



## NEWFOLD COMMUNITY PRIMARY SCHOOL'S YEAR 2 KNOWLEDGE & SKILLS OVERVIEW: 2019-20

Our school vision **'Enriching the lives of all'** is firmly embedded in our shared aims, values and ethos and is the foundation of everything we set out to achieve. Our continued success is driven by our commitment to a shared vision of innovative and inspirational learning and development opportunities enabling all stakeholders to achieve their full potential.

**Newfold's tailored curriculum is rich and diverse taking into account our school's context. Our aims, values and ethos underpins all we do whilst striving for excellence in a nurturing environment. Pupils can flourish as resilient, independent learners, who have the ability to conquer challenges and become lifelong learners. Our curriculum allows an enquiry-based approach which enables children to lead their unique learning journey and teachers creatively facilitate learning. We strive to ensure that our pupils are active citizens, demonstrating tolerance, respect and care for the world we live in.**

Year Group	Autumn Term	Spring Term	Summer Term
<b>Mathematics</b>	<p><b>Number – Place Value</b></p> <ul style="list-style-type: none"> <li>- Read and write numbers to at least 100 in numerals and in words.</li> <li>- Recognise the place value of each digit in a two digit number (tens, ones)</li> <li>- Identify, represent and estimate numbers using different representations including the number line.</li> <li>- Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs.</li> <li>- Use place value and number facts to solve problems.</li> <li>- Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.</li> </ul> <p><b>Number – Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>- Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</li> <li>- Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers.</li> <li>- Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</li> <li>- Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.</li> <li>- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> </ul> <p><b>Measurement: Money</b></p> <ul style="list-style-type: none"> <li>- Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</li> <li>- Find different combinations of coins that equal the same amounts of money.</li> <li>- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</li> </ul> <p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>- Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.</li> <li>- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign.</li> <li>- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and</li> </ul>	<p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>- Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.</li> <li>- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.</li> <li>- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.</li> <li>- Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>- Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</li> <li>- Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</li> <li>- Ask and answer questions about totalling and comparing categorical data.</li> </ul> <p><b>Geometry- properties of shape</b></p> <ul style="list-style-type: none"> <li>- Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.</li> <li>- Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</li> <li>- Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.]</li> <li>- Compare and sort common 2-D and 3-D shapes and everyday objects.</li> </ul> <p><b>Number – fractions</b></p> <ul style="list-style-type: none"> <li>- Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity.</li> <li>- Write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2.</li> </ul> <p><b>Measurement: length and height</b></p> <ul style="list-style-type: none"> <li>- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li> <li>- Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li> </ul>	<p><b>Position and Direction</b></p> <ul style="list-style-type: none"> <li>- 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).</li> <li>- Order and arrange combinations of mathematical objects in patterns and sequences</li> </ul> <p><b>Measurement: Time</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Know the number of minutes in an hour and the number of hours in a day.</li> <li>- Compare and sequence intervals of time.</li> </ul> <p><b>Measurement: Mass, Capacity and Temperature</b></p> <ul style="list-style-type: none"> <li>- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li> <li>- Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li> </ul>

