



## Medium Term Planning - Year 2 Curriculum

YEAR 2	The Great Fire of London	Africa	We Are Britain
	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
<b>LITERACY COVERAGE</b>	<u>Narrative</u> Stories with Letters Dear Teacher (3 weeks)	<u>Narrative</u> Traditional Tales The Tiger Child (3 weeks)	<u>Narrative</u> Descriptive Writing and Grammar Skills (3 weeks)
	<u>Narrative</u> Rex the Most Special Car in the World (2 weeks)	<u>Grammar Unit</u> (2 weeks)	<u>Non-Fiction</u> Non- Chronological Reports Dragons and Unicorns (2 weeks)
	<u>Recount</u> Diaries and Letters William and the Great Fire of London (3 weeks)	<u>Non-Fiction</u> Explanation Texts (Africa) (3-4 weeks)	<u>Non-Fiction</u> <u>Recount</u> Trip to Paignton Zoo (3 weeks)
	<u>Poetry</u> Christmas Poetry (2 weeks)	<u>Poetry</u> How to Catch a Star (2 weeks)	<u>Poetry</u> Silly/Nonsense Poems (2 weeks)

<b>Transcription</b>	<b>Grammar</b>	<p><b>Objective: To punctuate accurately</b></p> <ul style="list-style-type: none"> <li>• Leave spaces between words.</li> <li>• Use the word 'and' to join words and sentences.</li> <li>• Begin to punctuate using a capital letter for the name of people, places, the days of the week and I.</li> <li>• Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks and question marks.</li> <li>• Use sentences with different forms: statement, question, exclamation and command.</li> <li>• Use extended noun phrases to describe and specify (e.g. the blue butterfly).</li> <li>• Use some features of standard written English.</li> <li>• Use the past tenses correctly.</li> </ul> <p>Terminology for pupils: noun, noun phrase, statement, question, exclamation, compound, suffix, adjective, adverb, verb tense, (past,)</p>	<p><b>Objective: To punctuate accurately</b></p> <ul style="list-style-type: none"> <li>• Leave spaces between words.</li> <li>• Use the word 'and' to join words and sentences.</li> <li>• Begin to punctuate using a capital letter for the name of people, places, the days of the week and I.</li> <li>• Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, and commas for lists.</li> <li>• Use sentences with different forms: statement, question, exclamation and command.</li> <li>• Use extended noun phrases to describe and specify (e.g. the blue butterfly).</li> <li>• Use subordination (when, if, that or because).</li> <li>• Use coordination (or, and, but).</li> <li>• Use some features of standard written English.</li> <li>• Use the present and past tenses correctly, including the progressive form.</li> </ul> <p>Terminology for pupils: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense, (past, present), comma.</p>	<p><b>Objective: To punctuate accurately</b></p> <ul style="list-style-type: none"> <li>• Leave spaces between words.</li> <li>• Use the word 'and' to join words and sentences.</li> <li>• Begin to punctuate using a capital letter for the name of people, places, the days of the week and I.</li> <li>• Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.</li> <li>• Use sentences with different forms: statement, question, exclamation and command.</li> <li>• Use extended noun phrases to describe and specify (e.g. the blue butterfly).</li> <li>• Use subordination (when, if, that or because).</li> <li>• Use coordination (or, and, but).</li> <li>• Use some features of standard written English.</li> <li>• Use the present and past tenses correctly, including the progressive form.</li> </ul> <p>Terminology for pupils: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense, (past, present) apostrophe, comma.</p>
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<b>Composition</b>	<b>Spelling</b> (See NC Spelling List)	<p><b>Objective: To spell correctly</b></p> <p><b>Year 1 Revision</b></p> <ul style="list-style-type: none"> <li>Spell words containing 40+ learned phonemes.</li> <li>Spell common exception words (<i>the, said, one, two and the days of the week</i>).</li> <li>Name letters of the alphabet in order.</li> <li>Use letter names to describe spellings of words.</li> <li>Add prefixes and suffixes, learning the rule for adding <i>s</i> and <i>es</i> as a plural marker for nouns, and the third person singular marker for verbs (<i>I drink - he drinks</i>).</li> <li>Use the prefix <i>un</i>.</li> <li>Use suffixes where no change to the spelling of the root word is needed: <i>helping, helped, helper, eating, quicker, quickest</i>.</li> <li>Use spellings rules.</li> <li>Write simple sentences dictated by the teacher.</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>Spell by segmenting words into phonemes and represent them with the correct graphemes.</li> <li>Learn some new ways to represent phonemes.</li> <li>Spell common exception words correctly.</li> <li>Spell contraction words correctly (can't, don't).</li> </ul>	<p><b>Objective: To spell correctly .</b></p> <ul style="list-style-type: none"> <li>Spell by segmenting words into phonemes and represent them with the correct graphemes.</li> <li>Learn some new ways to represent phonemes.</li> <li>Spell common exception words correctly.</li> <li>Spell contraction words correctly (can't, don't).</li> <li>Add suffixes to spell longer words (-ment, -ness, -ful and -less).</li> <li>Distinguish between homophones and near-homophones.</li> </ul>	<p><b>Objective: To spell correctly</b></p> <ul style="list-style-type: none"> <li>Spell by segmenting words into phonemes and represent them with the correct graphemes.</li> <li>Learn some new ways to represent phonemes.</li> <li>Spell common exception words correctly.</li> <li>Spell contraction words correctly (can't, don't).</li> <li>Add suffixes to spell longer words (-ment, -ness, -ful and -less).</li> <li>Use the possessive apostrophe. (singular) (for example, the girl's book)</li> <li>Distinguish between homophones and near-homophones.</li> </ul>
	<b>Presentation</b>	<p><b>Objective: To present neatly.</b></p> <ul style="list-style-type: none"> <li>Sit correctly and hold a pencil correctly.</li> <li>Begin to form lower-case letters correctly.</li> <li>Form capital letters.</li> <li>Form digits 0-9.</li> <li>Understand letters that are formed in similar ways.</li> <li>Form lower-case letters of a consistent size.</li> <li>Begin to join some letters.</li> <li>Write capital letters and digits of consistent size.</li> <li>Use spacing between words that reflects the size of the letters.</li> </ul>	<p><b>Objective: To present neatly.</b></p> <ul style="list-style-type: none"> <li>Sit correctly and hold a pencil correctly.</li> <li>Begin to form lower-case letters correctly.</li> <li>Form capital letters.</li> <li>Form digits 0-9.</li> <li>Understand letters that are formed in similar ways.</li> <li>Form lower-case letters of a consistent size.</li> <li>Begin to join some letters.</li> <li>Write capital letters and digits of consistent size.</li> <li>Use spacing between words that reflects the size of the letters.</li> </ul>	<p><b>Objective: To present neatly.</b></p> <ul style="list-style-type: none"> <li>Sit correctly and hold a pencil correctly.</li> <li>Begin to form lower-case letters correctly.</li> <li>Form capital letters.</li> <li>Form digits 0-9.</li> <li>Understand letters that are formed in similar ways.</li> <li>Form lower-case letters of a consistent size.</li> <li>Begin to join some letters.</li> <li>Write capital letters and digits of consistent size.</li> <li>Use spacing between words that reflects the size of the letters.</li> </ul>
<b>Purpose</b>	<p><b>Objective: To write with purpose</b></p> <ul style="list-style-type: none"> <li>Say first and then write to tell others about ideas.</li> <li>Write for a variety of purposes.</li> <li>Plan by talking about ideas and writing notes.</li> <li>Use some of the characteristic features of the type of writing used.</li> <li>Write, review and improve.</li> </ul>	<p><b>Objective: To write with purpose</b></p> <ul style="list-style-type: none"> <li>Say first and then write to tell others about ideas.</li> <li>Write for a variety of purposes.</li> <li>Plan by talking about ideas and writing notes.</li> <li>Use some of the characteristic features of the type of writing used.</li> <li>Write, review and improve.</li> </ul>	<p><b>Objective: To write with purpose</b></p> <ul style="list-style-type: none"> <li>Say first and then write to tell others about ideas.</li> <li>Write for a variety of purposes.</li> <li>Plan by talking about ideas and writing notes.</li> <li>Use some of the characteristic features of the type of writing used.</li> <li>Write, review and improve.</li> </ul>	

