

	Autumn 1 Wonderland!	Autumn 2 Rule Britannia!	Spring 1 Let's Explore!	Spring 2 Dungeons and Dragons	Summer 1 Africa	Summer 2 Blue Planet
Wider Curriculum Opportunities	We have key extra enrichment opportunities planned in, however we also provide other events as they arise during the year e.g. author visit or a theatre group, as well as opportunities for parents to join in with workshops and spend time with their children in school.					
Outdoor Learning Experiences	Owls visiting Hyde Hall Visit	Local Library Visits Enterprise Week Christingle	Light a fire Whittle a stick Learn to attach to poles using a knot	Banquet	Gemma's Farm	Beach Visits Mini First Aid Workshops End of Year Performances
British Values	Rule of Law + Individual Liberty + Mutual Respect and Tolerance		Individual Liberty + Rule of Law + Democracy		Individual Liberty + Rule of Law + Democracy	
Our World Values	We are all different!		Is it fair? Having a voice		Planet Protectors	
Year 2 Focus	Happiness and Resilience Similarities and differences between people in local setting and also in wider contexts		Fairness The need to respect the rights of others Gender equality		How we impact the environment Positive and negative impact of people's actions on others and the environment	
Science NC Statements	<p>Plants</p> <ul style="list-style-type: none"> 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. <p>Animals including humans</p> <ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p>Living things and their habitats</p> <ul style="list-style-type: none"> 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 microhabitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. <p>Use of everyday materials</p> <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <p style="text-align: center;"><u>Working Scientifically</u></p> <ul style="list-style-type: none"> Ask simple questions and recognise that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions. 					

Living Things and their Habitats (Mini-beasts, local area and woodland area)

Identify that are **living, dead and never been alive**.
Explore questions such as "Is a flame alive?" "Is a deciduous tree dead in winter?"
Know what a **habitat** is and identify different habitats in the **local environment and woodland areas**.
Begin to understand what a 'micro-habitat' is.
Know what animals / mini-beasts might be found in the **local environment and woodland areas**.
Know some of the **common plants** that may be found in the **local environment and woodland areas** e.g. deciduous and evergreen trees in woodland.
Begin to know that all living things have certain characteristics that are essential for keeping them alive and healthy.
Begin to understand that different habitats provide for different animals and help them to meet their basic needs e.g. understanding that plants can be a source of food and shelter for animals.
Begin to understand the concept of a food chain including humans e.g. grass, cow, human and a food chain based on a taught habitat e.g. leaf, caterpillar, sparrow, barn owl.
Animals Including Humans
Begin to understand and know what a life-cycle is
Understand that animals are born and grow into an adult
Identify parents and offspring of animals where the offspring look similar to the parent
Name the stages of the Owl life-cycle

Everyday Materials

Name a variety of different materials.
Identify natural and man-made materials.
Know the differences between natural and man-made materials.
Identify properties of some common materials.
Explain why different materials can be used to make the same object

Materials (Changing materials)

Know that some solid objects made from some materials can be changed by **squashing, bending, twisting and stretching**.
Suggest how some shapes can be changed.
Know why some shapes cannot be changed.
Explain reasons why some solid shapes from some materials can be changed and some can't.
Use knowledge of the properties of materials to their functions e.g. wood is a suitable material for a table because you can't squash or bend it.
Investigate how changing the property of a solid shape can suit its purpose.

Living Things and their Habitats in the Wider World

Identify and group Arctic animals and explore their characteristics.
Explore how animals adapt to their habitat to survive.

Plants

Suggest how to care for seeds and bulbs.
Know what plants need to grow and survive.
Begin to know that seeds are dispersed in different ways.
Know the conditions needed for germinations.
Know and name what plants need to grow and survive.
Know that some plants we can eat and provide food.
Know that seeds can be gathered from some mature plants e.g. sunflower seeds, tomato seeds and can be replanted to begin the plant life cycle again.
Know about and describe the stages of a plant life cycle.

Living Things and their Habitats in the Wider World

Know what a **habitat** is and identify different habitats in the **wider world**.
Know and understand what a '**micro-habitat**' is.
Name some animals that might be found in the **wider world** and talk about how those habitats provide for different animals e.g. a monkey living high in the tree tops or a jaguar amongst the dense rainforest.
Identify and discuss animals that live in contrasting habitats e.g. compare a habitat in the woodlands or local area with one in the **wider world**.

Know that all living things have certain characteristics that are essential for keeping them alive and healthy.
Understand that different habitats provide for different animals and help them to meet their basic needs e.g. understanding that plants can be a source of food and shelter for animals.
Discuss how different habitats in the **wider world** may provide differently to those in the local area e.g. a jaguar hunting for its prey
Discuss the similarities of a contrasting habitat.

