-type: none"> <li>- Travel in a variety of ways, including rolling.</li> <li>- Hold a still shape whilst balancing on different body points.</li> <li>- Be able to explore special pathways moving; under, over, through, around etc.</li> <li>- Show confidence in rolls: log, curled side, teddy bear, crouched rocking forward roll.</li> <li>- Show confidence in jumps: straight, tuck and teddy bear, half turn jump.</li> </ul> <p><b>Select and apply skills, tactics and compositional ideas:</b></p> <ul style="list-style-type: none"> <li>- Link multiple actions to make a sequence</li> <li>- Create and perform a movement sequence.</li> <li>- Copy, explore and remember actions and movements</li> <li>- Carry out a range of simple jumps, traveling sequences and rolls.</li> <li>- Use practised skills to create/ perform sequence with control.</li> <li>- Climb onto and jump off equipment safely.</li> </ul> <p><b>Evaluate and improve performance:</b></p> <ul style="list-style-type: none"> <li>- To be able to understand and reflect on the difference in jumps, rolls and traveling patterns.</li> <li>- Understand what makes a controlled movement.</li> </ul> <p><b>Net &amp; Wall Skills</b> (aiming, hitting and kicking)</p> <p><b>Warm up/set up:</b></p> <ul style="list-style-type: none"> <li>- Prepare for game play by offering ideas for an effective warm up.</li> <li>- Carry and place equipment safely and with control.</li> </ul> <p><b>Acquire and develop skills:</b></p> <ul style="list-style-type: none"> <li>- Progress in passing and receiving the ball in different ways with increased accuracy.</li> </ul>	<p><b>Health and Fitness</b></p> <p><b>Warm up/set up:</b></p> <ul style="list-style-type: none"> <li>- Carry and place equipment safely</li> </ul> <p><b>Acquire and develop skills:</b></p> <ul style="list-style-type: none"> <li>- Recognise and describe how the body feels during and after different physical activities.</li> <li>- Demonstrate control over body movement.</li> </ul> <p><b>Select and apply skills, tactics and compositional ideas:</b></p> <ul style="list-style-type: none"> <li>- Be able to follow and copy movements to increase heart rate.</li> </ul> <p><b>Evaluate and improve performance:</b></p> <ul style="list-style-type: none"> <li>- Show understanding of effect of movements on the body.</li> <li>- Explain what they need to stay healthy.</li> </ul> <p><b>Net &amp; Wall Skills</b> (dribbling, hitting and kicking)</p> <p><b>Warm up/set up:</b></p> <ul style="list-style-type: none"> <li>- Prepare for game play by offering ideas for an effective warm up.</li> <li>- Carry and place equipment safely and with control.</li> </ul> <p><b>Acquire and develop skills:</b></p> <ul style="list-style-type: none"> <li>- Progress in passing and receiving the ball in different ways with increased accuracy.</li> <li>- Begin to develop hand eye coordination when striking a ball with another object.</li> <li>- Use their skills to play end to end games, and games over a barrier</li> <li>- Use their ability to solve problems and make decisions.</li> </ul> <p><b>Select and apply skills, tactics and compositional ideas:</b></p> <ul style="list-style-type: none"> <li>- Play games based on net games (like tennis and badminton).</li> <li>- Participate in team games.</li> <li>- Pass and receive a ball in different ways, with control and increased accuracy.</li> </ul>