	<b>Imaginative Description</b>	<p><b>Objective: To use imaginative description</b></p> <ul style="list-style-type: none"> <li>• Use adjectives to add detail.</li> <li>• Use names of people, places and things.</li> <li>• Use well-chosen adjectives.</li> <li>• Use nouns and pronouns for variety.</li> </ul>	<p><b>Objective: To use imaginative description</b></p> <ul style="list-style-type: none"> <li>• Use adjectives to add detail.</li> <li>• Use names of people, places and things.</li> <li>• Use well-chosen adjectives.</li> <li>• Use nouns and pronouns for variety.</li> <li>• Use adverbs for extra detail.</li> </ul>	<p><b>Objective: To use imaginative description</b></p> <ul style="list-style-type: none"> <li>• Use adjectives to add detail.</li> <li>• Use names of people, places and things.</li> <li>• Use well-chosen adjectives.</li> <li>• Use nouns and pronouns for variety.</li> <li>• Use adverbs for extra detail.</li> </ul>
	<b>Organisation</b>	<p><b>Objective: To organise writing appropriately and use paragraphs</b></p> <ul style="list-style-type: none"> <li>• Re-read writing to check it makes sense.</li> <li>• Use the correct tenses.</li> <li>• Organise writing in line with its purpose.</li> <li>• Write about more than one idea.</li> <li>• Group related information.</li> </ul>	<p><b>Objective: To organise writing appropriately and use paragraphs</b></p> <ul style="list-style-type: none"> <li>• Re-read writing to check it makes sense.</li> <li>• Use the correct tenses.</li> <li>• Organise writing in line with its purpose.</li> <li>• Write about more than one idea.</li> <li>• Group related information.</li> </ul>	<p><b>Objective: To organise writing appropriately and use paragraphs</b></p> <ul style="list-style-type: none"> <li>• Re-read writing to check it makes sense.</li> <li>• Use the correct tenses.</li> <li>• Organise writing in line with its purpose.</li> <li>• Write about more than one idea.</li> <li>• Group related information.</li> </ul>
	<b>Sentence Construction</b>	<p><b>Objective: To use sentences appropriately</b></p> <ul style="list-style-type: none"> <li>• Write so that other people can understand the meaning of sentences.</li> <li>• Sequence sentences to form a short narrative.</li> <li>• Convey ideas sentence by sentence.</li> <li>• Join sentences with conjunctions and connectives.</li> </ul>	<p><b>Objective: To use sentences appropriately</b></p> <ul style="list-style-type: none"> <li>• Write so that other people can understand the meaning of sentences.</li> <li>• Sequence sentences to form a short narrative.</li> <li>• Convey ideas sentence by sentence.</li> <li>• Join sentences with conjunctions and connectives.</li> <li>• Vary the way sentences begin.</li> </ul>	<p><b>Objective: To use sentences appropriately</b></p> <ul style="list-style-type: none"> <li>• Write so that other people can understand the meaning of sentences.</li> <li>• Sequence sentences to form a short narrative.</li> <li>• Convey ideas sentence by sentence.</li> <li>• Join sentences with conjunctions and connectives.</li> <li>• Vary the way sentences begin.</li> </ul>
<b>Analyse and Presentation</b>	<b>Analysis</b>	<p><b>Objective: To analyse writing</b></p> <ul style="list-style-type: none"> <li>• Discuss writing with the teacher and other pupils.</li> <li>• Use and understand grammatical terminology in discussing writing: word, sentence, letter, capital letter, full stop, punctuation, question mark, exclamation mark.</li> <li>• Use and understand grammatical terminology in discussing writing: verb, tense (past, present), adjective, nouns.</li> </ul>	<p><b>Objective: To analyse writing</b></p> <ul style="list-style-type: none"> <li>• Discuss writing with the teacher and other pupils.</li> <li>• Use and understand grammatical terminology in discussing writing: word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.</li> <li>• Use and understand grammatical terminology in discussing writing: verb, tense (past, present), adjective, noun, suffix, apostrophe, comma.</li> </ul>	<p><b>Objective: To analyse writing</b></p> <ul style="list-style-type: none"> <li>• Discuss writing with the teacher and other pupils.</li> <li>• Use and understand grammatical terminology in discussing writing: word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.</li> <li>• Use and understand grammatical terminology in discussing writing: verb, tense (past, present), adjective, noun, suffix, apostrophe, comma.</li> </ul>
	<b>Presentation</b>	<p><b>Objective: To present writing</b></p> <ul style="list-style-type: none"> <li>• Read aloud writing clearly enough to be heard by peers and the teacher.</li> <li>• Read aloud writing with some intonation</li> </ul>	<p><b>Objective: To present writing</b></p> <ul style="list-style-type: none"> <li>• Read aloud writing clearly enough to be heard by peers and the teacher.</li> <li>• Read aloud writing with some intonation</li> </ul>	<p><b>Objective: To present writing</b></p> <ul style="list-style-type: none"> <li>• Read aloud writing clearly enough to be heard by peers and the teacher.</li> <li>• Read aloud writing with some intonation</li> </ul>