Understand the concept of a food chain including humans e.g. grass, cow, human and a food chain based on a taught habitat e.g. leaf, caterpillar, sparrow, barn owl.
Use knowledge of herbivores, carnivores, and omnivores to understand that plants are the beginning of the food chain.
Understand that different animals obtain their food from different sources and that the sources of food can be illustrated by using a food chain.

Animals including Humans

Understand that all animals are born and grow into adults.
Understand what a 'life-cycle' is.
Understand the development of humans from babies to older adults.
Begin to think about the capabilities at different stages of the human development e.g. learn to walk
Identify parents and offspring of animals where the offspring look similar to the parent e.g. lamb – sheep.
Begin to identify parents and offspring which look initially dissimilar e.g. frog, ladybird.

Identify and understand the basic needs of humans e.g. water, food and air.
Talk about how the basic needs for humans are met.
Begin to describe the signals experienced to indicate hunger and thirst.
Begin to identify that humans become out of breath when they undertake vigorous exercise.
Begin to notice that humans eat different amounts of food at different stages of development.
Know that all animals have similar basic needs for water, food and air.

Understand and experience the short-term effects of exercise on the body and the long-term effects for health.
Know that the heart is a major organ.
Know that the heart can be heard or felt as a pulse.
Understand the concept of a balanced diet for human health.
Know about the different food groups
Name some of the food groups.
Begin to understand what a 'balanced' diet means.
Know about the importance of hygiene in relation to preparing food and eating.
Importance of hygiene in relation to looking after our bodies e.g. washing hands after going to the toilet.
Know that germs can make people unwell.

Working Scientifically: I will be Learning to...

Use **observations to compare and contrast living, dead and never been alive** at first hand, through objects, videos or photos
Use **observations to compare habitats and micro-habitats** in the local environment and woodland areas.
Compare observations and findings of micro-habitats and habitats in the local environment and woodland areas.

Compare suitability of everyday materials.
Sort and **classify** into identified groups living, dead, never been alive.
Classify and **sort materials using a variety of criteria**
Identify and **classify** the uses of everyday materials.
Identify and **compare** the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses by identifying the uses of different materials.

Begin to raise own logical questions based on or linked to things they have observed.
With help / scaffolds, **begin to ask questions** such as 'What will happen if...?'
Talk about my classifying using some **scientific key vocabulary**
Talk about my **observations** using some **scientific key vocabulary with increasing accuracy**

Look closely at plants and trees and **record observations** through **drawings and annotations**.
Use **observations to compare** growth of seeds into mature plants and changing materials.
Observe and describe simple processes e.g. life cycle
Label diagrams of plants and the plant life-cycle correctly.
Draw and label diagrams e.g. the stages of growth for a seed, different ways of seed dispersal in simple terms

Compare contrasting habitats and micro-habitats within in the wider world and locally.
Draw and label diagrams of food chains.

Begin to raise own logical questions based on things that I know or have found out or observed
Talk about contrasting habitats using **scientific key vocabulary with increasing accuracy**.
Explain my findings to **research** carried out to answer questions.

Group and classify food groups.
Discuss how the food groups have been sorted.
Begin to use **scientific language** to talk about the food groups.
Select a range of foods that would make up a 'balanced meal'
Perform simple tests linked to heart rate and exercise.
Observe how my body changes after exercise.
Sequence key stages of human development e.g. baby – toddler – child – teenager – adult – older adult
Record diagrams of animal life cycles through **drawings** and **written explanations**.
Observe and describe simple processes e.g. life cycle
Perform simple tests to 'Big Questions' e.g. *Do taller children always have bigger shoes?*
Suggest ways in which a '**big question**' could be answered.
Begin to explain reasons e.g. I think because...
Suggest and use equipment when performing a simple test.
Make **observations**

Use **observations to compare and contrast living, dead and never been alive** at first hand, through objects, videos or photos
Use **observations to compare habitats and micro-habitats** in the local environment and woodland areas.
Compare observations and findings of micro-habitats and habitats in the local environment and woodland areas.

Compare suitability of everyday materials.
Sort and **classify** into identified groups living, dead, never been alive.
Classify and **sort materials using a variety of criteria**
Identify and **classify** the uses of everyday materials.
Identify and **compare** the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses by identifying the uses of different materials.