<ul style="list-style-type: none"> <li>-Begin to develop hand eye coordination when striking a ball with another object.</li> <li>- Use their skills to play end to end games, and games over a barrier</li> <li>- Use their ability to solve problems and make decisions.</li> </ul> <p><b>Select and apply skills, tactics and compositional ideas:</b></p> <ul style="list-style-type: none"> <li>- Play games based on net games (like tennis and badminton).</li> <li>- Participate in team games.</li> <li>- Pass and receive a ball in different ways, with control and increased accuracy.</li> </ul> <p><b>Evaluate and improve performance:</b></p> <ul style="list-style-type: none"> <li>- Explain why they enjoy playing games and physical activities.</li> </ul>	<p><b>Evaluate and improve performance:</b></p> <ul style="list-style-type: none"> <li>- Explain why they enjoy playing games and physical activities.</li> </ul>
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RE		Computing		Music	
<p><b>LAS Unit - Being human</b> (Islam)</p> <p><b>Knowledge Focus: learning about religions:</b></p> <ul style="list-style-type: none"> <li>- Retell religious and moral stories and identify some religious beliefs and teachings</li> <li>- Identify some religious practices; know some are characteristic of more than one religion</li> <li>- Suggest meanings in religious symbols, language and stories</li> <li>- Identify how religion and belief is expressed in different ways</li> </ul> <p><b>Investigation and Enquiry:</b></p> <ul style="list-style-type: none"> <li>- Recognise that some questions about life are difficult to answer</li> <li>- Ask questions about their own and others' feelings and experiences</li> </ul> <p><b>Empathy:</b></p> <ul style="list-style-type: none"> <li>- Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong</li> </ul> <p><b>Analysis:</b></p> <ul style="list-style-type: none"> <li>- Identify similarities and differences in features of religions and beliefs</li> </ul> <p><b>Evaluate:</b></p> <ul style="list-style-type: none"> <li>- With support, use (the above) evidence to establish the different life choices of 2 religions</li> </ul>	<p><b>LAS Unit -Community</b> (Christianity)</p> <p><b>Knowledge Focus: learning about religions:</b></p> <ul style="list-style-type: none"> <li>- Retell religious and moral stories and identify some religious beliefs and teachings</li> <li>- Identify some religious practices; know some are characteristic of more than one religion</li> <li>- Suggest meanings in religious symbols, language and stories</li> </ul> <p><b>Investigation and Enquiry:</b> - Recognise that some questions about life are difficult to answer</p> <ul style="list-style-type: none"> <li>- Ask questions about their own and others' feelings and experiences</li> </ul> <p><b>Interpreting:</b></p> <ul style="list-style-type: none"> <li>- Identify possible meanings for symbols and other forms of religious expression</li> </ul> <p><b>Critical Thinking:</b></p> <ul style="list-style-type: none"> <li>- Realise that some questions that cause people to wonder are difficult to answer</li> </ul> <p><b>Empathy:</b></p> <ul style="list-style-type: none"> <li>- Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong</li> </ul> <p><b>Analysis:</b></p> <ul style="list-style-type: none"> <li>- Identify similarities and differences in features of religions and beliefs</li> </ul> <p><b>Evaluate:</b></p> <ul style="list-style-type: none"> <li>- Draw simple conclusions from a wider range of sources, i.e. video, artefacts, visitors etc</li> </ul>	<p><b>Rising Stars - We are Photographers</b></p> <p>NC: Use technology purposefully to create, store, manipulate and retrieve digital content</p> <p>NC: Recognise common uses of information technology beyond school</p> <p><i>Revisit internet safety</i></p> <p><i>Revisit word processing</i></p>	<p><b>Rising Stars - We are games testers</b></p> <p>NC: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>NC: Create and debug simple programs</p> <p>NC: Use logical reasoning to predict the behaviour of simple programs</p>	<p><b>Music Express - Animals</b></p> <p><b>Playing Instruments:</b></p> <ul style="list-style-type: none"> <li>- Play pitch lines on tuned percussion</li> </ul> <p><b>Music Express - Number</b></p> <p>Key focus on beat.</p>	<p><b>Music Express - Story time</b></p> <p><b>Improvising/exploring:</b></p> <ul style="list-style-type: none"> <li>- Combine sounds to create a musical effect in response to visual stimuli</li> <li>- Explore voices to create descriptive musical effects</li> </ul> <p><b>Music Express - Seasons</b></p> <p><b>Singing:</b></p> <ul style="list-style-type: none"> <li>- Sing with expression, paying attention to the pitch shape of the melody</li> </ul> <p><b>Playing Instruments:</b></p> <ul style="list-style-type: none"> <li>- Accompany a song with vocal, body percussion and instrumental ostinato</li> </ul> <p><b>Appraising:</b></p> <ul style="list-style-type: none"> <li>- Identify rising and falling pitch</li> </ul>

	- With support, use (the above) evidence to establish the different life choices of 2 religions				
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## PSHE

### **Living in the wider world - Belonging to a community:**

- About being part of different groups, and the role they play in these groups, e.g. class, teams, faith groups
- About different rights and responsibilities that they have in school and the wider community
- About how a community can help people from different groups to feel included
- To recognise that they are all equal, and ways in which they are the same and different to others in their community.

