Year 2 Curriculum Overview

Subject	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Spoken language	**Spoken language is developed across the curriculum and underpins the development of reading and writing. When reading aloud to a range of audiences, children should use punctuation to determine intonation and expression.**					
	Ask questions to get more information and clarify meaning Talk in complete sentences Decide which vocabulary to use Take turn when talking in pairs Be aware that formal and informal situations require different language Retell a story using narrative language, linking words and phrases Hold the attention of people they are speaking to by adapting the way they speak Understand how to speak for different purposes and audiences Perform a simple poem from memory					
Reading – word reading	Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. *shoulder, roundabout, grouping* Read words containing common suffixes e.g. *–ness, -ment, -ful, -ly* Read common exception words Read frequently encountered words quickly and accurately without overt sounding and blending Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Re-read these books to build up their fluency and confidence in word reading Uses tone and intonation when reading aloud Read longer and less familiar texts independently					
Reading- Comprehension	**To establish an appreciation and love of reading and to gain knowledge across the curriculum children are encouraged to read fiction, non- fiction and poetry to develop knowledge of themselves and the world in which they live. They regularly listen to a novel read aloud by the class teacher.**					
	During guided reading pupils will participate in many ways: Making contributions in whole class and group discussion Listening and responding to contributions from others Giving opinions and supporting with reasons e.g. *Was Goldilocks a good or bad character?* Considering other points of view They will demonstrate their understanding of a text by asking and answering questions related to who, what, where, when, why, how Sequencing and discussing the main events in stories Retelling a wider range of stories, fairy tales and traditional tales Identifying, discussing and collecting favourite words and phrases Activating prior knowledge and raising questions e.g. *What do we know? What do we want to know? What have we learned?* Making predictions using evidence from the text Discussing how specific information is organised within a non-fiction text e.g. *text boxes, subheadings, contents, bullet points, glossary, diagrams* Use morphology to work out the meaning of unfamiliar words e.g. terror, terrorised Making inferences about characters and events using evidence from the text e.g. *what is a character thinking, saying and feeling?*					

<table>
<tr><td></td><td colspan="6">Checking that texts make sense while reading and self-correcting
Learning and reciting a range of poems using appropriate intonation</td></tr>
<tr><td>Writing Composition</td><td colspan="6">Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas
Use specific text type features to write for a range of audiences and purposes e.g. to instruct, inform, entertain, explain, discuss, persuade
Write about real and fictional events
Write simple poems based on models
Edit and improve their own writing in relation to audience and purpose
Evaluate their writing with adults and peers
Proofread to check for errors in spelling, grammar and punctuation
Read aloud their writing with intonation to make the meaning clear</td></tr>
<tr><td rowspan="2">Spelling</td><td colspan="6">Throughout Year 2, the Year 1 and year 2 common exception words should be an essential aspect of pupils' spelling when writing. These words should be taught repetitively.</td></tr>
<tr><td>Words with kn and gn as n
Words with wr as r
Words containing c as /s/
Words ending 'dge'
Words ending 'ge'
Words containing g as /j/

Common exception words</td><td>Words containing el as /l/
Words containing in le as /l/
Words containing il as /l/
Words containing al as /l/
Words containing igh as /y/
Adding endings to words ending in consonant and y

Common exception words</td><td>Adding er,est and ed to words ending in –y
Adding ing to words ending -y
Adding –ing, -ed, -er, -est and –y to words ending in –e with a consonant before it
Adding –ing, -ed, -er, -est and –y to words of one syllable ending in a single consonant after a single vowel
The sound /or/ spelt 'a' before l or ll

Common exception words</td><td>The sound /u/ spelt with 'o'
The sound /ee/ spelt with '-ey'
The /o/ sound spelt with 'a' after w and qu
The stressed/er/ spelt with 'or' after w and the sound /
or/ spelt 'ar' after w
The sound /zh/ spelt 's'