Begin to suggest ways in which set up a **simple test**.
Choose **equipment** to use when observing and carry out simple tests
Make a **simple prediction** about which plants will grow and which will not.
Begin to suggest ideas to **answer questions**.
With help, **carry out** a simple comparative test to understand what plants need to germinate and grow e.g. growing cress in different conditions.
Make simple **evaluations** of findings from carrying out a simple test

Look closely at plants and trees and **record observations** through **drawings and annotations**.
Use **observations to compare** growth of seeds into mature plants and changing materials.
Observe and describe simple processes e.g. life cycle
Label diagrams of plants and the plant life-cycle correctly.
Draw and label diagrams e.g. the stages of growth for a seed, different ways of seed dispersal in simple terms

Compare contrasting habitats and micro-habitats within in the wider world and locally.
Draw and label diagrams of food chains.

Begin to raise own logical questions based on things that I know or have found out or observed
Talk about contrasting habitats using **scientific key vocabulary with increasing accuracy**.
Explain my findings to **research** carried out to answer questions.

Group and classify food groups.
Discuss how the food groups have been sorted.
Begin to use **scientific language** to talk about the food groups.
Select a range of foods that would make up a 'balanced meal'
Perform simple tests linked to heart rate and exercise.
Observe how my body changes after exercise.
Sequence key stages of human development e.g. baby – toddler – child – teenager – adult – older adult
Record diagrams of animal life cycles through **drawings** and **written explanations**.
Observe and describe simple processes e.g. life cycle
Perform simple tests to 'Big Questions' e.g. *Do taller children always have bigger shoes?*
Suggest ways in which a '**big question**' could be answered.
Begin to explain reasons e.g. I think because...
Suggest and use equipment when performing a simple test.
Make **observations**

<p>Computing NC Statements</p>	<ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions; create and debug simple programs; use logical reasoning to predict the behaviour of simple programs; use technology purposefully to create, organise, store, manipulate and retrieve digital content; recognise common uses of information technology beyond school; use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 					
<p>Computing In Year 2 I am learning to...</p>	<p>Computing Systems and Networks - IT around us</p> <p>Recognise the uses and features of IT Identify the uses of IT in school Identify IT beyond school Explain how IT helps us Explain how to use IT safely</p>	<p>Creating Media – Digital Photography</p> <p>Use a digital device to take a photograph Make choices when taking a photograph Describe what makes a good photograph Describe how photographs can be improved Use tools to change an image Recognise that photos can be changed</p>	<p>Creating Media – Making Music</p> <p>Say how music can make us feel Identify that there are patterns in music Show how music is made from a series of notes Create music for a purpose Review and refine my work</p>	<p>Data and Information – Pictograms</p> <p>Recognise that we count and compare objects using tally charts Recognise that objects can be represented as pictures Create a pictogram Select objects by attribute and make comparisons Recognise that people can be described as attributes Explain that we can present information using a computer</p>	<p>Programming – Robot Algorithms</p> <p>Describe a series of instructions as a sequence Explain what happens when we change the order of instructions Use logical reasoning to predict the outcome of a program Explain that programming projects can have code and artwork Design an algorithm Create and debug a program I have written</p>	<p>Programming – An introduction to Quizzes</p> <p>Explain that a sequence of commands has a start Explain that a sequence of commands has an outcome Create a program using a given design Change a given design Create a program using my own design Design how my project can be improved</p>
<p>Using technology Safety Ongoing throughout the Year</p>						
<p>Geography NC Statements</p>	<p>Locational Knowledge</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans; <p>Place Knowledge</p> <ul style="list-style-type: none"> 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>Human and Physical Geography</p> <ul style="list-style-type: none"> 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 the North and South Poles; use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage; use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map; 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; 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. 					
<p>Geography In Year 2 I will be Learning to...</p>	<p>Map Work</p> <p>Use simple compass directions Find out what maps are and the different ways they are used Find out what an aerial view is Create simple maps Create and draw a simple key for a map Identify some landmarks and basic human and physical features. Create a simple 3d map</p>		<p>Continents and Oceans</p> <p>Where is Antarctica? Where is the Arctic?</p> <p>Begin to understand the location of cold areas of the world. Understand that the world is spherical. Begin to name the seven continents and five oceans. Begin to use an atlas to locate the continents and oceans of the world. Begin to locate cold areas of the world Use aerial photographs and satellite images to recognise basic human and physical features Begin to ask geographical questions – Where is it? What is this place like? How near/far is it? Communicate understating and findings in a variety of ways e.g. verbally, simple presentation, labelling, factual posters etc. Use secondary sources to research. Begin to use geographical vocabulary linked to climates, continents and oceans.</p>		<p>Contrasting non-European country – Africa (Kenya)</p> <p>Know that the non- European country belongs to one of the seven continents and it is surrounded by Ocean/s and or Seas Know that the non-European country has a different climate to the UK's. Use appropriate vocabulary to talk about some of the physical and human features of the Non-European country. Compare and identify ways in which it is similar/different to the UK Find out about the people and culture of the non-European country. Look at the similarities/differences of the life of a school and compare to own Compare and contrast the human and physical features of the main continents of the world Use world maps, atlases, globes to locate the UK, Non-European Country and its surrounding Oceans. Use photos, books and online resources to identify to research. Use aerial photographs to look at the physical and human features of a Non-European Country. Identify a range of human and physical features in aerial photographs Communicate findings in a variety of ways e.g. drawings, labelling, written explanations, factual posters and collages</p>	<p>Continents and Oceans</p> <p>Where are the Oceans? What are the Oceans called?</p> <p>Use an atlas or globe to locate the 5 Oceans of the World Know there are 5 Oceans of the World Use the correct vocabulary to talk about the Oceans e.g. sea, ocean, weather</p>

