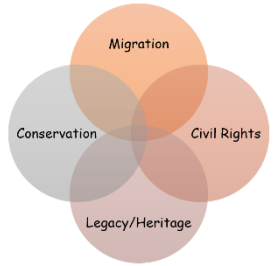
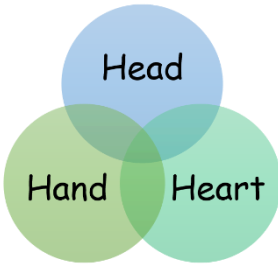
Riversdale Primary School
Medium Term Planning





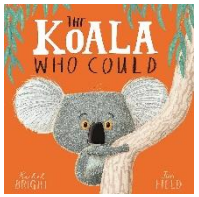
Year Group	**Year 2**
Term	**Spring 2**

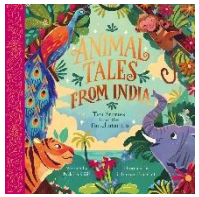
Learning Overview

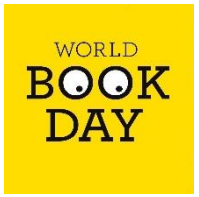
This half term, Year 2 pupils will continue to explore how technology in the home has changed over the last sixty years, building on their knowledge of changes in living memory and chronology from last half term. They will focus on how cooking and cleaning is different, before interviewing members of the local community about their first-hand experiences. In geography the pupils will consolidate their knowledge of grid references to locate the seven continents and five oceans of the world. In design and technology this half term, the pupils will continue to explore the concept of freestanding structures by designing, making and evaluating a product in response to a design problem submitted by a member of the school community. In art and design, the pupils will revisit drawing, this time exploring how they can apply their skills to develop a drawing inspired by the work of a significant artist. This half term will see World Book Day. As part of the celebrations, all pupils across the school will explore the same picture book and use this as a stimulus for their writing.

Quality Stimulus Text(s)

WORLD BOOK DAY BOOK







Significant People Past & Present

- Pablo Picasso (Art)
- Jesus of Nazareth (RE)

Linked UNCRC Articles

- Article 3: Best Interests of the Child
- Article 13: Sharing Thoughts Freely
- Article 14: Freedom of Thought & Religion
- Article 27: Food, Clothing, A Safe Home

Subject	Consolidating: What skills specific to this topic are being built upon? What knowledge specific to this topic is being consolidated?	Head* What substantive KNOWLEDGE should the children learn?	Hand* What disciplinary knowledge and SKILLS should the children learn?	Heart* What VALUES and EMOTIONAL INTELLIGENCE concepts should the children develop?
English:	Year 1: • Know that a story has a beginning, middle and an end. • Recognise that many stories signal the beginning using phrases such as "One day,". • Identify that stories might be written in third person. • Know that that third person means when you write about someone else. • Recognise pronouns for other people such as: he, she or they, will be used in a 3rd person narrative. • Understand that most stories are written in the past tense as they are about fictional events that have happened in a fictional world. • Know that the simple past tense is written using verbs such as: was or were. • Define the term suffix. • Know that suffixes can be added to change a word from present to past tense, e.g. -ed. • Recognise that simple conjunctions can be used to link two ideas, e.g.: and, but, then, so. • Recognise that simple time conjunctions can be used to sequence events in the correct order, e.g.: first, then, next. • Identify a range of adjectives for size and colour that can help to add detail to a narrative and engage the reader. • Define similes as a way of describing a person, place or thing by comparing it to something else, using the words 'like' or 'as'. • Know that similes are a more engaging and creative way to describe.	<u>QUESTION & ANSWER POEM:</u> • Know that a Question & Answer poem is structured as a series of questions followed by answers. • Understand that the poem creates a sense of curiosity by asking questions about animals and providing interesting or imaginative responses. • Recognise that the pattern of questions and answers helps to build rhythm in the poem. • Know that questions in the poem can begin with different question words such as What?, Where?, When?, Why?, and How?. • Understand that open-ended questions allow for creative answers. • Recognise that repeating a question format can make the poem more engaging. • Know that answers can be realistic or imaginative. • Understand that answers can use description to make the poem more vivid. • Identify that answers can sometimes rhyme but do not have to. • Know that a question always ends with a question mark. • Recognise that answers often start with a noun or verb to give a clear response. • Identify that adjectives and similes can make answers more interesting. <u>NARRATIVE:</u> • Know that narratives are written in the order that events happen (chronologically). • Recognise that adverbs of time help show the sequence of events.	Pupils to apply grammar, purpose for writing and specific text type features in **Writing to Entertain**: • A Question-and-Answer poem about an animal from another continent of the world, e.g. penguins, koalas, elephants etc. (Sentence Stacking) • A short 3rd person narrative inspired by the school's selected World Book Day text. (Sentence Stacking) Pupils to apply grammar, purpose for writing and specific text type features in **Writing to Inform**: • A non-chronological report about the animal pupils have selected for the Question-and-Answer poem. Handwriting: • Form lower case letters of the correct size relative to one another in most of their writing • Begin to use the diagonal and horizontal strokes needed to join letters in some of their writing • Write capital letters and digits of the correct size, orientation and relationship to each other • Use spacing between words that reflects the size of the letters. Composition: • Plan writing before beginning by noting down ideas and vocabulary. • Apply basic editing skills to correct spelling, punctuation, and grammar mistakes based on current learning.	• Work collaboratively, listening to one another and sharing ideas. • Enjoying writing and listening to stories. • Building confidence in reading and writing. • Reflect on own writing and set targets for improvement, with support. • Respect the work of others and show empathy when providing feedback.

