

Key Stage 1 Skills Development (Year Two)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	What Lights Up Your Life?		Where Oh Where In the world are We?		What Makes a Good Author?	What can Change do?
Stunning Start visit/event	Dress up as a light source and electricity exploration day.		Visit to i360 and Brighton seafront		Clues about book character and book exploration day	
<p>Science</p> <p><u>Working scientifically is in red</u></p> <p>Throughout the year children should be taught Seasonal changes.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p>Observe changes across the 4 seasons.</p> <p>Gather and record data to help answer questions</p> <p>Record information in a simple table or graph.</p>	<p><u>Electricity: (non statutory)</u></p> <p>Construct a simple circuit</p> <p>Draw a circuit</p> <p>Explore and identify which materials are conductors and which are insulators.</p> <p><u>Uses of everyday materials</u></p> <p>Identify and compare the uses of a variety of everyday materials.</p> <p>Identify and compare the suitability of a variety of everyday materials for particular uses.</p> <p>Be able to identify and classify.</p> <p>Observe closely using simple equipment.</p>	<p><u>Uses of everyday materials</u></p> <p><u>Investigation</u></p> <p>Observe that some materials change state when they are heated or cooled.</p> <p>Make systematic and careful observations, and where appropriate take measurements.</p> <p>Use observations and ideas to suggest answers to questions.</p> <p>Make and test predictions.</p> <p>Use results to explain what they found out.</p>	<p><u>Living things</u></p> <p>Explore and compare the differences between things that are living, dead and things that have never been alive.</p> <p><u>Animals including humans</u></p> <p>Identify and name a variety of common animals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain.</p> <p><u>Investigation</u></p> <p>Identify and classify things according to whether they are living, dead or never been alive.</p>	<p><u>Habitats</u></p> <p>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 types of animals and plants and how they depend on each other.</p> <p>Identify and name a variety of plants and animals in their habitats.</p> <p><u>Investigation</u></p> <p>Describe the conditions in different habitats and how this affects the number/type of plants or animals that live there.</p> <p>Pattern seeking.</p> <p>Gather and record data to help answer questions.</p> <p>Record information in a simple table or graph.</p>		<p><u>Plants</u></p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Investigate and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Sort and classify a variety of seeds.</p> <p><u>Investigation</u></p> <p>Investigate what conditions a plant needs to grow.</p> <p>Make systematic and careful observations, and where appropriate take measurements.</p> <p>Use observations and ideas to suggest answers to questions.</p> <p>Carry out a fair test and recognise and explain why it is fair.</p> <p><u>Animals including humans. (link to RSE)</u></p> <p>Explore that animals (including humans) have offspring that grow into</p>
ICT	<p>Taking better photos</p> <ul style="list-style-type: none"> - Use technology safely and respectfully, keeping personal information private. - Recognise common 	<p>Collecting clues</p> <ul style="list-style-type: none"> - Use Technology purposefully to create, organise, store, manipulate and retrieve digital content. - Recognise common 	<p>Researching a topic</p> <ul style="list-style-type: none"> - Use Technology purposefully to create, organise, store, manipulate and retrieve digital content. 	<p>Collecting data about bugs</p> <ul style="list-style-type: none"> - Use Technology purposefully to create, organise, store, manipulate and retrieve digital content. - Recognise common 	<p>Programming on screen</p> <ul style="list-style-type: none"> - Understand what algorithms are: how they are implemented as programs on digital devices; and that 	<p>Exploring how computer games work</p> <ul style="list-style-type: none"> - Understand what algorithms are: how they are implemented as programs on digital devices;