	multiplication and division facts, including problems in contexts. - Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.					
<b>English</b>	<p><b>Dirty Beasts &amp; Revolting Rhymes</b> Roald Dahl Poetry: Rehearse &amp; Recite.</p> <p><b>Cake</b> Sue Hendra &amp; Paul Linnet Stories: including retelling -Recount of his journey Prediction Explanation (design a hat) Narrative - Alternative ending</p>	<p><b>The Highway Rat</b> by Julia Donaldson Poetry: Recurring Language Diary Entry</p> <p><b>Lift the Flap Body Book – Non Fiction text.</b> Flap book of human body <b>A Little Bit Brave</b> <b>/Inside The Villains</b> by Clotilde Perrin Leaflet/Brochure on the wolf Character Description of the wolf Drama</p>	<p>Usborne Discovery Book of Sharks/various other non-fiction books and <b>The Big Book of Blue</b> Explanation of Shark features Report Recount of trip to Sealife</p> <p><b>Mr Bunny's Chocolate Factory</b> by Elys Dolan Instructions - numbers and noun phrases – command sentences. Prediction Job Advert Drama</p>	<p><b>The Day the Crayons Quit</b> by Drew Daywalt Letter Writing - informal</p> <p><b>The Day the Crayons Came Home</b> by Drew Daywalt Postcards – selection of postcards from destinations visited in EBL. Postcard from inanimate object – crayon. Poetry: Colours</p>	<p><b>The Sun is Laughing</b>, a collection of poems chosen by Sue Ellis Nature Poetry</p> <p><b>How to Help a Hedgehog and Protect a Polar Bear – Non-Fiction</b> by Jess French Debate – Persuasive speech Poster</p>	<p><b>Lizzie and the Birds</b> by Dawn and Mick Robertson Instructions – Time adverbials Rules Stories – retell the story from the birds' point of view Description of a setting Sequel Newspaper report – look at features of newspapers.</p>
<b>Year 2 Grammar, Punctuation &amp; Spelling (GPS)</b>	<p><b>Year 2: Detail of content to be introduced (statutory requirement)</b></p> <p><b>Word:</b> Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p> <p><b>Sentence:</b> Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p><b>Text:</b> Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p> <p><b>Punctuation:</b> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p> <p><b>Terminology for pupils:</b> noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>					
<b>Year 2 Spelling: Common Exception Words (CEW)</b>	<p>door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</p>					
<p><b>Year 2 Newfold Writing 'Non-negotiables'</b></p> 	<ul style="list-style-type: none"> <li>✓ To use full stops and capital letters correctly.</li> <li>✓ To use capital letters for proper nouns.</li> <li>✓ To write full sentences without mixing upper and lower case letters.</li> <li>✓ To sit all of my letters on the line and form them correctly- have I tried to join?</li> <li>✓ To use simple conjunctions such as 'but', 'or', 'and'.</li> <li>✓ To spell common exception words that I know correctly.</li> <li>✓ To begin to use a range of punctuation such as exclamation mark, question mark and apostrophe.</li> <li>✓ To begin to use paragraphs to organise my work.</li> <li>✓ To use a wider range of conjunctions such as 'when', 'if', 'then', and 'because'.</li> </ul>		<p><b>Year 2 Newfold Reading 'Non-negotiables'</b></p> 	<ul style="list-style-type: none"> <li>✓ Can talk about story and characters, is beginning to use expression</li> <li>✓ Is able to answer questions about how they worked out unknown words</li> <li>✓ Self corrects and re-reads to check their guess makes sense</li> <li>✓ Can answer questions about what they have read. Giving reasons for their answers</li> <li>✓ Can infer meaning e.g. I think..... because it said..... in the text</li> <li>✓ Reads a range of texts with confidence</li> </ul>		

## Science

### **Materials**

-Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, water, 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 (applying a force)

#### **Pupils might work scientifically by:**

**Comparing** the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs);  
**Observing closely, Identifying and classifying** the uses of different materials, and  
**Recording their observations.**  
**Thinking about** unusual and creative uses for everyday materials.

### **Animals including Humans** – What do you need to become a sports hero?

-Find out about and describe the basic needs of 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.

#### **Pupils might work scientifically by:**

**Observing, through video or first-hand observation and measurement,** how humans grow.

**Recording** their findings using charts.

**Asking questions** about what things animals [humans]. need for survival & what humans need to stay healthy and

**Suggesting ways to find answers to their questions.**

Notice that animals have offspring which grow into adults.

-Find out about and describe the basic needs of animals for survival (water, food and air).

#### **Pupils might work scientifically by:**

**Observing, through video or first-hand observation and measurement,** how different animals grow

**Asking questions** about what things animals need for survival **suggesting ways to find answers to their questions.**

**Describing** the main changes as young animal offspring grow into adults (at least: between egg and adult bird; between egg and adult insect; between baby and adult mammal)

### **Plants - How do plants grow & survive?**

-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 (and how changing these affects the plant)

#### **Pupils might work scientifically by:**

**Observing and recording,** with some accuracy, the growth of a variety of plants as they **change over time** from a seed or bulb, or **Observing** similar plants **at different stages** of growth; **Setting up a comparative test** to show that plants need light and water to stay healthy

Identify, locate and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.

-Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.

-Investigate the way in which water is transported within plants.

-Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

#### **Pupils might work scientifically by:**

**Comparing** the effect of different factors on plant growth, for example the amount of light, the amount of fertiliser;

Discovering (**research and modelling**) how seeds are formed by

**Observing** the different stages of plant cycles over a period of time;

**Looking for patterns** in the structure of fruits that relate

### **Living Things in Their Habitats**

-Explore and compare the differences between things that are living, dead, and things 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 micro-habitats.

-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.

-Observe living things in their habitats during different seasonal changes

#### **Pupils might work scientifically by:**

**Sorting and classifying** things as to whether they are living, dead or were never alive.

**Recording** their findings using charts

**Describing** how they decided where to place things,

**Exploring questions** such as: 'Is a flame alive? Is a deciduous tree dead in winter?'

**Talking about ways of answering their questions.**

**Constructing a simple food chain** that includes humans (e.g. grass, cow, human);

**Describing** the conditions in different habitats and micro-habitats (under log, on stony path, under bushes);

**Finding out how** the conditions **affect** the number and type(s) of plants and animals that live there.

			to how the seeds are dispersed. <b>Observing</b> how water is transported in plants, for example, by putting cut, white carnations into coloured water. <b>Observing</b> how water travels up the stem to the flowers.			
<p><b>Computing e-safety</b></p> <ul style="list-style-type: none"> <li>-Agree and use sensible rules to keep me safe when I use technology</li> <li>-Talk about why it is important to be kind and polite online and in real life</li> <li>-Know that not all information online is true</li> <li>-Before I use a device, I talk to a trusted adult about how I will keep myself safe</li> <li>-Tell a trusted adult when something worrying or unexpected happens when I am using a device</li> <li>-Explain why I need to keep my passwords and personal information private</li> <li>-Know that not everyone is who they say they are online</li> <li>-Identify some possible risks to devices</li> <li>-Identify similarities and differences between people I know and people I see in the media/online</li> <li>-Tell you how I feel when someone says something nice or not nice to me</li> <li>-Describe the things I enjoy about age appropriate apps, games and websites I am guided to use</li> <li>-Take a break when I have been using a device for too long</li> <li>-Do a range of other activities when I am not using devices</li> </ul>	<p><b>Programming</b></p> <p>Moving Around to Fix My Factory</p> <ul style="list-style-type: none"> <li>-Give instructions to my friend (using forward, backward and turn) and physically follow their instructions.</li> <li>-Explain the order I need to do things to make something happen and talk about this as an algorithm.</li> <li>-Program a robot or software to do a particular task.</li> <li>-Look at my friend's program and tell you what will happen.</li> <li>-Use programming software to make objects move.</li> <li>-Watch a program execute and spot where it goes wrong so that it can be debugged.</li> </ul> <p><b>Desktop skills:</b></p> <p><b>Paint Package – selecting brush size, changing colour, being accurate etc.</b></p>	<p><b>Multimedia</b></p> <p>My News Report</p> <ul style="list-style-type: none"> <li>-Use technology to organise and present my ideas in different ways.</li> <li>-Use the keyboard on my device to add, delete and space text for others to read.</li> <li>-Explain about an online tool that will help me to share my ideas with other people.</li> <li>-Save and open files on the device I use</li> </ul> <p><b>Tech in our lives</b></p> <p>Technology in My Life</p> <ul style="list-style-type: none"> <li>-Explain why I use technology in the classroom.</li> <li>-Explain why I use technology in my home and community.</li> <li>-Start to understand that other people have created the information I use.</li> <li>-Identify benefits of using technology including finding information, creating and communicating.</li> <li>-Talk about the differences between the Internet and things in the physical world.</li> </ul>	<p><b>Handling Data</b></p> <p>Sorting My Shapes</p> <ul style="list-style-type: none"> <li>-Explain the different ways I use technology to collect information, including a camera, microscope or sound recorder.</li> <li>-Make and save a chart or graph using the data I collect.</li> <li>-Explain the data that is shown in my chart or graph.</li> <li>-Start to understand a branching database.</li> <li>-Explain what kind of information I could use to help me investigate a question</li> </ul> <p><b>Tech in our lives</b></p> <p>Do I Trust My Internet Search?</p> <ul style="list-style-type: none"> <li>-Explain why I use technology in the classroom.</li> <li>-Explain why I use technology in my home and community.</li> <li>-Start to understand that other people have created the information I use.</li> <li>-Identify benefits of using technology including finding information, creating and communicating.</li> <li>-Talk about the differences between the Internet and things in the physical world.</li> </ul>			
<b>PE</b>	<b>Invasion Games</b> Netball	<b>Invasion Games</b> Hockey	<b>Invasion Games</b> Football/Rugby	<b>Net/Wall Games</b> Tennis/Badminton	<b>Athletics</b>	<b>Striking &amp; Fielding Games</b> Cricket/Rounders