	• Recognise that full stops are used at the end of sentences. • Know that question marks are used at the end of questions (e.g. Where did he go?). • Recognise that capital letters are needed for names, places, and the start of sentences. • Know that verbs describe actions (e.g. run, jump, think). Year 2: • Explain the format and structure of a 3rd person narrative, including a beginning, middle and end. • Identify a range of simple time conjunctions to support the progression of a narrative. E.g., first, next, later, then, soon after, etc. • Explain the format and structure of a non-chronological report, including an introduction, dedicated/thematic sections, pictures/diagrams.	• Know that sentences must include a subject and a verb. • Know that subordinating conjunctions help to link ideas. • Recognise that coordinating conjunctions join two main ideas together. • Recognise that sentences can be linked with simple conjunctions. • Know that sentences can be joined with words like but, so, and because to give more detail. • Understand that adding extra information makes a story more interesting for the reader. • Know that a new paragraph can be used to show a change in time, place, or action. • Understand that paragraphs help to organise a story so it is easier to read. • Recognise that using pronouns like he, she, and they avoids repeating names too often. • Recognise that words like as and while show two things happening at the same time. • Know that speech-like expressions can be used in dialogue to make characters sound more natural. • Recognise that adjectives add description to make writing more interesting. • Know that adjectives can be formed by adding suffixes -less or -ful. • Understand that -er and -est can be added to adjectives to compare things . • Know that adverbs describe how something happens. • Understand that -ly can be added to adjectives to form adverbs. • Identify that exclamation marks are used to show strong emotion or commands. • Understand that commas are used to separate items in a list.		

		• Know that apostrophes are used for contractions. • Recognise that possessive apostrophes show when something belongs to someone. • Understand that -es, -ed, and -ing can be added to verbs to change their tense. • Recognise that the progressive form of verbs shows ongoing actions in the past or present. • Identify that narratives should use the past tense consistently. <u>NON-CHRONOLOGICAL REPORT:</u> • Know that a non-chronological report needs a clear and simple title that tells the reader what the report is about. • Understand that a brief introduction tells the reader what the report is about. • Know that a conclusion summarises the main points of the report. • Recognise that information should be organised into sections based on specific categories. • Know that each section focuses on one key idea to make the report clear. • Identify that subheadings help to organise information and make it easier for the reader to find details. • Recognise that present tense is used when writing about things that are still true. • Know that past tense is used when writing about things from the past. • Understand that a non-chronological report includes facts, not opinions. • Recognise that formal language should be used to inform the reader. • Know that linking words like because, so, and if can help to explain information.		