<p>History NC Statements</p>	<ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life; Events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]; The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods <p>Historical Skills:</p> <ul style="list-style-type: none"> Understand some of the ways in which we find out about the past and identify different ways in which it is represented. Ask and answer questions, using other sources to show that they know and understand key features of events. Develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework. Identify similarities and differences between ways of life in different periods. Choose and use parts of stories and other sources to show that they know and understand key features of events. Use a wide vocabulary of everyday historical terms. 					
<p>History In Year 2 I will be Learning to...</p>		<p>Significant People Significant Event beyond Living Memory Queen Victoria Inventor: Alexander Graham Bell Say who Queen Victoria/Alexander Graham Bell was Understand why AG Bell and Queen Victoria are remembered Describe some key events in the life of Queen Victoria Sequence some key events/changes of the telephone on a timeline Identify some differences and similarities of how the telephone has changed Ask questions using historical sources Answer questions using historical sources Identify some differences of how the past is represented Use words related to the passing of time Compare Victorian Christmas traditions with now Talk about some similarities and differences of Christmas Traditions Know about how the Christmas tree, Christmas Cracker was introduced</p>	<p>Significant People Significant Event beyond Living Memory Scott of the Antarctic</p> <p>Use sources of information to find out about Captain Scott Know who Captain Scott and his team were Know about some of the significant events that took place Understand that Captain Scott kept a diary Begin to explain the reasons behind the events of the journey Sequence key events Ask questions about historical sources Answer a question using historical vocabulary</p>	<p>Changes within Living Memory Significant Events beyond Living Memory Castles (Medieval times)</p> <p>Know about and identify the role of a knight Know what a knight would wear. Know about and describe ways of life and jobs that took part in a castle. Ask and answer questions based on different sources of information Use words and phrases linked to the passing of time Understand the purpose and features of a castle Name and identify significant features of a castle Know about and describe ways of life and jobs that took part in a castle. Ask and answer questions based on different sources of information</p>		<p>Significant People Sir David Attenborough</p> <p>Know who Sir David Attenborough is Know about the life of Sir David Attenborough Sequence some key events in Sir David Attenborough's life Ask and answer questions about Sir David Attenborough Use historical vocabulary to talk about Sir David Attenborough's life</p>
<p>Art and Design in NC Statement</p>	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products; to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 					
<p>Art and Design In Year 2 I will be learning to...</p>	<p>Natural Art and Sculptures Patterns in Nature and College Artist Study: Andrew Goldsworthy</p> <p>Know about a famous artist – Andrew Goldsworthy Talk about and describe some of Andrew Goldsworthy's work Create nature sculptures using clay Talk about nature sculptures Use observational skills to create drawings of patterns and natural objects Collect suitable natural materials for my own land art / sculptures Explore different natural materials and recreate some patterns and land art Evaluate my artwork Use key vocabulary linked to the skills and techniques used</p> <p>Drawing: Owls Artist: Quentin Blake</p> <p>Draw for a sustained period of time from the figure and real objects Begin to investigate tone using a pencil and use a variety of techniques, such as: hatching, scribbling, stippling and blending to create light and dark lines. Use drawing to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>Drawing: Queen Victoria Portraits</p> <p>Know what a portrait is Know the difference between portrait art and self-portrait art Say how different paintings of portraits make them feel Develop sketching techniques, showing marks to create a portrait Make careful observations Think about different colours and moods in portrait art Investigate how to make different marks, using line, space and form, and reproduce effects they have seen Use the pencil correctly to create different lines and techniques of shading light and dark Re-create a portrait of Queen Victoria Reflect on own work Use key vocabulary linked to the skills and techniques used</p>	<p>Drawing and explore Colour and blending Penguins</p> <p>Describe cold colours Use pastels to blend and shade 2 colours Create lighter and darker tones by blending Use the space effectively Draw with control to create my image Use the equipment I select correctly Say what I did well and what I could improve next time Use key vocabulary linked to the skills and techniques used</p> <p>Fabric Printing</p> <p>Discuss different printing designs and say what I like and dislike. Use printing equipment safely and correctly Demonstrate a range of techniques e.g. rolling, pressing, stamping, and rubbing. Plan a design for a fabric print for a chosen theme. Create a chosen design (stencil) onto polystyrene. Use the equipment correctly to print my image. Reflect on my work and say how they might change or improve it next time. Use key vocabulary to demonstrate knowledge and understanding when printing. Work collaboratively to develop a large scale print.</p>	<p>Drawing and Painting Dragons</p> <p>Discuss the features and colours of dragons Use the pencil correctly to create different lines and techniques to represent own dragon's features Use thick and thin brushes and mark making techniques to make texture, shape, pattern and line. Mix colours effectively To mix thick and thin paint and to change to texture of paint Select an appropriate form medium to 'fill in' the colour to represent my dragon Evaluate what went well and what needs to improve next time. Use key vocabulary linked to the skills and techniques used</p>	<p>Explore Colour Through Drawing and Painting African Patterns Artist Study: Edward Tingatinga</p> <p>Talk about a given artist Talk about the skills and techniques used in the artist's work Talk about a piece of artwork. Demonstrate how they have used colour to create their own painting. Demonstrate different brushstrokes Demonstrate how they have created their final product. Explain the skills and knowledge that they have worked on leading up to their final product. Use key vocabulary linked to the skills and techniques used Evaluate my own artwork and suggest improvements.</p>	<p>Explore Colour and Texture through College Explore Conservation Artist Study: Derek Gores</p> <p>Describe and discuss the work of an artist. Identify key features of a piece of artwork. To sort and group different materials for different purposes, e.g. colour and texture. To create images from a variety of media, e.g. fabric, magazines and newspaper. To use different kinds of materials on their collage and explain why they have chosen them.</p>
	<p>Observational Drawing Focus: Pumpkins</p>	<p>Observational Drawing Focus: Historical Artefacts</p>	<p>Observational Drawing Focus: Winter Tree</p>	<p>Observational Drawing Focus: Daffodils</p>	<p>Observational Drawing Focus: African Artefacts</p>	<p>Observational Drawing Focus: Fruit / Veg</p>