Common exception words</td><td>The suffixes –ment, -ness and –ful
The suffixes –less and –ly
Words ending in –tion
Contractions
The possessive apostrophe

Common exception words</td><td>Homophones and near homophones
Conjunctions
Months of the year/ time
Question Words
SPaG terms</td></tr>
</table>

Grammar and Punctuation	Using full stops and capital letters to demarcate sentence. Learn how to use the present and simple past tenses correctly and consistently. Classify words as nouns. Learning how to use both familiar and new punctuation correctly (see English appendix 2) including: •(full stops •(capital letters •(exclamation marks •(question marks Using adjectives to describe nouns. Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' How the grammatical patterns in a sentence indicate its function as an exclamation, statement, question or command. Conjunctions - Co ordination (using or and, or but) Conjunctions – Subordination (using when, if, that ,or because) Consolidate how to use the present and past tenses correctly and consistently and introduce the progressive form.	Use conjunctions to join ideas in longer sentences Co-ordination: using 'and', 'or' and 'but' (Compound) Subordination: using 'when', 'where', 'if', 'that' and 'because' (Complex) Explain the concept of a verb and encourage children to use powerful verbs in their writing Introduce present progressive tense. Consolidation - How the grammatical patterns in a sentence indicate its function as an exclamation, statement, question or command. Use of ly in Standard English to turn adjectives into adverbs Use adjectival phrases to describe nouns Recap of word classes Apostrophes to mark singular possession in nouns [for example, the girl's name]. Commas to separate items in a list. Singular and plural form of nouns, including common irregular plurals such as 'children'.	Use apostrophes for contracted forms – relate this to differences between spoken & written English. Formation of nouns using suffixes such as ness, ment, ful or less and using compounds such as superman Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly, plain flour, the man in the moon] Consolidation (Key Stage 1) Coverage of all Year 1 and Year 2 Grammar, Vocabulary and Punctuation objectives.
Handwriting	Sit correctly at a table, holding a pencil comfortably and correctly. Form lower case letters in the correct direction, starting and finishing in the right place, ad of the correct size relative to one another. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. using some of the diagonal and horizontal strokes needed to join letters. Understand which letters, when adjacent to one another, are best left unjoined. Use spacing between words that reflects the size of the letters.		

Maths	**Consolidation and extension of previously taught objectives in number , place value, addition, subtraction and multiplication and division should form the basis of all basic skills lessons**		
	Number – place value Count objects to 100 and read and write numbers in numerals and words. Represent numbers to 100. Tens and ones with a part whole model. Tens and ones using addition. Use a place value chart. Compare objects. Compare numbers. Order objects and numbers. Count in 2s, 5s and 10s. Count in 3s. **Number – addition and subtraction** Fact families Addition and subtraction bonds to 20. Check calculations. Compare number sentences. Related facts. Bonds to 100 (tens). Add and subtract 1s. 10 more and 10 less. Add and subtract 10s. Add a 2 digit and 1 digit number crossing ten. Subtract a 1 digit number from a 2 digit number crossing 10. Add two 2 digit numbers not crossing ten add ones and add tens. Add two 2 digit numbers crossing ten add ones and add tens. Subtract a 2 digit number from a 2 digit number not crossing ten. Subtract a 2 digit number from a 2 digit number crossing ten subtract ones and tens. Bonds to 100 (tens and ones). Add three 1 digit numbers. **Number - Multiplication and Division** Recognise equal groups. Make equal groups. Add equal groups. Multiplication sentences using the x symbol.	**Number - Multiplication and Division** Recognise equal groups. Make equal groups. Add equal groups. Multiplication sentences using the x symbol. Multiplication sentences from pictures. Use arrays. 2 times table. 5 times table. 10 times table. **Statistics** Make tally charts. Draw pictograms (1 1). Interpret pictograms (1 1). Draw pictograms (2, 5 and 10). Interpret pictograms (2, 5 and 10). Block diagrams. **Geometry – Properties of shape** Recognise 2D and 3D shapes. Count sides on 2D shapes. Count vertices on 2D shapes. Draw 2D shapes. Lines of symmetry. Sort 2D shapes. Make patterns with 2D shapes. Count faces on 3D shapes. Count edges on 3D shapes. Count vertices on 3D shapes. Sort 3D shapes. Make patterns with 3D shapes. **Measurement – Mass, Capacity and Temperature** Compare mass. Measure mass in grams. Measure mass in kilograms. Compare capacity. Millilitres. Litres. Temperature.	**Geometry – Position and direction** Describing movement. Describing turns. Describing movement and turns. Making patterns with shapes. **Problem solving efficient methods/Investigations** All **Measurement – Time** O'clock and half past. Quarter past and quarter to. Telling time to 5 minutes. Minutes in an hour, hours in a day. Find durations of time. Compare durations of time **Statistics** Make tally charts. Draw pictograms (1 1). Interpret pictograms (1 1). Draw pictograms (2, 5 and 10). Interpret pictograms (2, 5 and 10). Block diagrams. **Geometry – Properties of shape** Recognise 2D and 3D shapes. Count sides on 2D shapes. Count vertices on 2D shapes. Draw 2D shapes. Lines of symmetry. Sort 2D shapes. Make patterns with 2D shapes. Count faces on 3D shapes. Count edges on 3D shapes. Count vertices on 3D shapes. Sort 3D shapes. Make patterns with 3D shapes.