<b>Reading</b>	<b>Essential Opportunities</b>		
	<ul style="list-style-type: none"> <li>• Listen to traditional tales.</li> <li>• Listen to a range of texts.</li> <li>• Learn some poems by heart.</li> <li>• Become familiar with a wide range of texts of different lengths.</li> <li>• Discuss books.</li> <li>• Listen to short novels over time.</li> <li>• Use the class and school libraries.</li> <li>• Build up a repertoire of poems to recite.</li> </ul>		
<b>Accuracy</b>	<b>Objective: To read words accurately</b>	<b>Objective: To read words accurately</b>	<b>Objective: To read words accurately</b>
	<p><b>Year 1 Revision</b></p> <ul style="list-style-type: none"> <li>• <i>Apply phonic knowledge and skills as the route to decode words.</i></li> <li>• <i>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</i></li> <li>• <i>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</i></li> <li>• <i>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</i></li> <li>• <i>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</i></li> <li>• <i>Read other words of more than one syllable that contain taught GPCs.</i></li> <li>• <i>Read words with contractions (for example, I’m, I’ll, we’ll) and understand that the apostrophe represents the omitted letter(s).</i></li> <li>• <i>Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words.</i></li> <li>• <i>Re-read these books to build up fluency and confidence in word reading.</i></li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> <li>• Read accurately words of two or more syllables that contain the same graphemes as above.</li> <li>• Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</li> <li>• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>• Re-read books to build up fluency and confidence in word reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> <li>• Read accurately words of two or more syllables that contain the same graphemes as above.</li> <li>• Read words containing common suffixes.</li> <li>• Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>• Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</li> <li>• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>• Re-read books to build up fluency and confidence in word reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> <li>• Read accurately words of two or more syllables that contain the same graphemes as above.</li> <li>• Read words containing common suffixes.</li> <li>• Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>• Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</li> <li>• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>• Re-read books to build up fluency and confidence in word reading.</li> </ul>

	Understanding Texts	<p><b>Objective: To understand texts</b></p> <ul style="list-style-type: none"> <li>• Discuss events.</li> <li>• Predict events.</li> <li>• Link reading to own experience.</li> <li>• Join in with stories or poems.</li> <li>• Check that reading makes sense and self-correct.</li> <li>• Infer what characters are like from actions.</li> <li>• Ask and answer questions about texts.</li> <li>• Discuss favourite words and phrases.</li> <li>• Listen to and discuss a wide range of texts.</li> <li>• Recognise and join in with (including role-play) recurring language.</li> <li>• Explain and discuss understanding of texts.</li> <li>• Discuss the significance of the title and events.</li> <li>• Make inferences on the basis of what is being said and done.</li> </ul>	<p><b>Objective: To understand texts</b></p> <ul style="list-style-type: none"> <li>• Discuss events.</li> <li>• Predict events.</li> <li>• Link reading to own experience.</li> <li>• Join in with stories or poems.</li> <li>• Check that reading makes sense and self-correct.</li> <li>• Infer what characters are like from actions.</li> <li>• Ask and answer questions about texts.</li> <li>• Discuss favourite words and phrases.</li> <li>• Listen to and discuss a wide range of texts.</li> <li>• Recognise and join in with (including role-play) recurring language.</li> <li>• Explain and discuss understanding of texts.</li> <li>• Discuss the significance of the title and events.</li> <li>• Make inferences on the basis of what is being said and done.</li> </ul>	<p><b>Objective: To understand texts</b></p> <ul style="list-style-type: none"> <li>• Discuss events.</li> <li>• Predict events.</li> <li>• Link reading to own experience.</li> <li>• Join in with stories or poems.</li> <li>• Check that reading makes sense and self-correct.</li> <li>• Infer what characters are like from actions.</li> <li>• Ask and answer questions about texts.</li> <li>• Discuss favourite words and phrases.</li> <li>• Listen to and discuss a wide range of texts.</li> <li>• Recognise and join in with (including role-play) recurring language.</li> <li>• Explain and discuss understanding of texts.</li> <li>• Discuss the significance of the title and events.</li> <li>• Make inferences on the basis of what is being said and done.</li> </ul>
		Listening	<p><b>Objective: To listen carefully and understand</b></p> <ul style="list-style-type: none"> <li>• Sift information and focus on the important points.</li> <li>• Seek clarification when a message is not clear.</li> <li>• Understand instructions with more than one point.</li> </ul>	<p><b>Objective: To listen carefully and understand</b></p> <ul style="list-style-type: none"> <li>• Sift information and focus on the important points.</li> <li>• Seek clarification when a message is not clear.</li> <li>• Understand instructions with more than one point.</li> </ul>
Communication	Developing vocabulary	<p><b>Objective: To develop a wide and interesting vocabulary</b></p> <ul style="list-style-type: none"> <li>• Use subject specific vocabulary to explain and describe.</li> <li>• Suggest words or phrases appropriate to the topic being discussed.</li> <li>• Identify homophones</li> </ul>	<p><b>Objective: To develop a wide and interesting vocabulary</b></p> <ul style="list-style-type: none"> <li>• Use subject specific vocabulary to explain and describe.</li> <li>• Suggest words or phrases appropriate to the topic being discussed.</li> <li>• Identify homophones</li> </ul>	<p><b>Objective: To develop a wide and interesting vocabulary</b></p> <ul style="list-style-type: none"> <li>• Use subject specific vocabulary to explain and describe.</li> <li>• Suggest words or phrases appropriate to the topic being discussed.</li> <li>• Identify homophones</li> </ul>
	Speaking	<p><b>Objective: To speak with clarity</b></p> <ul style="list-style-type: none"> <li>• Speak in a way that is clear and easy to understand.</li> <li>• Demonstrate good phonic knowledge by clearly pronouncing the sounds within words.</li> <li>• Identify syllables within words.</li> </ul>	<p><b>Objective: To speak with clarity</b></p> <ul style="list-style-type: none"> <li>• Speak in a way that is clear and easy to understand.</li> <li>• Demonstrate good phonic knowledge by clearly pronouncing the sounds within words.</li> <li>• Identify syllables within words.</li> </ul>	<p><b>Objective: To speak with clarity</b></p> <ul style="list-style-type: none"> <li>• Speak in a way that is clear and easy to understand.</li> <li>• Demonstrate good phonic knowledge by clearly pronouncing the sounds within words.</li> <li>• Identify syllables within words.</li> </ul>