	Expressive Art Focus: Paint	Expressive Art Focus: Christmas	Expressive Art Focus: Collage	Expressive Art Focus: Patterns	Expressive Art Focus: Animals	Expressive Art Focus: Celebrating end of year
Design and Technology NC Statements	<p>Design</p> <ul style="list-style-type: none"> 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. <p>Make</p> <ul style="list-style-type: none"> 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. <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products; evaluate their ideas and products against design criteria. <p>Technical Knowledge</p> <ul style="list-style-type: none"> 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>Cooking and Nutrition</p> <ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes; understand where food comes from. 					
Design and Technology In Year 2 I will be Learning to...		<p>Designing, Making and Evaluating Vehicles (wheels and axles)</p> <p>Investigate a variety of vehicles, their uses and features. Name some different vehicles Label and talk about some of the different features of a vehicle. Know what different vehicles are used for. Investigate wheels, axles and chassis. Know what a wheel, axle and chassis is. Know how wheels and axles can be attached. Design a vehicle for a purpose. Select materials and tools for my vehicle design. Identify the features of my vehicle. Make a vehicle based on my design. Combine materials. Use tools and materials safely. Evaluate the finished product. Say what I did well and I how I would improve my vehicle.</p>		<p>Designing, Making and Evaluating Knights Shield</p> <p>Know what a shield is and its purpose Know what shields are made from Understand that some materials are stronger than others Describe the features of a shield Design a shield Use materials to construct a shield Join materials together successfully Follow a design to create a shield Describe the design and construction process clearly Evaluate what went well and how they would improve it next time</p>		<p>Design, Make and Evaluate Healthy Snack: Perfect Pizzas</p> <p>Find out about different types of pizzas. Consider healthy eating and sort pizza ingredients on a balanced plate. Examine, describe and categorise a variety of bread based products. Explore and find out what pizza bases are made from and where they would be placed on a balanced diet plate. Explore a variety of bread-based products and decide which would be a good base for a pizza. Design a balanced healthy pizza following a criterion. Make a healthy balanced pizza following a design and a criterion. Use tools and food products safely and hygienically. Evaluate the food product by saying what went well and what could be improved next time. Use the correct vocabulary to talk about healthy eating and the food product.</p>
PE NC Statements	<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. 					
PE In Year 2 I will be learning to...	Complete PE scheme is followed for sequenced lessons					
	<p>Complete PE Locomotion: Dodging</p> <p>explore dodging and learn how to dodge effectively. develop pupils' dodging technique applying this into games. develop an understanding of why it is important in to dodge in games. apply pupils' knowledge of how, where and why to dodge, into game situations. learn the roles of attacking and defending and start to understand when we attack and when we defend. apply pupils' knowledge of how, where and why to dodge in game situations working as a team. consolidate pupils' knowledge of how, where and why to dodge in game situations, working in teams. apply pupils' knowledge of how where and why to dodge, into a level 1 competition.</p>	<p>Complete PE Dance: Explorers</p> <p>How to control and co-ordinate their bodies to perform movements that represent an explorer preparing for an expedition. Develop our character work, adding movements, expression and emotion to our motif. Create a 'frozen' position showing a reaction creating an emotion. Develop motifs with a partner including some different elements of choreography. Explore a variety of movements in a character (explorer and jungle animal) with a partner. Extend their sequences developing their characters to add drama and emotion to their dance performance. Bring together their sequences exploring the relationship between the explorer and wild animal. Develop their characters to add drama and emotion to their dance performance.</p>	<p>Complete PE Gymnastics: Linking / Pathways</p> <p>Explore different pathways (zig-zag), creating movements that can link together on the floor Explore different pathways (zig-zag), creating movements that can link together using apparatus Explore different pathways (curved), creating movements that can link together on the floor Explore different pathways (curved), creating movements that can link together using apparatus Create own sequences Perform my own sequences</p>	<p>Complete PE Ball Skills Hands 1</p> <p>Develop dribbling in order to keep control and possession of the ball. Develop passing and receiving in order to keep possession of the ball. Combine dribbling, passing and receiving in order to keep possession of the ball. Develop dribbling in order to keep possession and score a point. Develop passing and receiving in order to keep possession and score a point. Combine dribbling, passing and receiving in order to keep possession and score a point.</p>	<p>Complete PE: Games for Understanding</p> <p>Create and understand simple attacking principles, applying them as a team into a game. Develop their understanding of what 'attacking' means and when and why we attack as a team during a game. Create and understand simple defending principles, applying them as a team into a game. Develop their understanding of what 'defending' means and when and why we defend as a team during a game. Understand the transition from defence into attack. During a game their role will change (from defence to attack) and that they need to keep adapting their role to meet the needs of the game. Develop their understanding of how their role changes from defence to attack.</p>	<p>Athletics Fielding Games</p> <p>Repeat and link combinations of actions Use my body and a variety of equipment with greater control and coordination choose skills and equipment to help them meet the challenges they are set recognise and describe what their bodies feel like during different types of activity watch, copy and describe what they and others have done</p> <p>Develop my team skills Apply my co-ordination skills when using the correct equipment Link skills and movement together to perform in a game Use equipment safely, move and land appropriately</p>