		• Recognise that simple conjunctions can be used to join facts together. • Identify that capital letters are used for proper nouns. • Know that full stops, question marks, and exclamation marks must be used correctly. • Recognise that expanded noun phrases add detail to information. • Understand that technical words linked to the topic should be included.		
Mathematics:	Year 1: • Recognise and know the value of different denominations of coins and notes. • Recognise and name common 2D shapes, including: rectangle, squares, triangles, circles. • Recognise and name common 3D shapes, including: cube, cuboid, sphere, pyramid. • Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity. • Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity.	• Know that money in the UK is measured in pounds (£) and pence. • Know that £1 is equal to 100p. • Recognise the individual coins (1p, 2p, 5p, 10p, 20p and 50p). • Understand that monetary values can be made up of different combinations of coins. • Understand that items in a shop have a given value. • Know that you must have the same or more money to purchase items in a shop. • Know that if you have more money than the value of the item, you will receive "change". • Define change as the amount of money you receive back from a purchase if you hand over more than the items value. • Name common 2D shapes, including: rectangle, squares, triangles, circles. • Name common 3D shapes, including: cube, cuboid, sphere, pyramid. • Know that the term properties means the specific characteristics that make a shape what it is. • Define the term sides as the lines that forms the shape/boundary of a shape.	Money: • Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. • Find different combinations of coins that equal the same amounts of money. • Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. Properties of Shape - 2D Shapes: • Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line. • Compare and sort common 2D shapes and everyday objects. Properties of Shape - 3D Shapes: • Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. • Identify 2D shapes on the surface of 3D shapes. • Compare and sort common 3D shapes and everyday objects. Fractions (Part 1): • Recognise, find, name and write fractions, 1/2, 1/3, ¼ and 3/4 of a length, shape, set of objects or quantity.	Values: Respect, Individuality, Value, Reflect, Share, Aspire, Empathy • Working collaboratively with partners and in groups. • Using appropriate listening skills and turn taking in group discussion. • Showing empathy and kindness by helping each other to understand. • Knowing that giving your partner the answer is not helpful but explaining it is. • To recognise the value in making mistakes. • To identify the importance of resilience in problem solving. • To find different ways to solve the same problem.

		• Understand the term quadrilateral as a 2D shape with four sides because quad- means four. • Identify the meaning of the term vertex as where two or more sides meet. • Know that the plural of vertex is vertices. • Understand that polygons are shapes with three or more sides. • Explain that a line of symmetry is an imaginary line through a shape where both sides of the line are identical (symmetrical). • Know that orientation refers to/describes how a shape is positioned or turned compared to reference point. E.g. a quarter turn to the right/clockwise. • Identify that on a 3D shape, a face is a flat surface that makes up one side of the shape. This will be a 2D shape. • Know that edges on a 3D shape are where two faces meet. • Know that a half is 1 of 2 equal parts of an object, shape or quantity. • Know that a quarter is 1 of 4 equal parts of an object, shape or quantity. • Identify that a third is 1 of 3 equal parts of an object, shape or quantity. • Explain that the denominator is the bottom number of a fraction. • Identify that the denominator is the total number of equal parts an object, shape or quantity has been divided into. • Explain that the numerator is the top number of a fraction. • Identify that the numerator denotes how many parts out of the total number of equal parts e.g. 1 part out of 3 parts is 1/3.		
Science:	Years 1 & 2:	Plants – Working Scientifically Focus Part 2:	Observe	Value: Reflect, Aspire, Share