	<b>Story Telling</b>	<p><b><u>Objective: To tell stories with structure</u></b></p> <ul style="list-style-type: none"> <li>• Ensure stories have a setting, plot and a sequence of events.</li> <li>• Recount experiences with interesting detail.</li> <li>• Predict events in a story.</li> <li>• Give just enough detail to keep the audience engaged.</li> </ul>	<p><b><u>Objective: To tell stories with structure</u></b></p> <ul style="list-style-type: none"> <li>• Ensure stories have a setting, plot and a sequence of events.</li> <li>• Recount experiences with interesting detail.</li> <li>• Predict events in a story.</li> <li>• Give just enough detail to keep the audience engaged.</li> </ul>	<p><b><u>Objective: To tell stories with structure</u></b></p> <ul style="list-style-type: none"> <li>• Ensure stories have a setting, plot and a sequence of events.</li> <li>• Recount experiences with interesting detail.</li> <li>• Predict events in a story.</li> <li>• Give just enough detail to keep the audience engaged.</li> </ul>
	<b>Conversation</b>	<p><b><u>Objective: To hold conversations and debates</u></b></p> <ul style="list-style-type: none"> <li>• Take turns to talk, listening carefully to the contributions of others.</li> <li>• Vary language between formal and informal according to the situation.</li> <li>• Add humour to a discussion or debate where appropriate.</li> </ul>	<p><b><u>Objective: To hold conversations and debates</u></b></p> <ul style="list-style-type: none"> <li>• Take turns to talk, listening carefully to the contributions of others.</li> <li>• Vary language between formal and informal according to the situation.</li> <li>• Add humour to a discussion or debate where appropriate.</li> </ul>	<p><b><u>Objective: To hold conversations and debates</u></b></p> <ul style="list-style-type: none"> <li>• Take turns to talk, listening carefully to the contributions of others.</li> <li>• Vary language between formal and informal according to the situation.</li> <li>• Add humour to a discussion or debate where appropriate.</li> </ul>

**Number and Place Value**

- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- recognise the place value of each digit in a two-digit number (tens, ones)
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use <, > and = signs

**Number – Addition and Subtraction**

- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems
- Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- Solve problems with addition and subtraction: applying their increasing knowledge of mental and written methods
- applying their increasing knowledge of mental and written methods

**Multiplication and Division**

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs.
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

**Statistics**

- interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- ask and answer questions about totalling and comparing categorical data

**Measurement**

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ( $^{\circ}$ C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using >, < and =

**Number – Addition and Subtraction**

- using concrete objects and pictorial representations, including those involving numbers, quantities and measures

**Geometry – Position and Direction**

- order and arrange combinations of mathematical objects in patterns and sequences
- use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)

**Number and Place Value**

- use place value and number facts to solve problems
- solve problems with addition and subtraction:
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems

**Number – Multiplication and Division**

- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts
- using concrete objects and pictorial representations, including those involving numbers, quantities and measures

**Measurement**

- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times
- compare and sequence intervals of time
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- know the number of minutes in an hour and the number of hours in a day

**Measurement**

- recognise and know the value of different denominations of coins and notes
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

**Multiplication and Division**

- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher
- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

**Geometry - Properties of Shapes**

- 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
- compare and sort common 2-D and 3-D shapes and everyday objects

**Geometry – Position and Direction**

- order and arrange combinations of mathematical objects in patterns and sequences

**Number – Fractions**

- recognise, find and name a half as one of two equal parts of an object, shape or quantity
- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity
- recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a length, shape, set of objects or quantity
- write simple fractions for example,  $\frac{1}{2}$  of 6 = 3 and recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$

**Measurement**

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ( $^{\circ}\text{C}$ ); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using  $>$ ,  $<$  and  $=$

**We are Britain**

**Objective: To investigate places**

- Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).
- Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's continents and ocean

**Africa**

**Objective: To investigate places**

- Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).
- Use aerial images and plan perspectives to recognise landmarks and basic physical features.