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	<p>uses of information technology beyond school.</p> <ul style="list-style-type: none"> - Use Technology purposefully to create, organise, store, manipulate and retrieve digital content. <p>Software: Picasa, Pixlr</p> <p>Rising Stars Computing Unit 2.3: We are photographers</p>	<p>uses of information technology beyond school.</p> <ul style="list-style-type: none"> - Use technology safely and respectfully, keeping personal information private. <p>Software: School email, Microsoft excel.</p> <p>Rising Stars Computing Unit 2.5: We are detectives</p>	<ul style="list-style-type: none"> - Recognise common uses of information technology beyond school. - Use technology safely and respectfully, keeping personal information private. <p>Software: FreeMind, Powerpoint, Google Custom Search</p> <p>Rising Stars Computing Unit 2.4: We are researchers</p>	<p>uses of information technology beyond school.</p> <ul style="list-style-type: none"> - Use technology safely and respectfully, keeping personal information private. <p>Software: excel, iwb software, picasa/photo gallery, google maps engine/google earth</p> <p>Rising Stars Computing Unit 2.6: We are zoologists</p>	<p>programs execute by following precise and unambiguous instructions.</p> <ul style="list-style-type: none"> - Create and debug simple programs. - Use logical reasoning to predict the behaviour of simple programs. <p>Software: Scratch, scratch jr. Apps: Daisy the Dino</p> <p>Rising Stars Computing Unit 2.1: We are astronauts</p>	<p>and that programs execute by following precise and unambiguous instructions.</p> <ul style="list-style-type: none"> - Use logical reasoning to predict the behaviour of simple programs. - Recognise common uses of information technology beyond school. - Use technology safely and respectfully, keeping personal information private. <p>Software: Scratch... Rising Stars Computing Unit 2.2: We are games testers</p>
History	<p><i>GFofL</i> Describe significant historical events (beyond living memory). Describe significant people from the past. Use artefacts, online sources and databases to find out about the past. Use dates where appropriate. BLACK HISTORY MONTH Explore the lives of significant individuals in the past who have contributed to national and international achievements</p>	<p>GUNPOWDER PLOT Describe historical events. Describe significant people from the past. Show an understanding of the concept of nation and a nation's history. Recognise that there are reasons why people in the past acted as they did. Use dates where appropriate. Place events in order on a timeline.</p>	<p>SPECIAL BOOKS (Personal history) Identify changes within living memory. Use dates where appropriate. Place events in order on a timeline.</p>		<p>INVENTORS Compare aspects of life and people from different periods. Use words such as decades and centuries to describe the passing of time. Identify some of the different ways the past has been represented Describe significant people from the past</p>	<p>DARWIN - Science focus Describe significant people from the past Explore the lives of significant individuals in the past who have contributed to national and international achievements</p>
Geography To investigate patterns		<p>Location: To name the countries making up the</p>	<p>Brighton study To investigate places</p>	<p>Compare Brighton and Brazil</p>	<p>Place: To compare England with a</p>	

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<p>Identify seasonal and daily weather patterns In the united Kingdom and the location of hot and cold areas of the world in relation to the equator and North and South Poles.</p>			<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use aerial images and plan perspectives to recognise landmarks and basic physical features Use fieldwork and observational skills to study the geography of a place. <u>To communicate geographically</u> Use compass directions and locational language Devise a simple map Use simple grid references</p>	<p><u>To investigate places</u> Name and locate the world's continents and oceans. Use world maps, atlases and globes to identify the United Kingdom and its countries , as well as the countries and continents studied. <u>To investigate patterns</u> Understand geographical similarities and differences through studying human and physical geography of a small area of the United Kingdom and a contrasting non-European country. <u>To communicate geographically</u> Use compass directions and locational language Devise a simple map Use simple grid references</p>		
<p>Art</p>	<p>Great Artist Study <i>(Elishe Ongere)</i> Drawing Show different tones by using different coloured pencils. Painting Use thick and thin brushes Mix primary colours to make secondary Develop ideas Respond to ideas and starting points Describe the work of notable artists Use some of the ideas of artists studied to create pieces. Collage</p>			<p>Great Artist Study <i>(Henri Rousseau)</i> Develop ideas Respond to ideas and starting points Explore different ideas and materials as ideas develop. Describe the work of notable artists Use some of the ideas of artists studied to create pieces. Digital media Use a wide range of tools to create different textures, lines, tones, colours and shapes (Fresco, 2imple)</p>		<p>GRT - La Chunga Sculpture Use a combination of shapes Include line and texture Use techniques such as rolling, cutting, moulding and carving Drawing Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop</p>