	• Make careful observations to support identification, comparison and noticing change. • Record observations, for example: using photographs, videos, drawings, labelled diagrams or in writing. • Record measurements, for example: using prepared tables, pictograms, tally charts and block graphs. • With support, relate answer to evidence, for example: observations made, measurements taken, or information gained from secondary sources. • Recognise 'biggest and smallest', 'best and worst' etc. from their data. • Ask further questions which can be answered by extending the same enquiry. • Orally communicate finding to an audience, using appropriate scientific language.	• All plants need sunlight to grow. • Some need a lot, others only need a little. • The leaves on a plant use sunlight to make their own food. • All plants need regular water. • Too much water can damage the plant. • Some plants need warm temperatures to grow. • Some plants need cool temperatures to grow. • Plants also use carbon dioxide from the air to make their own food. • Roots absorb nutrients from the soil. *Vocabulary:* *seeds, germination, soil, light, temperature, shade, growth, conditions, measurement, results table, conclusion, diagram*	• Make careful observations to support identification, comparison and noticing change. Record/Present • Record observations, for example: using photographs, videos, drawings, labelled diagrams or in writing. • Record measurements, for example: using prepared tables, pictograms, tally charts and block graphs. Conclusions: • With support, relate answer to evidence, for example: observations made, measurements taken, or information gained from secondary sources. • Recognise 'biggest and smallest', 'best and worst' etc. from their data. Evaluation: • Ask further questions which can be answered by extending the same enquiry. Communicate: • Orally communicate finding to an audience, using appropriate scientific language.	• Evaluating seed growth encourages critical thinking and problem-solving, enhancing reflection and analytical skills. • Exploring age appropriate scientific reports supports pupils in aspiring to work scientifically and develops curiosity as to what could happen if a variable were changed. • Pupils should be encouraged to work as scientists in the development of report, being precise and considered. • Communicating findings encourages sharing knowledge, developing communication skills and building connections between concepts learnt.
Art:	Year 2: • Use a sketchbook to record media experimentations including textures and patterns to inform own work. • Use a sketchbook to plan and develop simple ideas based on experimentation. • Continue to build information around colour theory.	Drawing: • When drawing from observation, we need to look carefully at: shape, detail, light/dark areas, texture. • We use different marks, like lines, dots and squiggles to create texture. • Thick lines can make things look strong, bold, or important. • Thin lines can be used to show finer details. • Light pressure on the pencil creates light lines. • Hard pressure on the pencil creates dark lines.	Exploring & Developing Ideas: • Use a sketchbook to record media experimentations including textures and patterns to inform own work. • Use a sketchbook to plan and develop simple ideas based on experimentation. • Continue to build information around colour theory. Responding to Art: • Talk about how a piece of art makes them feel. • Talk about own work, explaining the process they have used and begin to identify likes and dislikes.	Values: Respect, Aspire, Value, Individuality • Respect for the artist and his contribution to the art world. • Aspire to expand their art knowledge and see a wide range of works from the same artist. • Value the use of different media and surfaces to draw on, and how they can produce different effects and textures. • Pupils should value the time to practise observational drawing and experimenting. • Pupils should show their individuality in their artwork, taking influence from the artist but

		• The surface can change how a drawing looks and feels. • Dark paper with light pencil or pastels draws attention to brighter parts of the subject. • Using coloured paper is good way to create a particular mood in an artwork. **Significant People** Pablo Picasso: • One of the most recognised artists today. • Good at drawing and painting realistically. • Wanted to experiment with different styles. • Was a leading member of the cubist art movement. *Vocabulary:* *weight, light, dark, tone, pattern, texture, observation, pressure, grade, surface*	• Look at and talk about the other artists expressing their likes and dislikes with increasing detail. • Explore the work of a range of artists, and designers, describing the differences and similarities and begin to make simple links to their own work. Drawing: • Experiment with a range of drawing implements on different surfaces. • Investigate tone by drawing light/dark lines using a pencil. • Investigate tone through the • use of different grades of pencils, e.g. HB, 2B, 4B. • Experiment with different line weights (thick and thin). • Demonstrate control over the types of marks made with a range of media when drawing from observation. • Begin to explore texture through copying different strokes, e.g. dots, dashes and squiggles.	also begin to show their own style and skill.
Computing:	Year 1: • Learning how to explore and tinker with hardware to find out how it works. • Learning how to operate a camera to take photos and videos. • Using decomposition to solve unplugged challenges. • Using logical reasoning to predict the behaviour of simple programs. • Developing the skills associated with sequencing in unplugged activities. • Following a basic set of instructions. • Assembling instructions into a simple algorithm. • Programming a floor robot to follow a planned route. • Learning to debug instructions when things go wrong.	Kapow Computing Scheme Algorithms & Debugging Lessons 4 – 5: • To know that abstraction is the removing of unnecessary detail to help solve a problem. *Vocabulary:* *abstraction, algorithm, artificial intelligence, bug, clear, correct, data, debug, decompose, error, key features, loop, predict, unnecessary*	• Developing confidence with the keyboard and the basics of touch typing. • Articulating what decomposition is. • Decomposing a game to predict the algorithms used to create it. • Explaining what an algorithm is. • Following an algorithm. • Creating a clear and precise algorithm. • Learning that programs execute by following precise instructions. • Incorporating loops within algorithms. • Using logical thinking to explore software, predicting, testing and explaining what it does. • Using an algorithm to write a basic computer program.	Values: Aspire, Empathy, Reflect • Encourage students to aspire to improve their problem-solving skills by creating precise algorithms and predicting how software will behave. • Highlight the importance of striving for accuracy and efficiency when using loops and decomposition to solve problems. • Encourage discussions on how empathy can inform ethical choices in programming, helping students understand the importance of creating algorithms that benefit others responsibly. • Incorporate opportunities for students to reflect on their work, particularly when debugging or following algorithms.