**To investigate patterns**

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.

**To communicate geographically**

- Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.
- Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1)

**Great Fire of London****Objective: To investigate and interpret the past**

- Observe or handle evidence to ask questions and find answers to questions about the past.
- Ask questions such as: What was it like for people? What happened? How long ago?
- Use artefacts, pictures, stories, online sources and databases to find out about the past.
- Identify some of the different ways the past has been represented.

**Objective: To build an overview of world history**

- Describe historical events.
- Recognise that there are reasons why people in the past acted as they did.

**Objective: To understand chronology**

- Place events and artefacts in order on a time line.
- Label time lines with words or phrases such as: past, present, older and newer.
- Use dates where appropriate.

**Objective: To communicate historically**

- Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.
- Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace

**We are Britain - British Kings and Queens****Objective: To build an overview of world history**

- Describe significant people from the past.
- Recognise that there are reasons why people in the past acted as they did.
- Show an understanding of the concept of nation and a nation's history

**Objective: To communicate historically**

- Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace

**Animals Including Humans**

**Use of Everyday Materials**

**Objective: To work scientifically**

- Ask simple questions.
- Observe closely, using simple equipment.
- Perform simple tests.
- Identify and classify.
- Use observations and ideas to suggest answers to questions.
- Gather and record data to help in answering questions

**Living Things in their Habitats**

**Objective: To work scientifically**

- Ask simple questions.
- Observe closely, using simple equipment.
- Perform simple tests.
- Identify and classify.
- Use observations and ideas to suggest answers to questions.
- Gather and record data to help in answering questions

**Plants**

**Objective: To work scientifically**

- Ask simple questions.
- Observe closely, using simple equipment.
- Perform simple tests.
- Identify and classify.
- Use observations and ideas to suggest answers to questions.
- Gather and record data to help in answering questions

**Objective: To understand animals and humans**

- Notice 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.

**Objective: To investigate 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.

**Objective: To investigate living things in their habitats.**

- Explore and compare the differences between things that are living, that are dead and that have never been alive
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.
- Identify and name a variety of plants and animals in their habitats, including microhabitats
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain and identify and name different sources of food.

**Objective: To understand 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.

<b>RE</b>	<p><b><u>Believing/Story</u></b></p> <ul style="list-style-type: none"> <li>• About the difference between a fact and belief</li> <li>• About the importance of beliefs in religion</li> <li>• To reflect on their own special beliefs</li> <li>• That beliefs can be expressed in art and music</li> <li>• To reflect on their own most important beliefs</li> <li>• About key beliefs about God, love and forgiveness</li> <li>• How to actively take part in a story</li> <li>• To retell key parts of the story</li> <li>• About important Jewish beliefs and stories</li> <li>• To relate key stories in Judaism to their own lives</li> <li>• How art can express key beliefs and ideas</li> <li>• To relate key Jewish stories to their own feelings and experience</li> <li>• About the significance of David in Jewish history</li> <li>• To reflect on their own ideas of courage and bravery</li> <li>• To recap previous learning within the unit</li> </ul>	<p><b><u>Leaders and Teachers</u></b></p> <ul style="list-style-type: none"> <li>• Begin to identify the qualities of leadership.</li> <li>• To reflect upon whom they trust.</li> <li>• To begin to understand Abraham’s ‘calling’</li> <li>• Identify with the person in the story</li> <li>• Tell the story of Moses and the burning bush.</li> <li>• Consider their own responses.</li> <li>• To tell the story of the anointing of David by Samuel.</li> <li>• To talk about what God says makes a good leader.</li> <li>• To identify who you would follow without question.</li> <li>• To tell the story of Jesus calling his disciples.</li> <li>• Explore Jesus’ teaching ‘Do to others as you would have them do to you’</li> <li>• To consider their own feelings.</li> <li>• To talk about the story of the healing of Jairus’ daughter.</li> <li>• To recognise that Jesus healed people.</li> <li>• To talk about the Easter story.</li> <li>• To recall the events of Good Friday and Easter Sunday.</li> <li>• To know that Christians believe that Jesus rose from the dead and lives again today.</li> </ul>	<p><b><u>Symbols</u></b></p> <ul style="list-style-type: none"> <li>• To describe and identify different symbols around the school.</li> <li>• To understand a symbol has meaning.</li> <li>• To explore how light is used in everyday life.</li> <li>• To discuss how light can be comforting, celebrating and exciting.</li> <li>• To know that Jesus is described as the light of the world by Christians.</li> <li>• To explore reasons for Jesus being called the light of the world.</li> </ul>
<b>Computing</b>	<p><b>Year 2 Milestones</b></p> <p><b><u>To code</u></b></p> <ul style="list-style-type: none"> <li>• Motion - Control motion by specifying the number of steps to travel, direction and turn.</li> <li>• Looks - Add text strings, show and hide objects and change the features of an object.</li> <li>• Sound - Select sounds and control when they are heard, their duration and volume.</li> <li>• Draw - Control when drawings appear and set the pen colour, size and shape.</li> <li>• Events - Specify user inputs (such as clicks) to control events.</li> <li>• Control - Specify the nature of events (such as a single event or a loop).</li> <li>• Sensing - Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?).</li> </ul> <p><b><u>To connect</u></b></p> <ul style="list-style-type: none"> <li>• Participate in class social media accounts.</li> <li>• Understand online risks and the age rules for sites.</li> </ul> <p><b><u>To communicate</u></b></p> <ul style="list-style-type: none"> <li>• Use a range of applications and devices in order to communicate ideas, work and messages.</li> </ul> <p><b><u>To collect</u></b></p> <ul style="list-style-type: none"> <li>• Use simple databases to record information in areas across the curriculum.</li> </ul>		

**Unit 1: Communicating/ Connecting**

**Switched on Computing Unit**

- I can research a topic online
- I can present my findings through word/powerpoint
- I can save my work
- I can upload my work to the class page with support
- I can publish my work on the class page with support