Our planning for PSHE and Citizenship is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association Programme of Study which is widely used by schools in England and is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools. **We also thread these statements through Our World Values, Our British Values and Our School Values and other Curriculum areas.** The PSHE Association Programme of Study is based on three core themes within which there is broad overlap and flexibility.

- **Health and Wellbeing**
- **Relationships**
- **Living in the Wider World**

Health and Well-Being KS1

- H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health
 H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences
 H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals
 H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings
 H5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends)
 H6. the importance of, and how to, maintain personal hygiene
 H7. how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading
 H8. about the process of growing from young to old and how people's needs change
 H9. about growing and changing and new opportunities and responsibilities that increasing independence may bring
 H10. the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls
 H11. that household products, including medicines, can be harmful if not used properly
 H12. rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety
 H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention
 H14. about the ways that pupils can help the people who look after them to more easily protect them
 H15. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets
 H16. what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy

Relationships KS1

- R1. to communicate their feelings to others, to recognise how others show feelings and how to respond
 R2. to recognise that their behaviour can affect other people
 R3. the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid
 R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong
 R5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class
 R6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
 R7. to offer constructive support and feedback to others
 R8. to identify and respect the differences and similarities between people
 R9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another
 R10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)
 R11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
 R12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say
 R13. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable
 R14. strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

Living in the Wider World KS1

- L1. how they can contribute to the life of the classroom and school
 L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them
 L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)
 L4. that they belong to different groups and communities such as family and school
 L5. what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)
 L6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving
 L7. about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices
 L8. ways in which they are all unique; understand that there has never been and will never be another 'them'
 L9. ways in which we are the same as all other people; what we have in common with everyone else
 L10. about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.

