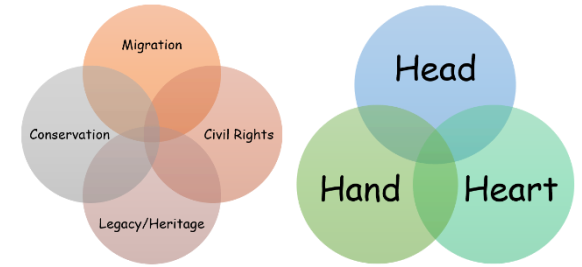




Riversdale Primary School

Medium Term Planning



Year Group	Year 2
Term	Summer 1

Learning Overview

This half term in history, the pupils in Year 2 will begin studying The Great Fire of London. They will explore how the fire started, and the conditions in 17th Century London that led to it spreading so quickly. In geography, the pupils will discuss the coastal town of Littlehampton, UK and the coastal city of Sydney, Australia. The pupils will locate these on a world map and begin to discover some of Littlehampton’s physical and human features, in preparation for comparing the localities in Summer 2. In art, the pupils will revisit their learning about painting from Autumn 2, taking a closer look at the work of Henri Matisse and his use of colour and brush strokes. In Design and Technology, the pupils will be evaluating toy cars, exploring their use of wheels and axles, as well as the difference between fixed and free axles, in preparation for undertaking the design, make and evaluate cycle when creating their own toy cars in response to a design brief. Finally, in science, the pupils will build on their prior learning about Living Things and the Habitats, by exploring Animals, Including Humans. They will look at the concept of offspring, and that all animals need specific things in order to survive, before looking at the importance of hygiene, a healthy balanced diet, and exercise for humans.

Quality Stimulus Text(s)

<ul style="list-style-type: none"> • The Great Fire of London • Vlad and the Great Fire of London 	
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Significant People Past & Present

- Henri Matisse (Art)
- Thomas Farriner (History)
- Charles II (History)