Powerpoint  
Word  
Google

**Unit 2: Coding**

**Knowsley City Learning Centre: Code-Tastic**

- I can create a sprite and change his colour and the background
- I can control the direction a sprite travels in and make it move
- I can program a sprite to include sounds and text
- I can use key vocabulary to include tinkering, algorithm, program, sprite, sequencing, debug, conditional language (what, if)
- I can debug a sequence
- I can record the instructions I have given to a sprite
- I can use conditional language such as if and what to talk about where the sprite moves

Scratch Jr App  
A.L.E.X App

Knowsley City Learning Resources  
[https://www.dropbox.com/sh/prexpk8xn609sig/AADsepsU\\_pi1CdQ6IYz3r8XFfa](https://www.dropbox.com/sh/prexpk8xn609sig/AADsepsU_pi1CdQ6IYz3r8XFfa)

**Unit 3: Collecting/ Communicating**

**Knowsley City Learning Centre: Whatever the Weather**

- I know what 'interpreting data' means
- I can explain what data is
- I can identify ways of collecting data
- I can collect data
- I can publish my data in some way
- I can interpret others data
- I can compare data

Excel  
Topmarks website

Knowsley City Learning Resources  
[https://www.dropbox.com/sh/prexpk8xn609sig/AADsepsU\\_pi1CdQ6IYz3r8XFfa](https://www.dropbox.com/sh/prexpk8xn609sig/AADsepsU_pi1CdQ6IYz3r8XFfa)

**Objective: to master practical skills****Materials**

- Cut materials safely using tools provided.
- Measure and mark out to the nearest centimetre.
- Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).
- Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).

**Construction**

- Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.
- Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings.
- Know how to make freestanding structures stronger, stiffer and more stable.

**Objective: to design, make evaluate and improve**

- Design products that have a clear purpose and an intended user.
- Make products, refining the design as work progresses.
- Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.

**Objective: to take inspiration from design throughout history**

- Explore objects and designs to identify likes and dislikes of the designs.
- Suggest improvements to existing designs.
- Explore how products have been created.

**Objective: to master practical skills****Textiles**

- Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing.
- Select from and use textiles according to their characteristics.
- Shape textiles using templates.
- Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling.
- Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).

**Computing**

- Model designs using software.

**Objective: to design, make evaluate and improve**

- Explore and evaluate a range of existing textile products relevant to the project being undertaken.
- Design products based on simple design criteria that have a clear purpose and an intended user.
- Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates.
- Make products, refining the design as work progresses.

Evaluate their ideas throughout and their final products against original design criteria.

**Objective: to take inspiration from design throughout history**

- Explore objects and designs to identify likes and dislikes of the designs.
- Suggest improvements to existing designs.
- Explore how products have been created.

**Objective: to master practical skills****Food**

- Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.
- Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of *The eatwell chart*.
- Cut, peel or grate ingredients safely
- Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely and hygienically.
- Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.
- Measure or weigh using measuring cups or electronic scales.
- Assemble or cook ingredients

**Objective: to design, make evaluate and improve**

- Generate initial ideas and design criteria through investigating a variety of fruit and vegetables.
- Design appealing products for a particular user based on simple design criteria.
- Communicate these ideas through talk and drawings. .
- Evaluate ideas and finished products against design criteria, including intended user and purpose.

**Objective: to take inspiration from design throughout history**

- Explore objects and designs to identify likes and dislikes of the designs.
- Suggest improvements to existing designs.
- Explore how products have been created.

**Objective: to master practical skills****Mechanics and Construction – Sliders and Leavers**

- Explore and use sliders and levers.
- Understand that different mechanisms produce different types of movement.
- Experience working with paper and card to make simple flaps and hinges.
- Experience simple cutting, shaping and joining skills using scissors, glue, paper fasteners and masking tape.
- Select and use tools, explaining their choices, to cut, shape and join paper and card.
- Choose suitable techniques to construct products or to repair items.
- Strengthen materials using suitable techniques.
- Use simple finishing techniques suitable for the product they are creating.
- 

**Objective: to design, make evaluate and improve**

- Explore a range of existing books and everyday products that use simple sliders and levers.
- Generate ideas based on simple design criteria and their own experiences, explaining what they could make.
- Develop, model and communicate their ideas through drawings and mock-ups with card and paper.
- Plan by suggesting what to do next.
- Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria.

**Objective: to master practical skills****Mechanics and Construction – Wheels and Axles**

- Explore moving vehicles through play.
- Assemble vehicles with moving wheels using construction kits.
- Explore and use wheels, axles and axle holders.
- Distinguish between fixed and freely moving axles.
- Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing.
- Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics.

**Objective: to design, make evaluate and improve**

- Explore and evaluate a range of products with wheels and axles.
- Design products that have a clear purpose and an intended user.
- Develop and communicate ideas through drawings and mock-ups
- Make products, refining the design as work progresses.
- Evaluate their ideas throughout and their products against original criteria.

**Computing**

- Model designs using software.

**Objective: to take inspiration from design throughout history**

- Explore objects and designs to identify likes and dislikes of the designs.
- Suggest improvements to existing designs.

Explore how products have been created.

**Objective: to take inspiration from design throughout history**

- Explore objects and designs to identify likes and dislikes of the designs.
- Suggest improvements to existing designs.
- Explore how products have been created.)

**Objective: to master practical skills****Food**

- Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.
- Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of *The eatwell chart*.
- Cut, peel or grate ingredients safely
- Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely and hygienically.
- Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.
- Measure or weigh using measuring cups or electronic scales.
- Assemble or cook ingredients

**Objective: to design, make evaluate and improve**

- Generate initial ideas and design criteria through investigating a variety of fruit and vegetables.
- Design appealing products for a particular user based on simple design criteria.
- Communicate these ideas through talk and drawings. .
- Evaluate ideas and finished products against design criteria, including intended user and purpose.