	Multiplication sentences from pictures. Use arrays. 2 times table. 5 times table. 10 times table. **Measurement – money** Count money pence. Count money pounds (notes and coins). Count money notes and coins. Select money. Make the same amount. Compare money. Find the total. Find the difference. Find change. Two step problems.	**Number – Fractions** Make equal parts. Recognise half. Find half. Recognise quarter. Find a quarter. Recognise a third. Find a third. Unit fractions. Non unit fractions. Equivalence of ½ and $^{2}/_{4}$. Find three quarters. Count in fractions. **Measurement – Length and Height** Measure length (cm). Measure length (m). Compare lengths. Order lengths. Four operations with lengths. **Measurement – Time** O'clock and half past. Quarter past and quarter to. Telling time to 5 minutes. Minutes in an hour, hours in a day. Find durations of time. Compare durations of time **Geometry – Position and direction** Describing movement. Describing turns. Describing movement and turns. Making patterns with shapes.	

Science topic	During Science lessons, pupils will ask scientific questions, use simple equipment to make observations, carry out simple tests, identify and classify things and suggest what they have found. They will use simple data to answer questions.					
	Animals including humans	**Animals including humans**	**Everyday materials**	**Everyday materials**	**Plants – Ready steady grow**	**Living things and their habitats**
Science	Explore outside, and through observation, the differences between things that are living, dead, and things that have never been alive. Find specimens and explain how they know they are alive or otherwise. **(Exploring, Sorting, classifying and identifying, problem solving)** Photograph or draw the micro-habitats in the school grounds, adding five adjectives to describe them (damp/wet/dry, dark/light). (**Exploring over time)** Create shoebox dioramas for plastic animal toys or laminated images of living things. Annotate the dioramas with researched information. **(Researching and analysing secondary**	Examine life cycles of different animals. Consider stages in human life. **(Knowledge)** Discuss and draw up a list of essential items for basic survival. **(Problem solving)** Explore the idea of warming up muscles by investigating what happens when cold elastic bands are stretched without being warmed up. Warm up and then carousel around different physical activities, counting rate of heartbeat. **(Exploring, Observing over time)** Design a balanced lunch box on paper to serve as a reminder of how much of each food group is required for a balanced lunch. By drawing on previous knowledge	Consider the questions: are all makes of paper as good as each other? Or are some better than others? Investigate which papers are the most absorbent by laying thin strips of equal length of different materials (including a waterproof strip) in a shallow tray and pouring coloured water onto the edge of the strips. **(Pattern seeking, problem solving)** Devise an investigation to test a variety of materials (plastics, metals, different types of wood and bricks) for their absorbent property. **(Observing over time, problem solving)** Investigate the absorbency of fabrics by stretching them over a jar to make them taut and using a dropper to drop water onto the cloth.	