	• Using programming language to explain how a floor robot works. • Learning to debug an algorithm in an unplugged scenario. • Taking and editing photographs.		• Developing word processing skills, including altering text, copying and pasting and using keyboard shortcuts.	
DT:	Year 2: • Know that freestanding structures stand on their own foundation or base without attachment to anything else. • Begin to understand the concept of centre of gravity and how this impacts a structure's stability. • Test different methods of enabling structures to remain stable. • Make structures more stable by giving them a wide base. • Know that the weight of the structure needs to be evenly spread on the base to make it secure. Years 1 & 2: • Work within a range of contexts. • State what products they are designing and making. • Say whether their products are for themselves or other users. • Describe what their products are for. • Say how their products will work. • Say how they will make their products suitable for their intended users. • Use simple design criteria to help develop their ideas. • Generate ideas by drawing on their own experiences. • Use knowledge of existing products to help come up with ideas. • Develop and communicate ideas by talking and drawing. • Plan by suggesting what to do next.	CONTEXT: *"Hi, everyone! My name is Mark. My grandad's birthday is coming up, and I want to give him a special gift. I've printed a lovely photo of us fishing, but I don't have a nice way to display it! I need something that can stand on his desk all by itself, because there's no wall to hang it on. Can you help me design and make something for him?"* Frame Structures Lessons 4 – 6: • No new knowledge, but applying the following: - A freestanding structure is one that stands on its own foundation or base. - Frame structures and shell structures can be freestanding. - As a freestanding structure becomes taller its centre of gravity rises. - As the centre of gravity rises the structure becomes less stable. - Increasing the base of a structure helps to spread the weight. - Arranging bricks in a wall in certain patterns can improve its stability. - A running pattern is much stronger than a stacking pattern. - Buttresses prevent a structure from collapsing under its own weight. *Vocabulary:*	Structures: • Refer to materials, tools and techniques using appropriate vocabulary. • Make structures more stable by giving them a wide base. • Know that the weight of the structure needs to be evenly spread on the base to make it secure. • Join materials by selecting appropriate methods to ensure strength and stability, e.g. glue, tape etc. Designing: • Work within a range of contexts. • State what products they are designing and making. • Say whether their products are for themselves or other users. • Describe what their products are for. • Say how their products will work. • Say how they will make their products suitable for their intended users. • Use simple design criteria to help develop their ideas. • Generate ideas by drawing on their own experiences. • Use knowledge of existing products to help come up with ideas. • Develop and communicate ideas by talking and drawing. • Model ideas by exploring materials, components and construction kits and by making templates and mock-ups. Making:	Values: Aspire, Love, Empathy, Reflect, Respect, • Students aspire to create innovative and functional designs for their freestanding structures, setting high standards for their creative endeavours. • Students develop a love for the design process, embracing the opportunity to express their creativity and bring their ideas to life. • Students demonstrate empathy by considering the needs and preferences of potential users when constructing their freestanding structures, ensuring that their designs are practical and user-friendly. • Students reflect on the success and challenges encountered during the construction process, identifying areas for improvement and growth. • Students show respect for their peers' work by providing constructive feedback during the evaluation process, recognising the effort and creativity invested in each design.

	• Select from a range of tools and equipment, explaining their choices. • Select from a range of materials and components according to their characteristics. • Follow procedures for safety and hygiene. • 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. • Use finishing techniques, including those from art and design (where applicable). • Discuss existing products: - what products are, - who products are for, - what products are for, - how products work, - how products are used, - where products might be used, - what materials products are made of. • Talk about their design ideas and what they are making. • Make simple judgements about their products and ideas against design criteria. • Suggest how their products could be improved.	*structure, freestanding structure, stability, centre of gravity, buttress, brick bonding, mock-up, construction*	• Plan by suggesting what to do next. • Select from a range of tools and equipment, explaining their choices. • Select from a range of materials and components according to their characteristics. • Follow procedures for safety and hygiene. • 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. • Use finishing techniques, including those from art and design (where applicable). Evaluating: • Discuss existing products: - what products are, - who products are for, - what products are for, - how products work, - how products are used, - where products might be used, - what materials products are made of. • Talk about their design ideas and what they are making. • Make simple judgements about their products and ideas against design criteria. • Suggest how their products could be improved.	
Geography:	Year 2: • Name and locate the world's seven continents and five oceans. • To know they live in the continent of Europe. • Use maps, atlases and globes to identify the world's continents.	The Big Wide World Lessons 4 – 5: • Maps have grids made up of vertical (up and down) and horizontal (left to right) lines. • Each square on the grid is identified by a pair of coordinates or grid references (e.g., A1, C3).	Locational Knowledge: • Name and locate the world's seven continents and five oceans. • To know they live in the continent of Europe. • Name and locate countries of Oceania (Australia).	Values: Democracy, Reflect • Promote collaboration and teamwork, as children work together to locate continents and oceans using grid references. It reflects the idea of democracy by