### **Living in the wider world – Media Literacy and Digital Resilience:**

- The ways in which people can access the internet, e.g. phones, tablets, computers
- To recognise the purpose and value of the internet in everyday life
- To recognise that some content on the internet is factual and some is for entertainment, e.g. news, games, videos
- That information online might not always be true

### **Living in the wider world – Money and work:**

- About what money is and its different forms, e.g. coins, notes, and ways of paying for things, e.g. debit cards, electronic payments
- How money can be kept and looked after
- About getting, keeping and spending money
- That people are paid money for the job they do
- How to recognise the difference between needs and wants
- How people make choices about spending money, including thinking about needs and want



# Year 2 Summer Term – Global Gardens/Adventures

## Key Values:

Term 5: Arnie Adventure

Term 6: Teamwork Twins



### English

### Maths

#### Diary writing, historical stories and Extended stories (Continued)

- Planning, drafting, evaluating and editing: recounts of trip, diary writing of significant individual
- Drafted and improved stories with a planned beginning middle and end (At length) Linked to a journey/ explorer such Disney's Moana/ Christopher Columbus.
- Recounts of trip, diary writing of significant individual

#### Composition/PAG

- Identifying nouns and verbs
- Making the correct choice of verb (tense)
- Identification of sentence types
- Full stops in longer passages of writing
- Wider variety of contractions
- Correct use of er, est, ly, ful suffix
- Connectives
- Identification of adjectives
- Using when, if, that and because

#### Reading

- Demonstrates familiarity with and retells a wide range of stories. (see Greater Depth End of KS1 requirements)
- Phase 6 exposure for all
- Exposure to Year 2 spelling requirements for all
- Whole Class guided reading sessions for all
- Individual reading weekly for laps
- RED TED library/ reward system fostering love of reading
- Daily class readers linked to The Book Trust book List

#### Significant stories by the same author and Poetry

- Planning, drafting, evaluating and editing: an author of the children's choosing

#### Composition/PAG

- Identification of sentence types
- Correct form of verb
- Revise all punctuation taught so far
- Correct use of connectives
- Identification of adjectives
- Modification using suffixes and their meaning
- Changing tense and verb endings / sentence structure
- -al, -er, - est, -ly
- All groups to review the Year 2 Spelling requirements

#### Reading

- Demonstrates familiarity with, and retells a wide range of stories. - Recognising recurring language in poetry and retells from memory.

In addition see Greater Depth End of KS1 requirements

- Phase 6 exposure for all
- Exposure to Year 2 spelling requirements for all
- Whole Class guided reading sessions for all
- Individual reading weekly for laps
- RED TED library/ reward system fostering love of reading
- Daily class readers linked to The Book Trust book List

#### Power Maths

- Unit 11** – Position and Direction
- Unit 12** – Problem Solving and efficient methods
- Unit 13** – Time
- Unit 14** – Weight, volume and temperature

### History and Geography

### Science

#### History

##### Knowledge & Understanding of Events, People and Changes in the Past:

- Using evidence, recognise why people did things, why events happened and what happened as a result.
- Use information to describe the past and find out about people and events in other times.

##### Interpretations of History:

- Begin to look at and use some of the following: books

#### All living things and their habitats:

- Explore and compare the differences between things that are living, dead, and things that have never been alive <sup>[SEP]</sup>
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other <sup>[SEP]</sup>
- Identify and name a variety of plants and animals in their habitats, including micro-habitats <sup>[SEP]</sup>
- Describe how animals obtain their food from plants and other animals,

#### Review 'Plants' from Term 4

##### Taken from non-statutory guidance:

- Use local environment throughout the year to observe how plants grow
- Work scientifically by observing and recording the growth of a variety of plants as they change over time.
- Observe similar plants at different stages of growth