	<p>Confident to send the ball to others in a range of ways.          Beginning to apply and combine a variety of skills (to a game situation)          Develop strong spatial awareness.          Beginning to develop own games with peers.          Understand the importance of rules in games.          Develop simple tactics and use them appropriately.          Beginning to develop an understanding of attacking/ defending.</p> <p><b>Athletics</b>          Can change speed and direction whilst running.          Can jump from a standing position with accuracy.          Performs a variety of throws with control and co-ordination.  <i>preparation for shot put and javelin</i>          Can use equipment safely.</p>					
	<p><b>Gymnastics</b></p> <p>Explores and creates different pathways and patterns.          Uses equipment in a variety of ways to create a sequence          Link movements together to create a sequence</p>	<p><b>Multi Skills</b></p> <p>Confident to send the ball to others in a range of ways.          Beginning to apply and combine a variety of skills (to a game situation)          Develop strong spatial awareness.          Beginning to develop own games with peers.          Understand the importance of rules in games.          Develop simple tactics and use them appropriately.          Beginning to develop an understanding of attacking/ defending</p>	<p><b>Dance</b></p> <p>Copies and explores basic movements with clear control.          Varies levels and speed in sequence          Can vary the size of their body shapes          Add change of direction to a sequence          Uses space well and negotiates space clearly.          Can describe a short dance using appropriate vocabulary.          Responds imaginatively to stimuli.</p>	<p><b>Gymnastics</b></p> <p>Explores and creates different pathways and patterns.          Uses equipment in a variety of ways to create a sequence          Link movements together to create a sequence</p>	<p><b>Dance</b></p> <p>Copies and explores basic movements with clear control.          Varies levels and speed in sequence          Can vary the size of their body shapes          Add change of direction to a sequence          Uses space well and negotiates space clearly.          Can describe a short dance using appropriate vocabulary.          Responds imaginatively to stimuli.</p>	<p><b>Multi Skills</b></p> <p>Confident to send the ball to others in a range of ways.          Beginning to apply and combine a variety of skills (to a game situation)          Develop strong spatial awareness.          Beginning to develop own games with peers.          Understand the importance of rules in games.          Develop simple tactics and use them appropriately.          Beginning to develop an understanding of attacking/ defending</p>
<p><b>Music</b></p>	<p><b>Duration, pulse and rhythm, pitch, instruments and symbols, timbre, tempo and exploring sounds using plans from Wigan service, Charanga and online.</b>  <b>Song: Great Fire of London/Sounds from around the world.</b>  <b>Charanga –Hands Feet Heart</b></p>		<p><b>Duration, pulse and rhythm, pitch, instruments and symbols, timbre, tempo and exploring sounds using plans from Wigan service, Charanga and online.</b>  <b>Charanga : I wanna play in a band/Zootime</b></p>		<p><b>Duration, pulse and rhythm, pitch, instruments and symbols, timbre, tempo and exploring sounds using plans from Wigan service, Charanga and online.</b>  <b>Geography link: African Hand Drumming</b>  <b>Charanga – Friendship song linked with PSHE</b>  <b>Reflect, rewind and replay</b></p>	
<p><b><u>Singing</u></b>          -explore sounds with my voice and experiment with ways of changing them and go higher and lower.          -use my voice in different ways (e.g. whispering, chanting etc)          -sing simple 2 and 3 note melodies with mostly accurate intonation and in tune (e.g. pitch matching and exploring patterns).          -developing an awareness of the importance of posture, breathing, diction and expression when singing.</p> <p><b><u>Listening</u></b>          -listen with concentration to a variety of live and recorded music.          -make statements and observations about the music I hear.          -give simple justifications of reasons why I like/dislike a piece of music.</p> <p><b><u>Playing</u></b>          -keep a steady pulse with some accuracy and am developing my understanding of the difference between pulse and rhythm.          -beginning to control changes in tempo, timbre, pitch and dynamics when I play an instrument.          -follow and offer simple musical instructions and actions.</p> <p><b><u>Composing and Improvising</u></b>          -improvise repeated patterns.          -order sounds with simple structures such as beginning/middle/end and in response to given starting points.</p>						