Explore the properties of a variety of balls in the playground. Discuss and design an investigation to test which ball is the bounciest. **(Exploring, pattern seeking)** Talk about how to test fabric's elasticity properties, make predictions and devise an investigation based on attaching weights to the ends of strips of fabric. **(Exploring, pattern seeking, problem solving)** Devise an investigation to test how much they will bend by hanging weights from string onto the end of each strip of material. **(Exploring over time, pattern seeking, problem solving)** Sort objects in the classroom according to these criteria: flexible, rigid, hard,	Make a seed helicopter and try it out in the playground. Collect dandelion plants and look carefully at their seeds, using a magnifying glass. Make a dandelion seed each and form together to make a dandelion plant. **(Exploring, researching and analysing secondary sources)** Make a large burr out of clay and display in the classroom, with facts about how they are dispersed. **(Exploring, researching and analysing secondary sources)** Discuss hydroponics and the concept of growing bulbs in water. Set up and plant a bulb in a glass. **(Exploring over time)** Place one egg shell with cress in a cupboard and talk about what might happen to the cress and its growth.	Take large tubs or tyres into the selected area of the playground and fill with compost to make a playground allotment. Plant edible plants (lettuces, etc.). Make bird scaring sculptures with found and recycled materials. **(Exploring, problem solving, researching and analysing secondary sources)** Weed and tend to the allotment, understanding why the weeds need to be pulled out. Identify the weeds. Make flap pictures of the micro-habitat they have made and the mini-beast they hope it will attract. **(Exploring, pattern seeking).** Visit a farm or have a farmer visit the school. Understand the jobs a farmer has to do and why. Play farms with the small world play and set up a role-play farm in the classroom. **(Exploring,**

	sources). Role play the interdependence of a food chain and consider what part each plays in its survival. Explore the school grounds, looking for examples of food chains (living things eating leaves, for example). **(Exploring)** In groups, design a layer of the bug hotel, incorporate specific micro-habitats agreed for that group by the class. Build a bug hotel according to the group designs. **(Problem Solving)**	of healthy food, select healthy sandwiches to pack in the picnic. Record the healthy picnic in photographs and talk about their learning with their guests. **(Problem solving)** .	Observe and measure the number of drops and the time they stay on the cloth before being absorbed. **(Pattern seeking, problem solving)** Explore the texture and various properties (absorbency, flexibility) by using them to print with paint onto squares of cloth or card. **(Exploring)** Make a batik wax resist piece of art by applying molten wax to a piece of cotton and dying it. Chop up old wax crayons and heat in moulds in the microwave/oven. Make new wax crayons in a different shape. **(Exploring)**	soft, stretchy, stiff. **(Sorting, classifying and identifying)** Be challenged to find the strongest paper to wrap a present. Collect sheets of different types of paper and make them the same size. Make a hole in each sheet and hang a weight from it, adding weights until the paper tears. Record the results. **(Fair testing, problem solving)** Work in small groups to design and make a paper bridge to hold a toy car, selecting the paper they think will work best. **(Problem solving)**	**(Exploring over time, pattern seeking)** Start a record of the cress growth and predict how long it will take for the cress to grow long enough to eat. **(Problem solving)** In teams, make the hydroponic plant out of craft and junk materials. Can you talk about each part of the plant model, including its name and function? **(Exploring, pattern seeking)**	**researching and analysing secondary sources)** Make a food chain game using cups with photographs attached. Challenge another class to complete the food chains. **(Exploring, researching and analysing secondary sources)** Look more closely at what happens in a food chain. Understand that the sun's energy travels through a food chain and then back into the ground. Interpret the transfer of energy in a food chain through a dance, using masks and torches. **(Researching and analysing secondary sources)**