<p>and pictures, stories, eyewitness accounts (older person), pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</p> <ul style="list-style-type: none"> <li>- Discuss reliability of photos/ accounts/stories</li> </ul> <p><b>Historical Enquiry:</b></p> <ul style="list-style-type: none"> <li>- Use a source to ask - why, what, who, how, where? to ask questions and find answers.</li> <li>- Discuss the effectiveness of sources.</li> </ul> <p><b>Geography</b></p> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>- Understand geographical similarities and differences (through human and physical geography), of a small area of UK and a contrasting non-European country</li> </ul> <p><b>Human &amp; Physical Geography:</b></p> <ul style="list-style-type: none"> <li>- Name and locate hot and cold areas of the world in relation to the Equator and N/S Poles</li> </ul> <p><b>Geographical Skills &amp; Fieldwork:</b></p> <ul style="list-style-type: none"> <li>- Understand why keys are useful on a map, and use agreed symbols to make a simple key.</li> </ul>	<p>using the idea of a simple food chain, and identify and name different sources of food. <sup>[1]</sup><sub>[SEP]</sub></p> <p><b>Working Scientifically</b></p> <p><b>Asking Questions:</b></p> <ul style="list-style-type: none"> <li>- While exploring the world, develop their ability to ask questions (such as what something is, how things are similar and different, the ways things work, which alternative is better, how things change and how they happen). Where appropriate, they answer these questions.</li> <li>- Answer questions developed with the teacher often through a scenario.</li> </ul> <p><b>Testing:</b></p> <ul style="list-style-type: none"> <li>- Use practical resources provided to gather evidence to answer questions generated by themselves or the teacher.</li> <li>- Carry out: tests to classify; comparative tests; pattern seeking enquiries; and make observations over time.</li> </ul> <p><b>Identifying &amp; Classifying:</b></p> <ul style="list-style-type: none"> <li>- Use their observations and testing to compare objects, materials and living things.</li> <li>- Sort and group these things, identifying their own criteria for sorting.</li> <li>- Use simple secondary sources (such as identification sheets) to name living things.</li> <li>- Describe the characteristics they used to identify a living thing.</li> </ul> <p><b>Gathering &amp; Recording Data:</b></p> <ul style="list-style-type: none"> <li>- Record their observations e.g. using photographs, videos, drawings, labelled diagrams or in writing.</li> </ul> <p><b>Concluding &amp; Communicating:</b></p> <ul style="list-style-type: none"> <li>- Use their experiences of the world around them to suggest appropriate answers to questions.</li> <li>- With help, record and communicate their findings in a range of ways and begin to use simple scientific language</li> </ul>	<p><b>Working Scientifically</b></p> <p><b>Asking Questions:</b></p> <ul style="list-style-type: none"> <li>- Be involved in planning how to use resources provided to answer the questions using different types of enquiry, helping them to recognise that there are different ways in which questions can be answered.</li> </ul> <p><b>Observing &amp; Measuring:</b></p> <ul style="list-style-type: none"> <li>- Explore the world around them.</li> <li>- Make careful observations to support identification, comparison and noticing change.</li> <li>- Use appropriate senses, aided by equipment such as magnifying glasses or digital microscopes, to make their observations.</li> <li>- Begin to take measurements, initially by comparisons, then using non-standard units.</li> </ul> <p><b>Gathering &amp; Recording Data:</b></p> <ul style="list-style-type: none"> <li>- Record their observations e.g. using photographs, videos, drawings, labelled diagrams or in writing.</li> </ul> <p><b>Concluding &amp; Communicating:</b></p> <ul style="list-style-type: none"> <li>- Use their experiences of the world around them to suggest appropriate answers to questions.</li> <li>- Recognise 'biggest and smallest', 'best and worst' etc. from their data.</li> <li>- With help, record and communicate their findings in a range of ways and begin to use simple scientific language</li> </ul>
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Art	DT
<p><b>Textiles/collage:</b></p> <ul style="list-style-type: none"> <li>- How to thread a needle, cut, glue and trim material.</li> <li>- Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons and sewing.</li> </ul> <p><b>3D Form:</b></p> <ul style="list-style-type: none"> <li>- Manipulate clay for a variety of purposes examples: thumb pots, simple coil pots and models.</li> </ul>	<p><b>Design:</b></p> <ul style="list-style-type: none"> <li>- Use simple design criteria to help develop their ideas.</li> <li>- Select and explain choice of materials and simple hand tools from a limited range that will meet the design criteria. e.g. scissors, a hole punch, fabric, card, masking tape.</li> </ul> <p><b>Make:</b></p> <ul style="list-style-type: none"> <li>- Learn to use a range of simple hand tools safely and appropriately, e.g. sewing equipment, a stapler</li> </ul>

- Experiment with, construct and join recycled, natural and man-made materials more confidently.

**Exploring and Developing Ideas:**

- Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas.
- Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures

**Evaluating and Developing Work:**

- Identify what they might change in their current work or develop in their future work.

- Begin to choose and use appropriate art and design finishing techniques based on own ideas, e.g. fabric crayons, adding detail to products (windows).

**Technical Knowledge:**

- Know that a 3D textiles product can be assembled by two identical fabric shapes, e.g. a puppet.

**Cooking & Nutrition:**

- Understand that most food comes from plants or animals.
- Know that food has to be farmed, grown elsewhere (e.g. at home) or caught.
- Know that food ingredients should be combined according to their sensory characteristics, e.g. fruit salad.