	• Use simple grid references such as A1 and B1. • Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map. • Begin to use eight points of a compass.	• The letter tells you which side of the map. • The number tells you how far up or down to go. *Vocabulary:* *continent, ocean, map, globe, cardinal points, grid reference, intercardinal points, journey*	Mapwork: • Use simple grid references such as A1 and B1. • Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map. • Begin to use eight points of a compass.	encouraging shared decision-making and discussion. • Reflect on the interconnectedness of the world. • Encourage pupils to consider the routes we travel and the impact of our journeys on the world.
History:	Years 1 & 2: • Recognise that some objects belong in the past. • Begin to sequence artefacts, photographs and events that are in time order. • Recount changes within living memory. • Begin to recognise the concept of a generation within a family context. • Develop an awareness of the past, using common words and phrases relating to the passing of time, such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after. • Know that photographs and artefacts can tell us about the past. • Find answers to simple questions about the past using sources. • Know that we can find out about the past by asking people who were there. • Identify some similarities and differences between ways of life at different times. • Make simple comparisons with their own lives. • Know that there are explanations for similarities and differences between people's lives now and in the past. • Describe simple changes relating to ideas/objects that have occurred.	Technology at Home Lessons 4 – 5: • Washing machines were basic, and dishwashers were very rare. • Cooking was done on gas stoves or ovens; microwaves were not invented yet. • Refrigerators were small, and freezers were uncommon so families had to shop more often. • Vacuum cleaners were large and heavy. This made cleaning harder and take longer. *Vocabulary:* *technology, appliance, refrigerator, freezer, stove, vacuum cleaner, washing machine*	Chronology: • Recognise that some objects belong in the past. • Begin to sequence artefacts, photographs and events that are in time order. • Recount changes within living memory. • Begin to recognise the concept of a generation within a family context. • Develop an awareness of the past, using common words and phrases relating to the passing of time, such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after. Using Sources for Enquiry: • Know that photographs and artefacts can tell us about the past. • Find answers to simple questions about the past using sources. • Know that we can find out about the past by asking people who were there. Similarities & Differences: • Identify some similarities and differences between ways of life at different times. • Make simple comparisons with their own lives. • Know that there are explanations for similarities and differences between people's lives now and in the past. Change & Continuity:	Values: Empathy, Respect • Understanding how much harder housework was in the past helps pupils develop empathy for the effort and time people spent maintaining their homes before modern appliances. • Listening to stories from older generations fosters respect for their experiences and the challenges they faced without the conveniences of modern technology.