Topic	Our Linked Learning enquiry curriculum supports children to develop their key skills in History and Geography. These can then be transferred into other situations. Art and Design and Design Technology are taught alongside these themes to further develop cross-curricular links. ICT, applied Maths and Literacy skills are also developed alongside each enquiry.					
	My Home is My Castle		**A Capital Idea**		**Under the Sea**	
History and Geography	Explore why some castles were built on hills. Discover the physical features that make castles easier to defend. Become familiar with	Find out who built the first castles in the UK. Explore the features of Norman castles. Explore the structure of medieval castles. Find out who lived in	Locate London on a map and describe its location. Identify and describe landmarks of London. Use compass points and directional language to navigate	Identify when the Great Fire of London took place and place it on a timeline. Identify ways in which London was different in 1666 to London today. The story of the Great Fire of London. Find	Define the words 'ocean' and 'sea' and identify them in relation to continents and countries. Investigate the characteristics of each of the five oceans. Investigate the uses of	Explore the features of seaside holidays using photographs as a prompt. Identify key vocabulary associated with the seaside Use photographs and paintings to look for clues about what

	castles in the UK's capital cities. Explore and make maps. Understand your own address	medieval castles. Discover how common people were treated in medieval times. Explore how the Tower of London's uses have changed over time. To find out about how the history of Bedford castle and the siege which saw its demise	between London landmarks. Identify and describe a variety of geographical features in London. Explore seasonal weather patterns in London. Plan a trip to London.	out how the fire started, where it spread to, how much of London was affected and how the fire ended. Find out about Pepys' experience of the fire and consider how different people might have been feeling. Investigate some of the reasons why the Great Fire lasted so long, such as housing, firefighting techniques, the actions of the king and other officials, and the weather. Look at some of the things that were changed to make sure a fire on such a large scale could never happen again. Look at a range of sources and understand how we can learn from these.	seas and oceans, including food, fuel, transport, tourism etc. as well as how pollution can harm the ocean.	seaside holidays were like in the past and compare to today; start to order photographs chronologically. Why seaside holidays were initially only enjoyed by the rich and how this changed during the Victorian era, looking particularly at the role of the steam train in allowing people to visit the beach. Discover some of the features of traditional seaside holidays, such as Punch and Judy shows Consider aspects such as travel to identify ways in which life has changed in the last hundred years.
Art	Use line to create a picture in the style of the Bayeux Tapestry. Use line to create a picture in the style of the Buck brothers. Create a painting in the style of James Paterson. .		Use chalk to create flames pictures Use collage to create flames pictures Create 3-D pictures of a London landmark that was destroyed in The Great Fire Look at a painting of the Great Fire of London through the arches of a bridge. Think about the foreground, middle ground and background of the painting and create layered 3-D scenes using paper. Create dioramas of fire scenes		Learn about Antony Gormley Create a class version of 'Another place' – sea installation using photos Explore different techniques and joins using modelling clay Design and create a sculpture of themselves from their photo using modelling materials. Create a whole class installation using the individual sculptures.	