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?
Writing:	Year 2: <ul style="list-style-type: none"> • Recognise that a recount of an event should be written in past tense. • Identify the simple past tense. • Recognise the past progressive tense. • Define the term suffix. • Know that suffixes can be added to change present tense verbs to past tense. • Know that diary entries usually have a brief introduction to help remind the writer of events when they read their diary back. • Explain that main ideas are organised in groups chronology/in time order. • Identify that writers use simple adverbs to help sequence events in time order. • Know that expanded noun phrases should be used to add detail to recounts. • Identify how to use the subordinate conjunction because to add detail/explanations to a clause. • Know that diaries will always reference likes and dislikes, linked to specific events. • Recognise that letters must end with an appropriate sign off. • Understand that diary entries are informal and so writers might use apostrophes for contractions. 	<u>Recap from Spring 1:</u> <u>DIARY ENTRY:</u> <ul style="list-style-type: none"> • Recognise that a recount of an event should be written in past tense. • Identify the simple past tense. • Recognise the past progressive tense. • Know that diary entries usually have a brief introduction to help remind the writer of events when they read their diary back. • Explain that main ideas are organised in groups chronology/in time order. • Identify that writers use simple adverbs to help sequence events in time order. • Know that expanded noun phrases should be used to add detail to recounts. • Identify how to use the subordinate conjunction 'because' to add detail/explanations to a clause. • Know that diaries will always reference likes and dislikes, linked to specific events. • Recognise that letters must end with an appropriate sign off. • Understand that diary entries are informal and so writers might use apostrophes for contractions. <u>EXPLANATION TEXT:</u> <ul style="list-style-type: none"> • Understand that an explanation text explains processed or events 	Pupils to apply grammar, purpose for writing and specific text type features in Writing to Inform: <ul style="list-style-type: none"> • A diary entry in role as Thomas Farriner describing his feelings about discovering the fire in his bakery. (Sentence Stacking) • A short explanation text, detailing how and why the Great Fire of London spread quickly and far. (Sentence Stacking) • A letter in the role of Vlad (the flea) from Vlad and the Great Fire of London, describing to his friend what it was like to witness the fire and his escape from it. (Independent Write) Handwriting: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • Explain the purposes in which a letter might be used within a real-life context. • Identify the format of a letter including the recipient's address, date and appropriate greeting/sign off. • Know that letters should have a brief introduction to let the reader know why you are writing. • Recognise that when letters talk about events that have already happened, they are written in the past tense. • Identify why a short concluding sentence is required to elicit a response from the reader. • Explain that main ideas are organised in groups according to theme OR chronology if recounting. • Explain the purpose of the sentence types of statement and question. • Explain how statements and questions are punctuated. • Define the term exclamation • Explain how exclamations are punctuated. • Recognise how statements, questions and exclamations can be used in the context of a postcard. • Know that expanded noun phrases should be used to add detail to recounts. • Identify how to use the subordinate conjunction because to add detail/explanations to a clause. • Know that letters may reference likes and dislikes, linked to specific events, where applicable. • Recognise that letters must end with an appropriate sign off. • Identify that writers use simple adverbs to add detail. 	<p>and so is different from a non-chronological report.</p> <ul style="list-style-type: none"> • Know that explanations begin with a title. • Recognise that the title of an explanation can be a statement or a question. • Identify the need for a clear and simple introduction. • Know that the steps or parts of the process are written in chronological order (time order). • Identify that each step or part of the process will have its own subheading. • Understand that explanation texts end with a conclusion that gives a simple summary of what happened/happens. • Recognise that conjunctions are needed to link ideas together, making compound sentences. • Explain that expanded noun phrases are used to add more detail. • Know that adverbs can be used to add more detail about how something happened/happens (e.g. slowly, quickly). <p><u>Recap from Spring 1:</u> <u>INFORMAL LETTER:</u></p> <ul style="list-style-type: none"> • Explain the purposes in which a letter might be used within a real-life context. • Identify the format of a letter including the recipient's address, date and appropriate greeting/sign off. • Know that letters should have a brief introduction to let the reader know why you are writing. • Recognise that when letters talk about events that have already happened, they are written in the past tense. • Identify why a short concluding sentence is required to elicit a response from the reader. 		
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		<ul style="list-style-type: none"> • Explain that main ideas are organised in groups according to theme OR chronology if recounting. • Recognise how statements, questions and exclamations can be used in the context of a letter. • Know that expanded noun phrases should be used to add detail to recounts. • Identify how to use the subordinate conjunction because to add detail/explanations to a clause. • Know that letters may reference likes and dislikes, linked to specific events, where applicable. • Recognise that letters must end with an appropriate sign off. • Identify that writers use simple adverbs to add detail. 		
<p>Reading:</p>	<p>Year 2:</p> <ul style="list-style-type: none"> • Building on phonics subject skills and knowledge. • Connect prior knowledge with context. • Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families. • Locate and discuss words and pre-taught vocabulary to find out what the text is about. • Connect prior knowledge to context. • Read sentences with increasing accuracy and fluency. • Self-correction words. • Read aloud with attention to punctuation, including full stops, question, exclamation and intonation. • Self-correction, including re-reading and reading ahead. 	<p>Ready, Steady Read Together Scheme:</p> <p>Fiction:</p> <ul style="list-style-type: none"> • The Wolf's Story by Toby Forward <p>Non-Fiction:</p> <ul style="list-style-type: none"> • Unit to be confirmed. <p>Poetry:</p> <ul style="list-style-type: none"> • The Works by Paul Cookson <p>Comprehension:</p> <ul style="list-style-type: none"> • Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently. • Demonstrate familiarity with and retell a wide range of fairy stories, traditional tales, stories and plays. • Understand many non-fiction books that are structured in different ways. • Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting 	<p>Reading Skills:</p> <ul style="list-style-type: none"> • Building on phonics subject skills and knowledge. • Connect prior knowledge with context. • Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families. • Locate and discuss words and pre-taught vocabulary to find out what the text is about. • Connect prior knowledge to context. • Read sentences with increasing accuracy and fluency. • Self-correction words. • Read aloud with attention to punctuation, including full stops, question, exclamation and intonation. • Self-correction, including re-reading and reading ahead. 	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> • Pupils will listen respectfully to others' ideas during reading discussions and show respect for different characters, cultures and viewpoints in the texts they read. • Pupils will express their own opinions about books, share their personal reading preferences, and explore the unique qualities of different characters. • Pupils will value books as an important source of enjoyment and learning, and show care for reading materials and resources. • Pupils will take responsibility for improving their reading, including correcting mistakes, reading aloud with confidence, and choosing appropriate books independently. • Pupils will think carefully about what they have read, reflect on the actions and feelings of