	<p><b>Performing</b>          -play an instrument as part of a group.          -play an instrument as part of a group showing awareness of other performers.          -play in front of others.          -perform to an audience.</p> <p><b>Notation and Use of Technology</b>          -represent sounds with symbols, (given and made up).          -use simple music technology to make and capture sounds.</p>		
<p><b>Art &amp; Design</b></p>	<p><b>L S Lowry</b></p>	<p><b>Japanese Art/Hokusai Colour, Texture</b></p>	<p><b>Mother Nature – Andy Goldsworth Georgia O’Keefe – Flowers (cc Science) Sketching, Drawing, Mark-making, Sculpture</b></p>
	<p><b>Drawing:</b> Begin to control lines to create simple drawings from observations.</p> <p><b>Colour:</b> Recognise and name primary and secondary colours. Mix primary colours to make secondary colours. Share colour charts to compare variations of the same colour. Create and experiment with shades of colour and name some of these. Recognise warm and cold colours. Create washes to form backgrounds. Explore the relationship between mood and colour.</p> <p><b>Textiles:</b> Develop collages, based on a simple drawing, using papers and materials. Collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks/rocks/leaves etc). Weave using recycled materials – paper, carrier bags. Investigate a range of textures through rubbings. Simple batik work. Develop tearing, cutting and layering paper to create different effects. Dye fabrics using tea, red cabbage, beetroot, onion, spinach.</p> <p><b>Printing</b> Finger print, sponge print, block print to form patterns, experiment with amounts of paint applied and develop control. Develop controlled printing against outline /within cut out shapes. Use matchbox to print to explore possibilities - different sized matchboxes create different lines/ shapes/patterns. Experiment with marbling, investigating how ink floats and changes with movement.</p>		
<p><b>Design &amp; Technology</b></p>	<p><b>Wheels and axles: Children to make their own vehicles linked to work from around the world.</b></p>	<p><b>Textiles: Children to design and make their own sea creatures linked to English topic under the sea.</b></p>	<p><b>Structures: Children to make their own bird feeder linked to English work on Lizzie and the birds.</b></p>
	<p><b>Design:</b> design purposeful, functional, appealing products for themselves and other users based on design criteria, generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.          -discuss what I want my product(s) to do and how they will work.          -think about how I will make my products suitable for the user.          -develop ideas for my own designs using my experiences to help me.</p> <p><b>Make:</b> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics          -Model ideas by exploring different materials (such as practising stitches) and / or construction kits (using k’nex to model a vehicle chassis).          -make suggestions about my product and what to do next          -select tools and equipment to help me complete my job and explain the reasons for my choices.          -select from a range of materials which will help me to make my product suitably.</p>		