				Evaluate their work and the whole class installation.		
Design Technology	**Free-standing structures – Make a Siege Tower** What is a structure? Understanding functions of freestanding structures Designing a structure Cutting and Joining Evaluate the finished project work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment use simple design criteria to help develop their ideas generate ideas by drawing on their own experiences plan by suggesting what to do next select from a range of tools and equipment, explaining their choices use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components measure, mark out, cut and shape materials and components assemble, join and combine materials and components		**Explore Tudor housing.** Investigate ways to create the house shape and how to join on a roof. Design and make a Tudor house. Evaluate the finished product. **Cooking bread** Investigate and evaluate bread products according to their characteristics. Learn how bread products are an important part of a balanced diet and can be eaten in different ways. Find out which different ingredients are needed to make bread and how ingredients can be altered and mixed to create different effects. Design and make a new bread product for a particular person or event. Evaluate the finished product.		**Make an aquarium** Look at different images of aquariums on larger and smaller scales to inspire their own model of an aquarium. Design and make their model aquarium Evaluate the finished product **Sewn fish** Use their sewing skills to design and make a simple stuffed fish. Use their design to decorate their soft toy to look like a tropical fish in different ways. Evaluate finished product	
Computing	**We are researchers**	**We are Zoologists**	**We are photographers**	**We are detectives**	**We are astronauts**	**We are Games Testers**
	Develop collaboration skills through working as part of a group Develop research skills through searching for information on the internet	Sort and classify a group of items by answering questions Collect data using tick charts or tally charts Use simple charting software to produce pictograms and other	Consider the technical and artistic merits of photographs Use a digital camera or camera app Take digital photographs Review and reject or	Understand that email can be used to communicate Develop skills in opening, composing and sending emails Gain skills in opening and listening to audio	Have a clear understanding of algorithms and sequences of instructions convert simple algorithms to programs Predict what a simple program will do spot and	Describe carefully what happens in computer games use logical reasoning to make predictions of what a program will do Test these predictions Think critically about

	Improve note-taking skills through the use of mind mapping Develop presentation skills through creating and delivering a short multimedia presentation.	basic charts Take, edit and enhance photographs Record information on a digital map.	pick the images they take edit and enhance their photographs Select their best images to include in a shared portfolio.	files on the computer Use appropriate language in emails Develop skills in editing and formatting text in emails be aware of online safety issues when using email.	fix (debug) errors in their programs.	computer games and their use be aware of how to use games safely and in balance with other activities.

PSHCE	**Me & My Relationships**	**Valuing Difference**	**Growing & Changing**	**Keeping Myself Safe**	**Being My Best**	**Rights & Responsibilities**
	Bullying & Teasing Our school rules about bullying Being a good friend Feelings/Self-regulation	Being kind & helping others. Celebrating difference People who help us. Listening Skills	Life Cycles Dealing with loss Being supportive Growing & Changing Privacy	Safe & Unsafe secrets Appropriate touch Medicine safety	Growth mindset Looking after my body Hygiene & health Exercise & sleep	Co-operation. Self-regulation. Online safety. Looking after money – saving & spending.
Physical education		Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.				
		Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending Perform dances using simple movement patterns.				
	Swimming Perform safe self-rescue in different water based situations Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of	**Games fundamentals** Learn to stop/catch/strike a ball with control and accuracy Learn to pass a ball to someone else and receive a ball when moving Learn to take part in	. **Dance – Great fire London** Begin to understand the need for warm up and cool down Learn to perform with control and co-ordination Learn to respond imaginatively to	**Gymnastics** To explore gymnastic actions and still shapes. To move confidently and safely in their own and general space, using changes of speed, levels and direction.		**Rounders – fundamentals** Learn to stop/catch/strike a ball with control and accuracy Learn to pass a ball to someone else and receive a ball when moving Learn to take part in	**Athletics** To develop awareness of speed & distance To learn to run in a coordinated & fluent way To learn to run at different speeds for short & longer