<p style="text-align: center;">PSHE In Year 2 I will be learning to...</p>	<p style="text-align: center;">Relationships</p> <p>Friendships: Making friends; feeling lonely and getting help. Know how to be a good friend e.g. kindness, listening, honesty Know about different ways that people make friends Strategies for positive play with friends, e.g. joining in, including others etc. Know about what causes arguments between friends Know how to positively resolve arguments between friends Recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</p> <p>Safe Relationships: Managing secrets; resisting pressure and getting help; recognising harmful behaviour Recognise hurtful behaviour, including online Know what to do and whom to tell if they see or experience hurtful behaviour, including online Know what bullying is and different types of bullying Know how someone may feel if they are being bullied Know about the differences between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help Know how to resist pressure to do something that feels uncomfortable or unsafe Know how to ask for help if they feel unsafe or worried and what vocabulary to use</p>	<p style="text-align: center;">Relationships</p> <p>Respecting ourselves and others: Recognising things in common and differences; playing and working cooperatively; sharing opinions Know about the things they have in common with their friends, classmates, and other people Know how friends can have both similarities and differences Know how to play and work cooperatively in different groups and situations Know how to share their ideas and listen to others, take part in discussions, and give reasons for their views</p>	<p style="text-align: center;">Living in the Wider World</p> <p>Belonging to a community: Belonging to a group; roles and responsibilities; being the same and different in the community Know about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups Know about different rights and responsibilities that they have in school and the wider community Know about how a community can help people from different groups to feel included Recognise that they are all equal, and ways in which they are the same and different in their community</p>	<p style="text-align: center;">Living in the Wider World</p> <p>Media Literacy and Digital Resilience: The internet in everyday life; online content and information. Recognise ways in which people can access the internet e.g. phones, tablets, computers Recognise the purpose and value of the internet in everyday life Recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos Know that some information online might not always be true</p> <p>Money and Work: What money is; needs and wants; looking after money Know about what money is and its different forms, coins, notes and ways of paying for things e.g. debit cards and electronic payments Know how money can be kept and looked after Know about getting, keeping and spending money Know that people are paid money for the job they do Know to recognise the difference between needs and wants Know how people make choices about spending money, including thinking about needs and wants</p>	<p style="text-align: center;">Health and Wellbeing</p> <p>Physical Health and Mental Wellbeing: Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help Know about routines and habits for maintaining good physical and mental health Know why sleep and rest are important for growing and keeping healthy Know that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies Know about the importance of, and routines for, brushing teeth and visiting the dentist Know about food and drink that affect dental health Know how to describe and share a range of feelings Know ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others Know how to manage big feelings including those associated with change, loss and bereavement Know when and how to ask for help, and how to help others, with their feelings</p>	<p style="text-align: center;">Health and Wellbeing</p> <p>Growing and Changing: Growing older; managing body parts; moving class or year Know about the human life cycle and people grow from young to old Know our needs and bodies change as we grow up Identify and name the main parts of the body including external genitalia Know about change as people grow up, including new opportunities and responsibilities</p> <p>Keeping Safe: Safety in different environments; risk and safety at home; emergencies Know how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines Know how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online, and 'out and about' Know how to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger Know how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products Know about things that people can put into their body or into their skin (medicines and creams) and how these can affect how people feel Know how to respond if there is an accident and someone is hurt Know about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say</p>
	<p style="text-align: center;">Music NC Statements</p>	<ul style="list-style-type: none"> • use their voices expressively and creatively 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; • experiment with, create, select and combine sounds using the inter-related dimensions of music. 				
<p style="text-align: center;">Music In Year 2 I will be Learning to...</p>	<p>Charanga Unit: Hands, Feet and Heart Style: Afropop, South African South African Music</p>	<p>Charanga Unit: Ho, Ho, Ho! Style: A song with rapping and improvising for Christmas Festivals and Christmas</p>	<p>Charanga Unit: I wanna Play in a Band Style: Rock Playing together in a band</p>	<p>Charanga Unit: Zootime Style: Reggae Reggae and animals</p>	<p>Charanga Unit: Friendship Song Style: Pop A song about being friends</p>	<p>Charanga Unit: Reflect, Rewind and Peplay Style: Classical The history of music, look back and consolidate learning, learn some of the language of music.</p>