**PE**

**Dance**

**Warm up/set up:**

- Understand how we can warm our bodies up before dancing.
- Demonstrate movements to warm up.

**Acquire and develop skills:**

- Change the speed and level of their actions.
- Respond to different stimuli
- Understand how to create movements on different levels
- Move in time to music.
- Use simple choreographic devices such as unison and mirroring.

**Select and apply skills, tactics and compositional ideas:**

- Perform with control and coordination
- Copy and repeat actions.
- Put a sequence of actions together to create a motif.
- Perform sequences of their own composition with coordination.

**Evaluate and improve performance:**

- Discuss how a dance sequence can be made.
- Talk about the differences between their work and that of others.

**Invasion Games**

**Warm up/set up:**

- Prepare for game play by offering ideas for an effective warm up.
- Carry and place equipment safely and with control.

**Acquire and develop skills:**

- Use different rules and tactics for invasion games.
- Keep the ball and find best places to score.
- Make it difficult for opponents
- Explore different ways of using a ball.

**Gymnastics**

**Warm up/set up:**

- Understand how we can warm our bodies up before physical activity.
- Can demonstrate movements to warm up.
- Carry out simple stretches.

**Acquire and develop skills:**

- Travel in a variety of ways, including rolling.
- Hold a still shape whilst balancing on different body points.
- Be able to explore special pathways moving; under, over, through, around etc.
- Show confidence in rolls: log, curled side, teddy bear, crouched rocking forward roll.
- Show confidence in jumps: straight, tuck and teddy bear, half turn jump.

**Select and apply skills, tactics and compositional ideas:**

- Link multiple actions to make a sequence
- Create and perform a movement sequence.
- Copy, explore and remember actions and movements
- Carry out a range of simple jumps, traveling sequences and rolls.
- Use practised skills to create/ perform sequence with control.
- Climb onto and jump off equipment safely.

**Evaluate and improve performance:**

- To be able to understand and reflect on the difference in jumps, rolls and traveling patterns.
- Understand what makes a controlled movement.

**Athletics**

**Warm up/set up:**

- Understand how we can warm our bodies up before physical activity.
- Can demonstrate movements to warm up.
- Carry out simple stretches.