	<p><b>Evaluate:</b> explore and evaluate a range of existing products in addition to evaluating their ideas and products against design criteria</p> <ul style="list-style-type: none"> <li>-talk about my design ideas and what I am making.</li> <li>-make simple judgements about my product.</li> <li>-talk about how I met the design criteria.</li> <li>-discuss how my product could be improved and why I think this.</li> </ul> <p><b>Technical Knowledge:</b> build structures, exploring how they can be made stronger, stiffer and more stable, explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</p> <ul style="list-style-type: none"> <li>-discuss how my product works.</li> <li>-discuss how to make my product stronger / more stable.</li> <li>-discuss the movement of simple mechanisms...including levers, wheels and axles.</li> <li>-discuss how to make a 3D product from two pieces of fabric.</li> <li>-begin to use appropriate vocabulary to describe my work</li> </ul>		
<p><b>History</b></p>	<p><b>Great Fire of London</b></p>	<p><b>Significant person: Amelia Earheart's journey around the world.</b></p>	<p><b>Significant person: Nelson Mandela and Apartheid.</b></p>
	<p><b>Chronology:</b></p> <ul style="list-style-type: none"> <li>-Put 5-6 people, events or objects in order using a given scale.</li> <li>-Use words and phrases such as recently, before, after, now, later.</li> <li>-Use past and present when telling others about an event.</li> </ul> <p><b>Knowledge &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>-Use information to describe the past.</li> <li>-Use information to describe differences between then and now.</li> <li>-Recount main events from a significant in history.</li> <li>-Use evidence to explain reasons why people in the past acted as they did.</li> </ul> <p><b>Interpretations of History:</b></p> <ul style="list-style-type: none"> <li>-Look at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet).</li> <li>-Understand why some people in the past did things.</li> </ul> <p><b>Historical Enquiry:</b></p> <ul style="list-style-type: none"> <li>-Look carefully at pictures or objects to find information about the past on the basis of simple observations.</li> </ul> <p><b>Organisation &amp; Communication:</b></p> <ul style="list-style-type: none"> <li>-Describe objects, people and events.</li> <li>-Write own date of birth.</li> <li>-Write simple stories and recounts about the past.</li> <li>-Draw labelled diagrams and write about them to tell others about people, events and objects from the past.</li> </ul>		
<p><b>Geography</b></p>	<p><b>Around the World</b></p>	<p><b>Map Makers</b></p>	<p><b>Hot and Cold regions comparison</b></p>
	<p><b>Location and Mapping Skills</b></p> <ul style="list-style-type: none"> <li>-Name and locate significant places in my locality, the UK and wider world.</li> <li>-Use large scale maps and aerial photographs to recognise simple features in my school and home area. Note basic changes in the area by examining two maps - a recent and an earlier version.</li> <li>-Find an OS symbol on a map with an adult and talk about what it might mean.</li> <li>-Use a basic compass and find North.</li> </ul> <p>Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.  Pupils should develop knowledge about the world, the United Kingdom and their locality.</p> <p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>-Identify seasonal and daily weather patterns.</li> <li>-Use simple fieldwork and observational skills to study the geography of my school and its grounds.</li> <li>-Use simple compass directions (NSEW).</li> <li>-Use locational and directional language to describe routes e.g. left/ right, forwards and backwards.</li> </ul> <p>Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. <b>Begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</b></p> <p><b>Enquiry and Investigation</b></p> <ul style="list-style-type: none"> <li>-Investigate different places and environments by asking and answering geographical questions.</li> <li>-Identify patterns, similarities and differences e.g. comparing my life with those of children in other places.</li> </ul>		