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	<p>Use a combination of materials that are cut, torn and glued Sort and arrange materials. Mix materials to create texture.</p> <p>Digital media Use a wide range of tools to create different textures, lines, tones, colours and shapes (Fresco, 2imple)</p>					
<p>Music</p> <p>The 2014 National Curriculum Aims for music.</p> <ul style="list-style-type: none"> • Use their voices expressively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically. • Listen with concentration and understanding to a range of high-quality live and recorded music. • Make and combine sounds using the inter-related dimensions of music. 	<p><u>Ourselfs 3 lessons</u> Create a sequence of long and short sounds. Make and control long and short sounds, using voice and instruments. Use symbols to represent a composition and use them to help with a performance.</p> <p><u>Toys 3 lessons</u> Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch. Make and control long and short sounds, using voice and instruments.</p>	<p><u>Our bodies 3 lessons</u> Clap rhythms. Make and control long and short sounds, using voice and instruments.</p> <p><u>Animals 3 lessons</u> Take part in singing, accurately following the melody. Imitate changes in pitch. Follow instructions on how and when to sing or play an instrument. Create a mixture of different sounds (long and short, loud and quiet, high and low).</p>	<p><u>Our land 3 lessons</u> Take part in singing, accurately following the melody. Imitate changes in pitch.</p> <p><u>Number 3 lessons</u> Make and control long and short sounds, using voice and instruments. Clap rhythms. Create short, rhythmic phrases.</p>	<p><u>Storytime 3 lessons</u> Create a mixture of different sounds (long and short, loud and quiet, high and low). Choose sounds to create an effect. Identify the beat of a tune.</p> <p><u>Seasons 3 lessons</u> Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument.</p>	<p><u>Weather 3 lessons</u> Follow instructions on how and when to sing or play an instrument. Create short, musical patterns. Create short, rhythmic phrases.</p> <p><u>Pattern 3 lessons</u> Use symbols to represent a composition and use them to help with a performance. Create short, rhythmic phrases.</p>	<p><u>Water 3 lessons</u> Imitate changes in pitch. Take part in singing, accurately following the melody. Recognise changes in pitch.</p> <p><u>Travel 3 lessons</u> Recognise changes in timbre, dynamics and pitch. Take part in singing, accurately following the melody. Make and control long and short sounds, using voice and instruments. Use symbols to represent a composition and use them to help with a performance.</p>
<p>Marvellous middle visit/event</p>	<p>Great Fire of Patcham Infants/ Remembrance event</p>		<p>Continent exploration. Different classrooms different continents.</p>		<p>Trip to Wisley gardens</p>	
<p>DT</p>		<p><i>Design and make a healthy snack</i></p> <p><u>To master practical skills</u> Food - cut, peel or grate ingredients safely and hygienically Measure or weigh ingredients using cups</p>	<p><i>Design and make a moving picture</i></p> <p><u>To master practical techniques</u> Mechanisms To create products using levers, wheels and winding</p>		<p><i>Puppets</i></p> <p><u>To master practical techniques</u> Textiles Join materials using glue/ and or stitch</p> <p><u>To design, make,</u></p>	