**Objective: to take inspiration from design throughout history**

- Explore objects and designs to identify likes and dislikes of the designs.
- Suggest improvements to existing designs.
- Explore how products have been created.

**Objective: To develop ideas (these objectives over-arch all units)**

- Respond to ideas and starting points
- Explore ideas and collect visual information.
- Explore different methods and materials as ideas develop.

**Objective: To master techniques**

**Painting**

- Use thick and thin brushes.
- Mix primary colours to make secondary.
- Add white to colours to make tints and black to colours to make tones.
- Create colour wheels.

**Create colour wheel flowers to understand primary and secondary colours**

**Objective: To take inspiration from the greats (classic and modern)**

- Describe the work of notable artists, artisans and designers.
- Use some of the ideas of artists studied to create pieces.

**The study of modern artists in relation to colour i.e. Pollard, Kandinsky, Mondrian, Rothko**

**Objective: To develop ideas**

**African Art**

*Look at elements of African art (colour and pattern). Children given examples as starting point (see over-arching objectives) and draw own examples. Children have a small piece of black paper split into sections and use white pencil to plan patterns using dots and lines. Create finished piece using rainbow liquid chalk.*

**Textiles**

- Use weaving to create a pattern - **paper weaving**
- Join materials using glue and/or a stitch.
- Use plaiting.
- Use dip dye techniques.
- 

*Children to choose two colours for weaving and use plaiting to create a small mat.*

**Objective: To master techniques**

**Drawing**

- Draw lines of different sizes and thickness.
- Colour (own work) neatly following the lines.
- Show pattern and texture by adding dots and lines.
- Show different tones by using coloured pencils.
- 

**Objective: To take inspiration from the greats (classic and modern)**

- Describe the work of notable artists, artisans and designers.
- Use some of the ideas of artists studied to create pieces.

**Coloured drawing of an animal**

*Study the work of Kessler. Take ideas and inspiration to choose an animal (pet) and use different tones of coloured pencil to shade.*

**Collage**

- Use a combination of materials that are cut, torn and glued.
- Sort and arrange materials
- Mix materials to create texture

**Collage of an animal in the style of Kessler**

*Photocopy their picture to add collage materials*

<b>Music</b>	<p><b><u>Taking Off (Music Express, Year 2, Unit 3)</u></b></p> <ul style="list-style-type: none"> <li>• Follow instructions on how and when to sing or play an instrument</li> <li>• Make and control long and short sounds using voice and instruments</li> <li>• Create a mixture of different sounds (high and low)</li> <li>• Recognise changes in timbre, dynamics and pitch</li> </ul>	<p><b><u>I Wanna Play in a Band (Charanga)</u></b></p> <ul style="list-style-type: none"> <li>• Take part in singing accurately following the melody</li> <li>• Make and control long and short sounds using voice and instruments</li> <li>• Create a mixture of different sounds (long and short)</li> <li>• Sequence sounds to create an overall effect</li> <li>• Use symbols to represent a composition and use them to help with a performance</li> <li>• Recognise changes in timbre, dynamics and pitch</li> </ul>	<p><b><u>African Drumming (First Access – outside agency)</u></b></p> <ul style="list-style-type: none"> <li>• Follow instructions on how and when to sing or play an instrument</li> <li>• Create a mixture of different sounds (loud and quiet)</li> <li>• Create short musical patterns Identify the beat of a tune</li> </ul>
<b>PE</b>	<p><b><u>Objective: To develop practical skills in order to participate, compete and lead a healthy lifestyle</u></b></p> <p><b><u>Term 1 Argyle Coaching Tag Rugby</u></b></p> <p><b><u>Term 2 Dribbling/Kicking/Hitting (Val Sabin)</u></b></p> <ul style="list-style-type: none"> <li>• develop new skills relevant to specific games</li> <li>• know and apply basic tactics and strategies for attacking play</li> <li>• work co-operatively with other people in a team.</li> </ul> <p><b><u>Dance- Radio 2 Dance’ Great Fire of London and ‘Fire works’</u></b></p> <ul style="list-style-type: none"> <li>• Copy and remember moves and positions.</li> <li>• Move with careful control and coordination.</li> <li>• Link two or more actions to perform a sequence.</li> <li>• Choose movements to communicate a mood, feeling or idea</li> </ul> <p><b><u>REAL PE Unit 1 and 2</u></b></p>	<p><b><u>Objective: To develop practical skills in order to participate, compete and lead a healthy lifestyle</u></b></p> <p><b><u>Term 3 Making Up a Game (Val Sabin)</u></b></p> <ul style="list-style-type: none"> <li>• Remember, repeat and link skills in a game</li> <li>• Improve the co-ordination, control and consistency of others</li> <li>• Use simple and vary simple tactics</li> <li>• Observe, play and improve another persons games</li> </ul> <p><b><u>Term 4 Premier Coaching Handball</u></b></p> <ul style="list-style-type: none"> <li>• develop new skills relevant to specific games</li> <li>• know and apply basic tactics and strategies for attacking play</li> <li>• work co-operatively with other people in a team.</li> </ul> <p><b><u>REAL PE unit 3 and 4</u></b></p>	<p><b><u>Objective: To develop practical skills in order to participate, compete and lead a healthy lifestyle</u></b></p> <p><b><u>Term 5 Throwing and Catching – Inventing Games (Val Sabin)</u></b></p> <ul style="list-style-type: none"> <li>• Throw, catch and bounce in different ways</li> <li>• Choose and apply skills to make up games</li> <li>• Develop simple strategies for extending their skills</li> <li>• Describe their game and teach it to a partner.</li> </ul> <p><b><u>Term 6 Premier Coaching Athletics</u></b></p> <p><b><u>REAL PE unit 5 and 6</u></b></p>

**Objective: To read fluently**

- Read out loud everyday words and phrases.
- Use phonic to read words.
- Read and understand short written phrases.
- Read out loud familiar words and phrases.
- Use books or glossaries to find out the meanings of new words

**Objective: To speak confidently**

- Understand a range of spoken phrases.
- Understand standard language (sometimes asking for words or phrases to be repeated).
- Answer simple questions and give basic information.
- Give responses to questions about everyday events.
- Pronounce words showing a knowledge of sound patterns.