**Acquire and develop skills:**

<ul style="list-style-type: none"> <li>- Explore ways to send a ball or other equipment.</li> <li>- Retrieve and stop a ball using different parts of the body.</li> <li>- Develop simple attacking and defending techniques.</li> </ul> <p><b>Select and apply skills, tactics and compositional ideas:</b></p> <ul style="list-style-type: none"> <li>- Play a variety of running and avoiding games.</li> <li>- Participate in team games.</li> <li>- Understand and develop tactics for attacking and defending.</li> <li>- Pass and receive a ball in different ways with control and increased accuracy.</li> </ul> <p><b>Evaluate and improve performance:</b></p> <ul style="list-style-type: none"> <li>- Describe what they see and ask to copy others' ideas, skills and tactics.</li> <li>- Recognise what is successful and how to use this knowledge.</li> </ul>	<p><i>Running</i></p> <ul style="list-style-type: none"> <li>- Run at different paces, describing them; use a variety of stride lengths.</li> <li>- Travel at different speeds; select the most suitable pace &amp; speed for distance.</li> <li>- Complete an obstacle course; vary the speed / direction that they travel.</li> <li>- Run with basic techniques following a curved line.</li> <li>- Maintain &amp; control a run over different distances.</li> </ul> <p><i>Throwing</i></p> <ul style="list-style-type: none"> <li>- Throw a variety of objects in different ways, for accuracy and distance.</li> <li>- Throw with accuracy at targets of different heights.</li> <li>- Investigate ways to alter their throwing technique to achieve greater distance.</li> </ul> <p><i>Jumping</i></p> <ul style="list-style-type: none"> <li>- Perform and compare different jumps: 2 to 2 feet, 2 to 1 foot, 1 foot to same foot or 1 foot to other foot.</li> <li>- Combine jumps together with some fluency/control.</li> <li>- Jump for distance from a standing position with accuracy and control.</li> <li>- Investigate and choose the best jumps to cover different distances.</li> </ul> <p><b>Select and apply skills, tactics and compositional ideas:</b></p> <ul style="list-style-type: none"> <li>- Apply skills with increased control, competing against self and others.</li> <li>- Perform skills in games based on jumping, throwing and running.</li> </ul> <p><b>Evaluate and improve performance:</b></p> <ul style="list-style-type: none"> <li>- Describe performances; use what they see to improve own performance.</li> <li>- Talk about the differences between their work and that of others</li> </ul>
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RE	Computing		Music	
<p><b>LAS Unit – Thankfulness</b> (Including Christianity)</p> <p><b>Knowledge Focus: learning about religions:</b></p> <ul style="list-style-type: none"> <li>- Retell religious and moral stories and identify some religious beliefs and teachings</li> <li>- Identify some religious practices; know some are characteristic of more than one religion</li> <li>- Identify how religion and belief is expressed in different ways</li> </ul> <p><b>Investigation and Enquiry:</b></p> <ul style="list-style-type: none"> <li>- Recognise that some questions about life are difficult to answer</li> <li>- Ask questions about their own and others' feelings and experiences</li> </ul> <p><b>Critical Thinking:</b></p> <ul style="list-style-type: none"> <li>- Realise that some questions that cause people to wonder are difficult to answer</li> </ul>	<p><b>Rising Stars - We are Zoologists (classifying using charts)</b></p> <p>NC: Use logical reasoning to predict the behaviour of simple programs</p> <p>NC: Use technology purposefully to create, store, manipulate and retrieve digital content</p>	<p><b>Rising Stars - We are detectives (sending and receiving emails)</b></p> <p>NC: Use technology purposefully to create, store, manipulate and retrieve digital content</p> <p>NC: Recognise common uses of information technology beyond school</p>	<p><b>Music Express - Weather</b></p> <p><b>Composing:</b></p> <ul style="list-style-type: none"> <li>- Compose music to illustrate a story</li> </ul> <p><b>Appraising:</b></p> <ul style="list-style-type: none"> <li>- Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season)</li> </ul> <p><b>Music Express - Pattern</b></p> <p><b>Improvising/exploring:</b></p> <ul style="list-style-type: none"> <li>- Explore different ways to organise music</li> </ul>	<p><b>Music Express - Water</b></p> <p><b>Singing:</b></p> <ul style="list-style-type: none"> <li>- Understand pitch through singing, movement and note names</li> </ul> <p><b>Music Express - Travel</b></p> <p><b>Singing:</b></p> <ul style="list-style-type: none"> <li>- Prepare and improve a performance using movement, voice and percussion</li> </ul> <p><b>Playing Instruments:</b></p> <ul style="list-style-type: none"> <li>- Use instruments expressively in response to visual stimuli</li> </ul>

<p><b>Empathy:</b></p> <ul style="list-style-type: none"> <li>- Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong</li> </ul> <p><b>Analysis:</b></p> <ul style="list-style-type: none"> <li>- Identify similarities and differences in features of religions and beliefs</li> </ul> <p><b>Evaluate:</b></p> <ul style="list-style-type: none"> <li>- Draw simple conclusions from a wider range of sources, i.e. video, artefacts, visitors etc</li> <li>- With support, use (the above) evidence to establish the different life choices of 2 religions</li> </ul>			<p><b>Composing:</b></p> <ul style="list-style-type: none"> <li>- Perform and create simple three and four beat rhythms using a simple score</li> </ul>	<p><b>Appraising:</b></p> <ul style="list-style-type: none"> <li>- Use simple movement vocabulary to describe music</li> <li>- Listen, describe and respond to contemporary orchestral music</li> </ul>
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PSHE	
<p><b>Health and wellbeing – Physical Health &amp; Mental Wellbeing:</b></p> <ul style="list-style-type: none"> <li>- About routines and habits for maintaining good physical and mental health</li> <li>- Why sleep and rest are important for growing and keeping healthy</li> <li>- That medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</li> <li>- The importance of, and routines for, brushing teeth and visiting the dentist</li> <li>- About food and drink that affect dental health</li> <li>- How to describe and share a range of feelings</li> <li>- Ways to feel good, calm down or change their mood, e.g. playing outside, listening to music, spending time with others</li> <li>- How to manage big feelings including those associated with change, loss and bereavement</li> <li>- When and how to ask for help, and how to help others, with their feelings</li> </ul>	<p><b>Health and wellbeing – Growing and changing:</b></p> <ul style="list-style-type: none"> <li>- About the human life cycles and how people grow from young to old</li> <li>- How our needs and bodies change as we grow up</li> <li>- To identify and name the main parts of the body including external genitalia (e.g. vulva, labia, vagina (internal), penis, testicles)</li> <li>- About change as people grow up, including new opportunities and responsibilities</li> <li>- Preparing to move to a new class and setting goals for next year</li> </ul>