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		<p>scales Assemble or cook ingredients <u>To design, make, evaluate and improve</u> Design a product that has a clear intended user Explore objects to identify clear like and dislikes</p>	<p>mechanisms <u>Materials</u> Cut materials safely using tools provided. Measure and mark out to the nearest CM <u>To design, make, evaluate and improve</u> Design a product that has a clear intended user</p>		<p><u>evaluate and improve</u> Design a product that has a clear intended user</p>	
RE	<p><i>Diwali</i> Describe some teachings of a religion Describe some of the main festivals of a religion</p>	<p><i>Christmas</i> Describe some teachings of a religion Describe some of the main festivals of a religion</p>	<p><i>Judaism</i> Describe some teachings of a religion Describe some of the main festivals of a religion Recognise, name and describe some religious artefacts, places and practices.</p>	<p><i>Easter</i> Describe some teachings of a religion Describe some of the main festivals of a religion Ask questions about puzzling aspects of life</p>	<p><i>Islam</i> Describe some teachings of a religion Describe some of the main festivals of a religion Name some religious symbols Explain the meaning of some religious symbols Identify how they have to make their own choices in life</p>	<p><i>Special books</i> Identify things that are important in their own lives and compare these to religious beliefs Relate emotions to some of the experiences of religious figures studied</p>
PE	<p>Swimming - Control leg movements - Begin to use a basic stroke, breathing correctly.</p> <p>Games - Tennis Coaches from Withdean (ATL) - To use striking, running, catching skills in combination. - To track a ball. - To begin to use tactics.</p>	<p>Games - Tennis Coaches from Withdean (ATL) - Develop tactics and begin to choose appropriate tactics to cause problems for their opponent.</p> <p>Dance - explore movements - travel, jump, being still, turn. - Use Salad - (Speed, Levels, Direction) - Move with careful control and coordination. - Link three or more actions to perform a sequence.</p>	<p>Gymnastics - Explore travelling and balancing. - Name basic movements (Stretch, tuck, straddle, Pike, front support, back support, dish and arch) - Hold a position whilst balancing on different points of the body. - Link 3 or more actions to make a sequence. Plan, perform and repeat sequences.</p> <p>Dance - recap travel, jump, being still and turn. - Explore gesture.</p>	<p>Gymnastics - Recap travelling and balancing. - Explore rocking and jumping. - Jumping and landing safely. - Climb safely on equipment. - Link movements. Plan, perform and repeat sequences.</p> <p>Games - Use the terms opponent and team mate. - develop their skills in throwing, catching, striking and kicking. - Throw and catch with control.</p>	<p>Gymnastics - Recap travelling, balancing, rocking and jumping. - Refine movements into sequences. - Explore rotation and flight. Turns, rolls, leaps. - Move in a clear, fluent and expressive manner.</p> <p>Dance - Recap gesture. - Refine movements into sequences. - Create a class or paired or group performance. - Use Salad (Speed,</p>	<p>Swimming - To begin to coordinate leg and arm movements. - To continue to develop and use an effective stroke.</p> <p>Games/Athletics - Begin to follow rules of games and play fairly. - Play Competitive games. - develop tactics - begin to choose appropriate tactics to cause problems for the opposition.</p>

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			Choose movements to communicate a mood, feeling or idea. - Use Salad - (Speed, Levels, Direction) - Plan, perform and repeat sequences. - Move in a clear, fluent and expressive manner.	- develop their skills in sending, receiving and aiming. - Play competitive games. - Discuss taking the ball to a good position. -Using the space and working as a team.	levels, Direction)	
PSHE	New Beginnings Going for Goals (Pupil Voice / Democracy - School Council elections)	Say No To Bullying Including Diversity and Disability Equality - "Nothing About Me Without Me" (Anti-Bullying Week)	Drugs, Alcohol and Tobacco Education Global Education - Multicultural Britain (linked to Geography)	Good To Be Me (Pupil Voice / Democracy - School Council elections) "Feeling Good, Feeling Safe."	Relationships and Sex Education - including Life cycles, naming body parts and gender differences.	Internet Safety (linked to ICT) Changes Gypsy Roma Traveller Education (Diversity)
Fabulous Finish Visit/event	Celebration of learning and Christmas performance		Zoolab	Leavers assembly		

Spiritual development

Pupils who are developing spiritually are likely to be developing some or all of the following characteristics:

- **1.** a set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour;
- **2.** an awareness and understanding of their own and others' beliefs;

Schools that are encouraging pupils' spiritual development are likely to be:

- **A.** giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on people's lives;
- **B.** encouraging pupils to explore and develop what animates themselves and others;
- **C.** giving pupils the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful;

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- **3.**a respect for themselves and for others;
 - **4.**a sense of empathy with others, concern and compassion;
 - **5.**an ability to show courage in defence of their beliefs;
 - **6.**a readiness to challenge all that would constrain the human spirit - for example, poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, force, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination;
 - **7.**an appreciation of the intangible - for example, beauty, truth, love, goodness, order, as well as of mystery, paradox and ambiguity;
 - **8.**a respect for insight as well as for knowledge and reason;
 - **9.**an expressive and/or creative impulse;
 - **10.**an ability to think in terms of the 'whole' - for example, concepts such as harmony, interdependence, scale, perspective; and
 - **11.** an understanding of feelings and
- **D.** developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected;
 - **E.** accommodating difference and respecting the integrity of individuals;
 - **F.** promoting teaching styles which:
 - value pupils' questions and give them space for their own thoughts, ideas and concerns;
 - enable pupils to make connections between aspects of their learning;
 - encourage pupils to relate their learning to a wider frame of reference - for example, asking 'why', 'how' and 'where' as well as 'what'; and
 - **G.** monitoring in simple, pragmatic ways the success of what is provided.

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emotions and their likely impact.	
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