**1: Greetings and French culture**

**2: Greetings & classroom instructions**

**3: Classroom instructions**

**4: Animals**

**5: At the pet shop**

- Understand that French is spoken in France and elsewhere.
- Say and respond to bonjour, salut and au revoir, à tout à l'heure and à bientôt.
- Understand the convention of kissing on the cheek when greeting.
- Say and respond to bonjour, salut and au revoir.
- Say and respond to Ça va? and Et toi? using très bien, pas très bien and comme ci, comme ça.
- Say and respond to taisez-vous, écoutez, regardez, répétez, levez-vous and asseyez-vous.
- Understand that French has silent letters and that -z is always silent when at the end of a word.
- Learn how to pronounce the phoneme é.
- Say and respond to un chat, un chien, un cochon, un lapin, une souris, une tortue and un serpent.

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- Read out loud familiar words and phrases.
- Use books or glossaries to find out the meanings of new words.

**Objective: To write imaginatively**

- Write or copy everyday words correctly.
- Label items and choose appropriate words to complete short sentences.
- Write one or two short sentences.
- Write short phrases used in everyday conversations correctly.

**Objective: To speak confidently**

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**6: Numbers and plurals**

**7: Connectives and simple sentences**

**8: Gender**

**9: Memorisation & storytelling**

**10: Je m'appelle**

- Say and respond to un, deux, trois and can form plurals.
- Learn how to pronounce the phoneme un.
- Say and respond to voici and et and form a simple sentence using these words.
- Learn how to pronounce the phoneme un.
- Start to understand the concept of gender and how un and une point to different genders.

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**Objective: To speak confidently**

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- Answer simple questions and give basic information.
- Give responses to questions about everyday events.
- Pronounce words showing a knowledge of sound patterns.

**11: French names**

**12: Je suis and Ma maman story**

**13: Colours and aliens story**

**14: Colours and opinions**

**15: Word order of adjectives**

- Learn some common French names.
- Learn how to pronounce the phonemes i, in, eu and th.
- Say and respond to je suis and form a sentence with the phrase.
- Can identify some cognates in French.
- Learn how to pronounce the phoneme j.
- Say and respond to eight colours: bleu, rouge, jaune, vert, marron, rose, orange and gris
- Use je suis with a colour.
- All can understand, write and say a sentence describing the colour of an animal using the correct word order.

	<ul style="list-style-type: none"> <li>Learn to sing a well-known French song.</li> <li>Learn how to pronounce the phoneme ch.</li> <li>Say and respond to un chat, un chien, un cochon, un lapin, une tortue, un serpent, un lapin and une souris</li> <li>Listen to and understand a simple story.</li> <li>Say and respond to un chat, un chien, un cochon, un lapin, une tortue, un serpent and une souris</li> </ul>	<ul style="list-style-type: none"> <li>Learn how to pronounce the phoneme u.</li> <li>Pronounce un and une correctly.</li> <li>Start to develop memorisation strategies for a foreign language.</li> <li>Take part in a dramatical retelling of a story.</li> <li>Say je m'appelle and say and respond to et toi?</li> <li>Devise and take part in a simple role play.</li> </ul>	<ul style="list-style-type: none"> <li>Give a simple opinion j'adore or je déteste about a colour.</li> <li>Use le with a colour when giving an opinion about it.</li> <li>Learn how to pronounce the phonemes a and the short e.</li> <li>Some can use two different colours and a connective to describe an animal.</li> </ul>
<b>PSHE/SMSC</b>	<p><b><u>Being Me in My World</u></b></p> <ul style="list-style-type: none"> <li>I can identify some of my hopes and fears for this year I know how to use my Jigsaw Journal</li> <li>I understand the rights and responsibilities for being a member of my class and school</li> <li>I can listen to other people and contribute my own ideas about rewards and consequences</li> <li>I understand how following the Learning Charter will help me and others learn</li> </ul> <p><b><u>Celebrating Difference</u></b></p> <ul style="list-style-type: none"> <li>I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)</li> <li>I understand that bullying is sometimes about difference</li> <li>I can recognise what is right and wrong and know how to look after myself</li> <li>I know some ways to make new friends</li> <li>I can tell you some ways I am different from my friends</li> </ul>	<p><b><u>Dreams &amp; Goals</u></b></p> <ul style="list-style-type: none"> <li>I can choose a realistic goal and think about how to achieve it</li> <li>I can persevere even when I find tasks difficult</li> <li>I can recognise who it is easy for me to work with and who it is more difficult for me to work with</li> <li>I can explain some of the ways I worked cooperatively in my group to create the end product</li> <li>I know how to share success with other people</li> </ul> <p><b><u>Healthy Me</u></b></p> <ul style="list-style-type: none"> <li>I know what I need to keep my body healthy</li> <li>I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed</li> <li>I understand how medicines work in my body and how important it is to use them safely</li> <li>I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy</li> <li>I can decide which foods to eat to give my body energy</li> <li>I can make some healthy snacks and explain why they are good for my body</li> </ul>	<p><b><u>Relationships</u></b></p> <ul style="list-style-type: none"> <li>I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate</li> <li>I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not</li> <li>I can identify some of the things that cause conflict with my friends</li> <li>I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</li> <li>I recognise and appreciate people who can help me in my family, my school and my community</li> <li>I can express my appreciation for the people in my special relationships</li> </ul> <p><b><u>Changing Me</u></b></p> <ul style="list-style-type: none"> <li>I can recognise cycles of life in nature</li> <li>I can tell you about the natural process of growing from young to old and understand that this is not in my control</li> <li>I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old</li> <li>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private</li> <li>I understand there are different types of touch and can tell you which ones I like and don't like</li> </ul>