	• Describe ideas/objects that have remained the same. • Identify simple reasons for change. • Know that we remember some (but not all) of the events that we have lived through.		• Describe simple changes relating to ideas/objects that have occurred. • Describe ideas/objects that have remained the same. • Identify simple reasons for change. Historical Interpretation: • Know that we remember some (but not all) of the events that we have lived through.	
Music:	Years 1 & 2: • Listening with concentration to short pieces of music or excerpts from longer pieces of music. • Engaging with and responding to longer pieces of music. • Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. • Identifying some common instruments when listening to music. • Relating sounds in music to real-world experiences. • Recognising simple patterns and repetition in rhythm. • Talking about the tempo of music using the vocabulary fast and slow. • Talking about the dynamics of the music using the vocabulary loud, quiet and silent. • Stating what they enjoyed about their peers' performances. • Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent. • Appreciating music from a wide variety of cultures and historical periods. • Using instruments imaginatively to create soundscapes which convey a sense of place.	Kapow Music Scheme: Contrasting Dynamics: To know that: • Sections of music can be described as fast or slow and the meaning of these terms. • Sections of music can be described as loud, quiet or silent and the meaning of these terms. • In all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. • Pictorial representations of rhythm show sounds and rests. *Vocabulary:* *composer, dynamics, pitch pattern, planet, representation, soundscape, tempo*	Listening and Evaluating: • Listening with concentration to short pieces of music or excerpts from longer pieces of music. • Engaging with and responding to longer pieces of music. • Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. • Identifying some common instruments when listening to music. • Relating sounds in music to real-world experiences. • Recognising simple patterns and repetition in rhythm. • Talking about the tempo of music using the vocabulary fast and slow. • Talking about the dynamics of the music using the vocabulary loud, quiet and silent. • Stating what they enjoyed about their peers' performances. • Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent. • Appreciating music from a wide variety of cultures and historical periods. Creating Sound: • Using instruments imaginatively to create soundscapes which convey a sense of place.	Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy • Respect different musical traditions, genres, and cultures. • Appreciate the skills and efforts of their peers and musicians. • Respect for the instruments and equipment used in music-making. • Explore different instruments and musical roles. • Maintain individual responsibilities in group performances, ensemble rehearsals, and collaborative projects. • Engage in reflective practices after performances, analysing what went well and areas for improvement. • Share musical talents and skills through performances. • Share ideas, insights, and responsibilities. • Aim for higher levels of musical proficiency and expression. • Develop a love for music through exposure to various genres and styles. • Listen to and understand each other in teamwork.

	• Using bilateral and hand-eye coordination to play/hold instruments using both hands. • Starting to understand how to produce different sounds on pitched instruments. • Maintaining a comfortable position when sitting or standing to sing and play instruments. • Reading different types of notation by moving eyes from left to right as sound occurs. • Confidently reading simple rhythmic patterns comprising of one-beat sounds and one-beat rests. • Improvising simple question and answer phrases, using untuned percussion or voices. • Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. • Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. • Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. • Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories. • Offering positive feedback on others' performances. • Beginning to acknowledge their own feelings around performance.		• Using bilateral and hand-eye coordination to play/hold instruments using both hands. • Starting to understand how to produce different sounds on pitched instruments. • Maintaining a comfortable position when sitting or standing to sing and play instruments. Notation: • Reading different types of notation by moving eyes from left to right as sound occurs. • Confidently reading simple rhythmic patterns comprising of one-beat sounds and one-beat rests. Composing: • Improvising simple question and answer phrases, using untuned percussion or voices. • Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. • Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. • Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. • Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories. Performing: • Offering positive feedback on others' performances. • Beginning to acknowledge their own feelings around performance.	
PE:	Year 2: • Show balance, control and coordination when travelling and when remaining still. • Choose and link actions.	• Learn vocabulary associated with: - Swimming - Dance • Explain the meaning of a dance phrase.	• Explore basic patterns of movement with increased control. • Change rhythm, speed, level and direction with increased confidence.	Values: Respect, Value, Entrust, Reflect, Share, Democracy, Aspire, Empathy • Carry out activities to improve their work and understand why they are useful.