	<p>The following skills and knowledge is woven through the Charanga Units through the years.</p> <p>Know five songs off by heart Know that unison is everyone singing at the same time Know some songs have a chorus of a response/answer part Know that songs have a musical style and other ways of using the voice Know why we need to warm up our voices Know about voices singing notes of different pitches (high and low) Find a comfortable singing position Start and stop singing when following a leader How they can enjoy moving to music by dancing, marching, being animals or pop stars How songs can tell a story or describe an idea Know that music has a steady pulse, like a heartbeat Know that we can create rhythms from words, our names, favourite food, colours and animals Rhythms are different from the steady pulse Add high and low sounds, pitch, when we sing and play our instruments Know the names of untuned percussion instruments played in class Treat instruments carefully and with respect Play a tuned instrumental part that matches their musical challenge Play the part in time with the steady beat Know that improvisation is making up your tunes on the spot Know when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them Know that everyone can improvise, and can use one or two notes Know that composing is like writing a story with music Know that everyone can compose Create three simple melodies using three or five different notes Know how the notes of the composition can be written down and changed if necessary Know that performance is sharing music with an audience Know that a performance can be a special occasion and a class, a year group or a whole school Know that an audience can include your parents or friends Choose a song that have learnt and perform it Add their ideas to the performance Record a performance and say how they were feeling about it</p>					
	Genre Focus: 60's music	Genre Focus: Blues / Hip Hop	Genre Focus: Jazz	Genre Focus: Rock 'n' Roll	Genre Focus: Indie	Genre Focus: Dance / Disco
RE Statements	<p>Taken from the Southend Agreed Syllabus for Religious Education 2018-2023, the curriculum for RE aims to ensure that all pupils:</p> <ol style="list-style-type: none"> 1. Know about and understand a range of religions and worldviews¹, so that they can: <ul style="list-style-type: none"> • describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals • identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews • appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning 2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can: <ul style="list-style-type: none"> • explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities • express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues • appreciate and appraise varied dimensions of religion 3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can: <ul style="list-style-type: none"> • find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively • enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all • articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives. <p>Throughout schooling, teachers should consider how their teaching contributes towards the principal aim of RE in the local area, and how they help pupils to achieve the threefold aim. Note: These aims incorporate the former attainment targets of 'learning about religion' and 'learning from religion'.</p>					
	RE In Year 2 I will be learning to...	<p>1:1 -1:2 Who is a Christian and what do they believe? Who is a Muslim and what do they believe?</p> <p>Know that Jesus is special for Christians Listen to and discuss some stories about Jesus and compare them with stories about other key religious leaders Reflect on stories that are special to Christians and Muslims.</p>	<p>Celebrations: Light and Darkness 1:6 How and why do we celebrate special and sacred times?</p> <p>Talk about light and darkness and how they make me feel. Know why the story of Rama and Sita is important to Hindus. Know why light is important at Diwali. Use common themes of Light to find out about Advent The Christmas Story – Why was the light important? Explore light as a religious symbol. Think about how festivals, have light as a symbol and the importance of its role. Explore light as a religious symbol. Know what the Christingle represents. Know the story of Hanukah and why it is important to the Jewish faith Know how the Jewish community, celebrate Hanukah.</p>	<p>Special Places: 1:5 What makes some places sacred?</p> <p>Know about some of the different buildings in the local community near the school are Think about places that are special to me and what makes a place special. Know about the features of a church and know some of the special things found in a church. Know what makes a Mandir special for Hindus.</p>	<p>1:4: What can we learn from sacred books? Stories in Christianity and other faiths</p> <p>Identify the characteristics of stories. Reflect on their experiences of stories and storytelling. Suggest possible meanings of a story. Understand that some stories, including stories told by Jesus are used as a way of teaching people about God and how people should behave. Discuss how some religious stories are used to teach people about God and how they should behave e.g. stories which focus on forgiveness, jealousy, humility, caring, reconciliation. Read and act out and illustrate some stories Jesus told about what God is like and how to treat each other: The Lost Coin, The Good Samaritan, The Prodigal Son Explore stories from Jewish sacred text, the Tenakh, which teach about God looking after his people e.g. Joseph and his brothers, the story of Moses, Jonah. Explore an example of a story that occurs in more than one sacred text e.g. the story of Noah.</p>	<p>1:6 How and why do we celebrate special and sacred times? 1:2: Who is a Muslim and what do they believe?</p> <p>Understand who Allah and Mohammed are to Muslims. Find out about Mawlid al-Nabi. Find out about Ramadan. Find out about Eid al-Fitr and that is celebrated to mark the end of Ramadan. To know what the Qu'ran is, why it is special and what is inside it. To identify and know about significant objects to Muslims.</p>