	<ul style="list-style-type: none"> • Look for specific information in texts using contents and glossaries. • Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information. • Re-reading sentences for clarity. • Talk about book preferences. • Identify how texts are organised, e.g. lists, numbered points, tables and bullet points. • Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently. • Demonstrate familiarity with and retell a wide range of fairy stories, traditional tales, stories and plays. • Understand many non-fiction books that are structured in different ways. • Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. • Discuss their favourite words and phrases using some of them in their writing. • Show good understanding of books they have read and listened to drawing on what they already know, with background information and vocabulary provided by the teacher. • Make some predictions of what might happen on the basis of what has been read so far. • Answer and ask questions. • Check the text makes sense to them and correct inaccurate reading. • Explain what has happened so far in what they have listened to or read. 	<p>some, with appropriate intonation to make the meaning clear.</p> <ul style="list-style-type: none"> • Discuss their favourite words and phrases using some of them in their writing. • Show good understanding of books they have read and listened to drawing on what they already know, with background information and vocabulary provided by the teacher. • Make some predictions of what might happen on the basis of what has been read so far. • Answer and ask questions. • Check the text makes sense to them and correct inaccurate reading. <p><i>Vocabulary:</i> <i>grapheme, phoneme, syllable, sequence, structure, predict, discuss, question</i></p>	<ul style="list-style-type: none"> • Look for specific information in texts using contents and glossaries. • Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information. • Re-reading sentences for clarity. • Talk about book preferences. • Identify how texts are organised, e.g. lists, numbered points, tables and bullet points. • Explain what has happened so far in what they have listened to or read. • Discuss the sequence of events in books and how many items of information are related. • Recognise simple recurring literary language in stories and poetry and draw upon these for their writing. • Make some inferences on the basis of what is being said and done across the book and drawing on other books they have read. • Discuss an increasing amount of word meanings in context, linking meanings to those already known. • Sometimes discuss alternative meaning of the same word. 	<p>characters, and consider how stories link to their own experiences.</p> <ul style="list-style-type: none"> • Pupils will share their thoughts and ideas about books with their classmates, take part in group discussions, and perform poems and stories aloud to others. • Pupils will take turns in discussions, listen to different viewpoints, and make group decisions about texts or reading activities fairly and respectfully. • Pupils will aim to improve their fluency and understanding each week, challenge themselves with new vocabulary, and try their best when reading aloud and discussing texts. • Pupils will develop a love of reading by engaging with a wide range of stories, poems, and non-fiction texts, and talk excitedly about books they enjoy. • Pupils will understand how characters feel and why they act in certain ways, showing empathy when making inferences or discussing story events.
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	<ul style="list-style-type: none"> • Discuss the sequence of events in books and how many items of information are related. • Recognise simple recurring literary language in stories and poetry and draw upon these for their writing. • Make some inferences on the basis of what is being said and done across the book and drawing on other books they have read. • Discuss an increasing amount of word meanings in context, linking meanings to those already known. • Sometimes discuss alternative meaning of the same word. 			
Mathematics:	<p>Year 1:</p> <ul style="list-style-type: none"> • Compare, describe and solve practical problems for time. • Measure and begin to record time (hours, minutes, seconds). • Sequence events in chronological order using language. • Recognise and use language relating to dates, including days of the week, weeks, months and years. • Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. • 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. <p>Year 2:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Recognise pairs of fractions that add up to a whole. • Know that two halves make a whole. • Recognise that halves can be put on a number line directly in the middle of two whole numbers. • Understand that counting in halves would follow a pattern, e.g. 1/2, 1, 1 1/2 etc. • Know that four quarters makes a whole. • Recognise that quarters can be put on a number line by splitting the space between two whole numbers into four equal parts. • Understand that counting in quarters would follow a pattern, e.g. 1/4, 2/4, 3/4, 1, 1 1/4, etc. • Know that three thirds make a whole. • Recognise that thirds can be put on a number line by splitting the space between two whole numbers into three equal parts. • Understand that counting in thirds would follow a pattern, e.g. 1/3, 2/3, 1, 1 1/3, etc. • Know that values/quantities can be divided into fractions through equal sharing. 	<p>Fractions:</p> <ul style="list-style-type: none"> • Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity. • Write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2. <p>Measurement (Time):</p> <ul style="list-style-type: none"> • Compare and sequence intervals of time. • Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. • Know the number of minutes in an hour and the number of hours in a day. 	<p>Values: Respect, Individuality, Value, Reflect, Share, Aspire, Empathy</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Increase familiarity with analogue clocks. • Recap which hand is the minute hand (long) and which hand is the hour hand (short). • Identify that each whole number on a clock represents 5 minutes. E.g. 1 = 5 minutes past, 2 = 10 minutes past. • Know that the smaller lines in between whole numbers on an analogue clock, represents individual minutes. • Understand the meaning of “past” and “to”. • Know that while the minute hand is before the 6, we tell the time using the “past”. E.g. 20 past 5. • Know that once the minute hand goes past 6, we tell the time using the “to”. E.g. 10 to 6. • Recognise that events are sequential/chronological and that we use time adverbs to communicate this. • Know that quarter of an hour is 15 minutes. • Know that half an hour is 30 minutes. • Know that there are 60 minutes in an hour. • Know that there are 60 seconds in a minute. 		
<p>Science:</p>	<p>Year 2:</p> <ul style="list-style-type: none"> • Develop the ability to ask questions such as: what something is, how things are similar and different, the ways things work, which alternative is better, how things change and how they happen. • Answer questions developed with the teacher through a scenario. • Use practical resources provided to gather evidence to answer questions generated by themselves or the teacher. 	<p>Animals Including Humans:</p> <ul style="list-style-type: none"> • All animals, including humans, have offspring. • Some look like their parents when they are born (like lambs), and some look very different (like tadpoles). • Offspring grow and change into adults. • A frog grows from spawn (egg) → tadpole → froglet → adult frog. • All animals need three basic things to survive. 	<p>Ask Questions:</p> <ul style="list-style-type: none"> • Develop the ability to ask questions such as: what something is, how things are similar and different, the ways things work, which alternative is better, how things change and how they happen. • Answer questions developed with the teacher through a scenario. <p>Enquiry:</p> <ul style="list-style-type: none"> • Use practical resources provided to gather evidence to answer 	<p>Values: Respect, Empathy, Aspire, Individuality, Reflect</p> <ul style="list-style-type: none"> • Pupils will recognise that all living things grow and change and show respect for the life cycles of animals and humans by learning how they develop and caring for young creatures. • Pupils will show empathy by understanding that all animals, including humans, have basic needs, and consider what might