	<p>-Ask simple geographical, questions 'where?', 'what?', and 'who?' about the world and my environment e.g. 'What features can I see in this place?'</p> <p>-Investigate through observation and description.</p> <p>-Recognise differences between my own and other people's lives in contrasting regions or climates</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p><b>Communication</b></p> <p>-To describe specific local geographical features e.g. river, bridge, hill.</p> <p>-Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right.</p> <p>-Use maps and other images to talk about my everyday life e.g. where I live, my journey to school etc.</p> <p>-Express views about my environment and start to recognise how people can affect the environment.</p> <p>-Use basic geographical vocabulary including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p><i>They should understand basic subject-specific vocabulary relating to human and physical geography.</i></p> <p><b>Use of ICT/ Technology</b></p> <p>-Use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc.</p> <p>-Use a postcode to find a place on a digital map.</p> <p>-Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen.</p> <p><i>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</i></p>
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<p><b>PSHE &amp; Citizenship</b></p>	<p><b>Feelings</b></p> <ul style="list-style-type: none"> <li>-Express some of their positive qualities, and identify, name and demonstrate that they can manage some feelings.</li> <li>-Share their views and opinions and set themselves simple goals.</li> <li>-Explain ways of keeping clean, name the main parts of the body and explain that people grow from young to old.</li> <li>-Identify products that can be used to keep clean.</li> <li>-Talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations.</li> <li>-Recognise choices they can make and recognise the difference between right and wrong.</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>-Express some of their positive qualities, and identify, name and demonstrate that they can manage some feelings.</li> <li>-Share their views and opinions and set themselves simple goals.</li> <li>-Explain ways of keeping clean, name the main parts of the body and explain that people grow from young to old.</li> <li>-Identify products that can be used to keep clean.</li> <li>-Talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations.</li> <li>-Recognise choices they can make and recognise the difference between right and wrong.</li> </ul>	<p><b>Personal Safety (Including Internet safety)</b></p> <ul style="list-style-type: none"> <li>-Express some of their positive qualities, and identify, name and demonstrate that they can manage some feelings.</li> <li>-Share their views and opinions and set themselves simple goals.</li> <li>-Explain ways of keeping clean, name the main parts of the body and explain that people grow from young to old.</li> <li>-Identify products that can be used to keep clean.</li> <li>-Talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations.</li> <li>-Recognise choices they can make and recognise the difference between right and wrong.</li> </ul>	<p><b>Difference &amp; Diversity</b></p> <ul style="list-style-type: none"> <li>-Identify and respect differences and similarities between people and explain different ways that family and friends should care for one another.</li> <li>-Know about identities and the things that contribute to our identity, including our membership of different groups.</li> <li>-Identify relationships within their lives.</li> <li>-Know some of the qualities of a good friend and respect similarities and differences.</li> <li>-Recognise how their behaviour affects others and take responsibility for their own behavior.</li> <li>-Recognise that bullying is wrong and list some ways to get help in dealing with</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>-Express some of their positive qualities, and identify, name and demonstrate that they can manage some feelings.</li> <li>-Share their views and opinions and set themselves simple goals.</li> <li>-Explain ways of keeping clean, name the main parts of the body and explain that people grow from young to old.</li> <li>-Identify products that can be used to keep clean.</li> <li>-Talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations.</li> <li>-Recognise choices they can make and recognise the difference between right and wrong.</li> </ul>	<p><b>Transition from KS1 to KS2</b></p> <ul style="list-style-type: none"> <li>-Understand and name the feelings associated with change.</li> <li>-Develop a range of strategies to deal with change.</li> <li>-Understand how to help others, and how others can help us to deal with change.</li> <li>-Ask for support when necessary.</li> <li>-Recognise and name their positive qualities.</li> </ul>
<p><b>RE</b></p>	<p><b>How do we show we care for others?</b></p> <ul style="list-style-type: none"> <li>-talk about the talents of Jesus and how he used them to help others.</li> <li>-demonstrate knowledge of the work of famous</li> </ul>	<p><b>Why and how are Christmas and Chanukah celebrated?</b></p> <ul style="list-style-type: none"> <li>-Sequence the Christmas and Chanukah story, using appropriate religious vocabulary to describe the key events.</li> </ul>	<p><b>Who is an inspiring person?</b></p> <ul style="list-style-type: none"> <li>-talk about a person who inspires them, saying why.</li> <li>-suggest reasons why Christians believe Jesus was a great leader,</li> </ul>	<p><b>Why and how do special places and symbols show what people believe?</b></p> <ul style="list-style-type: none"> <li>-tell and sequence the story of Easter.</li> <li>-reflect on an object that is special to them.</li> </ul>	<p><b>What can we learn from Christian and Jewish creation stories?</b></p> <ul style="list-style-type: none"> <li>-retell and sequence the story of creation in the bible using different creative media.</li> </ul>	<p><b>What do Muslims believe?</b></p> <ul style="list-style-type: none"> <li>-reflect and talk about their name and what it might mean.</li> <li>-suggest some reasons why Muslims are not allowed to have images of Allah.</li> </ul>