	strokes effectively, for example, front crawl, backstroke and breaststroke	conditioned games with opponents Begin to understand about exercising, being safe and the short term effects of exercise	a variety of stimuli Learn to vary the dynamics, levels, speed and direction of my phrase/motif Learn to discuss my own and others work with simple vocabulary.	To copy or create and link movement phrases with beginnings, middle and ends. To perform movement phrases using a range of body actions body parts. To know how to carry and place apparatus. To recognise how their bodies feels when still and when exercising. To watch copy and describe what they and others have done. To learn how to bend and stretch and show examples of each.		conditioned games with opponents Begin to understand about exercising, being safe and the short term effects of exercise	durations To develop spatial awareness To learn to run in a coordinated & fluent way over obstacles To learn to run at different speeds over obstacles To develop an awareness of distance & weight To learn to throw in a coordinated way for distance and accuracy To learn to throw a range of different throwing implements developing awareness of distance & height To learn to take off & land in a coordinated & controlled way To learn to jump in a variety of different ways learning to link a variety of different jumps together To learn to link movements in a coordinated & controlled way
		Gymnastics – points of contact Learn to copy, remember, explore and repeat a variety of basic gymnastics actions with control and co-ordination. Learn to select and link basic	**Games – Ball, tall and wall** Learn to copy, remember, explore and repeat a variety of basic gymnastics actions with control and co-ordination. Learn to select and	**Dance – Superheroes** Learn to perform with control and co-ordination Learn to respond imaginatively to a variety of stimuli Learn to vary the		**Invasion Games** Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range	**Net and Wall games** Showing control & balance in basic movements Showing spatial awareness & awareness of others in running, chasing & avoiding games Making simple

		gymnastics actions into fluent short movement phrases. Learn to identify and describe the difference between my own and others work. Learn to handle large apparatus safely and can explain the need for a warm up and cool down recognising what is happening to my body during exercise.	link basic gymnastics actions into fluent short movement phrases. Learn to identify and describe the difference between my own and others' work. Learn to handle large apparatus safely and can explain the need for a warmup and cool down recognising what is happening to my body during exercise.	dynamics, levels, speed and direction of my phrase/motif Learn to discuss my own and others work with simple vocabulary. Begin to understand the need for warm up and cool down		of activities. Participate in team games, developing simple tactics for attacking and defending. To dodge and get free from a defender. To be able to dribble into space. To be able to shoot at and protect a target To use teamwork in an invasion game.	decisions about when & where to run Choosing & using different tactics & movements to suit different situations Understanding why it is important to warm up Watching others, describing what they see & copying

	1:8 What can we learn from sacred books and stories?	**1:7 How and why do we celebrate significant times?**	**1:9 How do we show care for others? Why does it matter?**	**1:12 What is the 'Good news' Christians believe Jesus brings?**	**1:10 How do we show care for the Earth? Why does it matter?**	**1:11 Who is an inspiring person? What stories inspire Christian and Muslim people?**
Religious Education	**Make sense of belief** Identify a belief about God linked to what a holy book says Recognise that sacred texts contain stories which are special to many people and should be treated with respect Identify at least three symbols of respect used by members of a religion when they use their holy book	What makes some celebrations sacred to believers? **Make sense of belief** Recognise a special time pupils celebrate and explain simply what celebration means Identify and name at least three different religious festivals, giving two facts about each one Identify a belief that connects to a festival, e.g. 'they do	**Make sense of belief** Identify a story or text that says something about each person being unique and valuable Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) **Understand the impact** Give an example of how people show that they care for	**Make sense of belief** Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news' Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians Recognise that Jesus instructs people about how to behave **Understand the impact** Give at least two	**Make sense of belief** Identify a story or text that says something about the beautiful Earth Give an example of a key belief some people find in one of these stories (e.g. that God loves the world because it is God's creation) Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world **Understand the**	**Make sense of belief** Identify at least three people from religions who are admired as good followers of God Describe stories that are told by and about special people in two religions Identify a belief about a religious leader **Understand the impact** Understand why some people inspire others Identify the characteristics in inspiring people in religions, local leaders and people who influence the pupils themselves