	• Remember and repeat accurately and consistently. • Find and use space safely, with an awareness of others. • Use the four basic shapes in sports specific gymnastic moves. • Perform basic actions. • Use different parts of the body singly and in combination. • Show some sense of dynamic, expressive and rhythmic qualities in their own dance. • Choose appropriate movements for different dance ideas. • Remember and repeat short dance phrases and simple dances • Move with control. • Vary the way they use space.	• Define the term sequence in relation to movement. • Explain the terms: - Rhythm - Speed - Level - Direction in relation to a dance context with some confidence. • Explain the meaning of a dance phrase. • Describe simple expressive and dynamic qualities of movement. • Identify how movement can communicate an emotion/feeling.	• Creatively vary the shape and size of the body. • Make a sequence by linking sections together. • Link some movement to show a mood or feeling. • Use imagination in response to a range of stimuli.	• Come up with and share sensible solutions, given time to think about their actions. • Work collaboratively to improve individual and team member skills, showing aspiration. • Value the efforts of others and show empathy when providing peer-assessment/feedback. • Entrust each other to be kind and supportive, showing good sportsmanship. • Show resilience when receiving feedback and reflect on how this can be used.
RE:	Year 1 & 2: • Identify religious stories and talk about them. • Use the right names for things that are special to believers. • Use some religious words to describe some religious practices. • Talk about religious art, symbols and words. • Say what some symbols stand for and what some of the art and music is about. • Tell religious stories and talk about them. • Talk about things that happen to them. • Talk about what they find interesting or puzzling. • Ask about what happens to others with respect for their feelings. • Talk about some things in stories that make people ask questions. • Talk about what is important to them and to others with respect for their feelings.	Why do people pray? • Many religions have different ways of praying. • People pray to: give thanks, ask for help, say sorry, or show love and respect. • Prayers can be said out loud, in silence, or written down. • People believe praying together creates a sense of community. • In Christianity, churches hold group prayers, such as the Lord's Prayer. • In Islam, people pray together at the mosque, especially on Fridays. • In Sikhism, prayers are said together in the Gurdwara, including singing hymns. • Many religious people pray more than once a day as a sign of devotion. • Muslim people pray five times a day (Salah) to feel close to Allah. • Some Christians say extra prayers, before meals or bedtime. • Aids to prayer help people concentrate and feel connected to their faith.	Learning About Religion & Beliefs • Use some religious words to describe some religious practices. • Use the right names for things that are special to believers. • Say what some symbols stand for and what some of the art and music is about. • Talk about religious art, symbols and words. • Say what some symbols stand for and what some of the art and music is about. Learning From Religion & Beliefs • Talk about things that happen to them. • Talk about what they find interesting or puzzling. • Ask about what happens to others with respect for their feelings. • Talk about what is important to them and to others with respect for their feelings.	Values: Reflect, Share, Respect, Individuality, Empathy • Pupils will think about why people pray and reflect on their own thoughts, feelings, and experiences of quiet moments or deep thinking. • Pupils will explore how praying together helps people feel a sense of belonging and how sharing experiences with others can create a sense of community. • Pupils will learn about different religious practices and show respect for people who pray at different times and in different ways. • Pupils will recognise that different people use different aids to help them focus on prayer, and that religious practices can be personal and unique to individuals. • Pupils will explore how prayer and meditation can help people feel calm, focused, or connected, and they will develop an understanding of why these

		• Aids to prayer might include: candles, prayer beads or prayer mats. • Prayer is speaking to God, while meditation is more about reflecting. *Vocabulary:* *prayer, worship, meditation, temple, mosque, church, synagogue, gurdwara, devotion, reflection, aids to prayer, community*		practices matter to different people.
RSE:	Year 2: • More about what their brain looks like and that it is fully grown by the age of 6. • That our brain helps us to make good decisions and remember what we have learnt. • That the Amygdala causes them to Fight, Flight or Freeze. • Children will be asked to reflect and think of examples of how they use each of Team H-A-P. • That when we learn something new, our brain remembers it and grows. • They'll learn about Neuroplasticity and think of examples of how they can use it to help them. • How they can use Happy Breathing to help Team H-A-P work as a team, but also how Happy Breathing can help with Neuroplasticity.	My Happy Mind Scheme: Celebrate: To know: • About the 5 Character Strengths from Year 1, but they will be asked to think about what each strength means and some examples of the strengths in action. • The 5 Character Strengths are: - Love and Kindness - Bravery and Honesty - Exploring and Learning - Teamwork and Friendship - Love of Life and our World • That when we use our Character Strengths, we can be our very best selves and that we all have our own unique set of strengths, and we are all different. • What Neuroplasticity is and how we can grow our Character Strengths if we practise using them. • About how to recognise the Character Strengths in themselves. • How to think about which Character Strengths they would like to grow or use more of. *Vocabulary:* *character strengths, love, kindness, bravery, honesty, exploring, learning, teamwork, friendship, unique, special, spotting, neuroplasticity, grow*	• Identifying examples of Character Strengths in action in everyday life. • Reflecting on and understanding what each strength looks like in themselves and others. • Embracing and celebrating differences in strengths among themselves and peers. • Practising using and developing their Character Strengths to grow and improve. • Identifying their own strengths and noticing when they use them. • Setting goals to grow or use specific Character Strengths more often.	Values: Respect, Individuality, Value, Aspire, Reflect • Respecting the diverse ways in which different strengths are expressed in ourselves and others. • Recognise that everyone has their own unique strengths, contributing to the richness of the group. • Valuing our own strengths and the strengths of others, recognising the uniqueness in everyone. • Aspiring to grow and improve by practising and developing our strengths over time. • Reflecting on their strengths and recognising how they use them in daily life.

*Links to Curriculum Themes: Migration, Civil Rights, Conservation, Legacy/Heritage