	<p>Christians, such as Dr Barnado and how they helped others.</p> <ul style="list-style-type: none"> <li>-use appropriate religious vocabulary when talking about some of the stories of Jesus helping others.</li> <li>-ask questions about why we should care for others.</li> <li>-explain how the tiny ants teaches us about caring for others.</li> <li>-identify some of the ways that the Salvation Army helps others.</li> </ul>	<ul style="list-style-type: none"> <li>-make a decision about a character they would like to be in the Christmas story, giving a reason why.</li> <li>-identify and explain some symbols linked with Christmas and their meaning.</li> <li>-describe how Chanukah is celebrated.</li> <li>-say why these festivals are called festivals of light</li> </ul>	<p>retelling a story to show what a good leader he ws.</p> <ul style="list-style-type: none"> <li>-use appropriate religious vocabulary.</li> <li>-ask questions, identify and explain the qualities of a food leader.</li> <li>-reflect on their own inspirational qualities.</li> <li>-identify and talk about characters in story books that inspire others.</li> </ul>	<ul style="list-style-type: none"> <li>-know the main features and functions of a Christian church.</li> <li>-make links between the symbols of Easter and the Easter story.</li> <li>-suggest simple reasons for the differences between a cross and crucifix.</li> <li>-talk about feelings associated with the Easter story.</li> <li>-say what it means to show respect and how we can show respect for special objects and places.</li> </ul>	<ul style="list-style-type: none"> <li>-identify and explain things from the creation story which show that it is important to care for the world.</li> <li>-reflect and give their opinion on what is amazing about the world and why.</li> <li>-ask questions and suggest answers to puzzling questions about the creation of the world.</li> <li>-use religious vocabulary such as creation and awe.</li> <li>-reflect on own feelings about the world and the creation story, using colour, words, action and music.</li> <li>-give examples of what we are doing to harm our world and suggest ways that we can put it right.</li> <li>-explain what the word creation means.</li> <li>-respond to the statement 'our world is perfect. Do you agree?'</li> </ul>	<ul style="list-style-type: none"> <li>-describe some of the key features of a Muslim child's daily life and identify how it is different and the same as their own.</li> <li>-use appropriate religious vocabulary when explaining some of the key features of a Muslim child's life.</li> <li>-ask questions about Muslim daily life.</li> <li>-identify some of the qualities of God in Islam and make links with their own experiences.</li> </ul>
<b>Modern Foreign Languages</b>	<p><b><u>"Las Cuatro Estaciones" – The Four Seasons</u></b></p> <p><b><u>"Los Números de 11 – 20" – Numbers 11-20</u></b></p>	<p><b><u>" La Fiesta" – Party</u></b></p> <p><b><u>"La Navidad" - Christmas</u></b></p>	<p><b><u>"Los Días de la Semana" – Days of the week</u></b></p>	<p><b><u>"Las Planetas" (Cross - curricular link with English Y2 curriculum) – The Planets</u></b></p> <p><b><u>"El Pascua" - Easter</u></b></p>	<p><b><u>"La Pizza" - Pizza</u></b></p>	<p><b><u>"Los Animales de la Selva" – Jungle Animals</u></b></p>
	<p>Recognising/learning the vocabulary associated with the four seasons</p> <ul style="list-style-type: none"> <li>-Summer deckchair/spade/bucket/sandcastle/sea/parasol/</li> <li>-Spring – well/nest/pond/duck/flowers/</li> <li>-Autumn – rake/leaves/pumpkin/scarecrow/</li> <li>-Winter – penguin/snow/snowman/sledge/penguin</li> <li>-Recap on numbers 1-10</li> <li>-Learning numbers 11-20</li> </ul>	<p>Recognising/learning vocabulary associated with a party – music/candle/party banner/confetti/balloons/birthday cake/present/piñata</p> <ul style="list-style-type: none"> <li>-Playing the piñata game</li> </ul> <p><b>-Christmas Activities</b></p>	<p>Recognising/learning - Monday/Tuesday/ Wednesday/Thursday/ Friday/Saturday/Sunday</p> <ul style="list-style-type: none"> <li>-Introducing grammar – days of the week <u>don't</u> start with a capital letter in Spanish</li> </ul>	<p>Recognising/learning - Neptune/Saturn/Mercury/Mars/Uranus/Jupiter/Earth/</p> <p>Ordering the planets in the correct order with toy planets (in Spanish)</p> <ul style="list-style-type: none"> <li>-Recognising the planet Marte(Mars) is a similar sound and spelling to martes (Tuesday)</li> <li>-Easter Activities</li> </ul>	<p>Recognising/learning – cheese/onion/pizza/ chicken/ketchup/mushrooms/ spicy sauce/anchovies/ tomatoes/olives/bacon</p> <ul style="list-style-type: none"> <li>-Using a word search to find pizza ingredients</li> </ul>	<ul style="list-style-type: none"> <li>-Recognising/learning lion/hippo/zebra/elephant/ Bear/giraffe/tiger/monkey</li> </ul>
<b>Educational &amp; Enrichment activities</b>	<p>Theatre visit The Lowry - Drama and Dance Workshops Pop project</p>		<p>Blue Planet Sports Heroes Visitors</p>	<p>End of year enrichment African Hand Drumming Famous People Day</p>		