	Understand the impact Recognise how different religions express their respect for their scriptures, using symbols and by doing what the scriptures say Give simple examples of 'hidden messages' in faith stories, or wise sayings **Make connections** Talk about what they like in the stories from sacred texts that they hear Think, talk and ask good questions about messages within sacred texts and the values, behaviour and attitudes of people Suggest feelings and reactions of characters at key points in faith stories, and suggest meanings in the stories Ask and suggest answers to questions arising from their learning about holy book.	it because they believe …' **Understand the impact** Give simple examples of the ways a festival makes a difference, e.g. to emotions, to families Talk about features in festival stories that made people feel happy or sad and compare them with pupils' own experiences Notice and suggest a meaning for some symbols used in the celebrations they learn about, e.g. light, water, signs of togetherness **Make connections** Think, talk and ask good questions about big days in different religions Talk about links between how people celebrate today and old stories Notice and find out about simple similarities: special or sacred food, music, stories, gatherings prayers or gifts	others (e.g. by giving to charity), making a link to one of the stories Give examples of how religious teaching encourages care for other people **Make connections** Think, talk and ask questions about what difference believing in God makes to how people treat each other Give good reasons why everyone (religious and non-religious) should care for others	examples of ways in which Christians follow the teachings studied about forgiveness and peace and bringing good news to the friendless Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) **Make connections** Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas	**impact** Give an example of how people can show that they care for the Earth, making a link to a creation story Give examples of how Christians and Jews can show care for the Earth Say why Christians and Jews might look after the natural world **Make connections** Think, talk and ask questions about what difference believing in God makes to how people treat the natural world Give good reasons why everyone (religious and non-religious) should look after the natural world	Give simple examples of inspiration, for example, 'Moses/Jesus/Muhammad inspired people to … by …' **Make connections** Think, talk and ask good questions about leadership and inspiration Notice and find out about the different ways leaders are admired in different religions Talk about links between the work and the question: who inspires me?
Music	**Exploring the Orchestra:** Instrument Families Introduce musical terms pitch, tempo, dynamics, rhythm. Introduce listening to live music by the		**Listening to live music – The Carnival of the Animals:** Identifying the instruments & their families within the music. Identify the sounds within the piece.		**Linking to RE Topic:** Create their own instruments out of recycled containers. Experiment with different timbres, concepts & the sound of silence.	

	orchestra – getting the children to understand the role of the conductor & the different sounds the families of instruments make. **Listen to short excerpts of music from a variety of styles, genres & traditions:** Encourage the children to use the musical terms they have learnt to describe the music Evaluate what they likes & did not like and why. Describe different images created by the music. **Playing Percussion Instruments:** Follow a conductor & be the conductor responding to a range of gestures. Identify how sounds can be changed by e.g. grip. Explore the different musical concepts to change & experiment with sound. **Learn a well-known song , sing the song in different ways, high, low, fast, slow, various moods and solo and in chorus:** Introduce movements to the words Perform the song. Sing songs while maintaining a steady beat e.g. walking, marching, clapping.	Describe the images created by the pieces – how does the composer 'illustrate' the animal he is writing about. Encourage the children to use the musical terms they have learnt to describe the music **Using percussion instruments to create their own animal music and then perform it:** Evaluate their own music & that of others…discussing what was good & how it could be improved. Using simple patterns, write down their piece of music to show Pitch & Tempo (H,L, F & S) **Learn a song about an animal , sing the song in different ways, high, low, fast, slow, various moods and solo and in chorus:** Introduce movements to the words Perform the song. Sing songs while maintaining a steady beat e.g. walking, marching, clapping.	Experiment & change sounds Create their own orchestra with its own families of instruments & a conductor. Develop and draw out on instruction cards their own composition with different sections to play. Evaluate the piece of music ..discussing what was good & how it could be improved. Experiment to improve the piece, based on discussions. Perform the piece of music. **Learn song about the Messy Magpie & Recycling , sing the song in different ways, high, low, fast, slow, various moods and solo and in chorus:** Introduce movements to the words Sing song while maintaining a steady beat e.g. walking, marching, clapping. Introduce junk instruments to accompany the song. Evaluate the song ..discussing what was good & how it could be improved. Experiment to improve the song, based on discussions. Perform the song.
Enrichment	Harvest Apple Pressing Day Soup Making Sports Festival Open House Panto (every other year) Nativity	Culture Day Sports festival World Book Day Creative arts day Read and rugby Open house	Healthy Living Week Sports festival Sports Day Whole School Trip