	<ul style="list-style-type: none"> • Use simple secondary sources (such as identification sheets) to name living things. • Sort and group things, identifying their own criteria for sorting. • Make careful observations to support identification, comparison and noticing change. • Begin to take measurements, initially by comparisons, then using non-standard units. • 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. • Classify using simple prepared tables and sorting rings. • Use experiences of the world around them to suggest appropriate answers to questions. • With support, relate answer to evidence, for example information gained from secondary sources. 	<ul style="list-style-type: none"> • When we exercise, our hearts beat faster, and we breathe more quickly. • Being active every day helps us feel good. • Not doing enough exercise can make our bodies weak or unhealthy. • To stay healthy, humans need to eat a balanced diet. • There are five main food groups: fruit and vegetables, carbohydrates, dairy, proteins, fats and oils. • Germs are tiny living things that we can't see. They can make us feel ill. • We can stop germs spreading by having good hygiene. <p><i>Vocabulary:</i> <i>offspring, adult, life cycle, grow, survive, air, water, food, exercise, healthy, diet, hygiene</i></p>	<p>questions generated by themselves or the teacher.</p> <ul style="list-style-type: none"> • Use simple secondary sources (such as identification sheets) to name living things. • Sort and group things, identifying their own criteria for sorting. <p>Observe:</p> <ul style="list-style-type: none"> • Make careful observations to support identification, comparison and noticing change. • Begin to take measurements, initially by comparisons, then using non-standard units. <p>Record/Present:</p> <ul style="list-style-type: none"> • 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. • Classify using simple prepared tables and sorting rings. <p>Conclusions:</p> <ul style="list-style-type: none"> • Use experiences of the world around them to suggest appropriate answers to questions. • With support, relate answer to evidence, for example information gained from secondary sources. 	<p>happen if those needs are not met.</p> <ul style="list-style-type: none"> • Pupils will aspire to make healthy choices and take care of their bodies by learning how exercise keeps us strong and full of energy. • Pupils will recognise that different people may eat different foods and make their own choices, showing individuality while learning about what helps everyone stay healthy. • Pupils will reflect on their own hygiene routines and understand how staying clean keeps them and others safe and well.
<p>Art:</p>	<p>Year 1:</p> <ul style="list-style-type: none"> • Name the primary colours and identify them on a colour wheel. • Mix primary colours to make secondary colours and place them on a colour wheel. • Describe collections of colours and their uses. • Experiment with painting with different brush sizes and types. <p>Year 2:</p> <ul style="list-style-type: none"> • Use a sketchbook to record media experimentations including textures and patterns to inform own work. 	<p>Painting:</p> <ul style="list-style-type: none"> • Mixing an equal amount of a primary colour with a secondary colour makes a tertiary colour. • The primary and secondary colour should be next to each other on the colour wheel e.g. red and purple. • Complementary colours contrast each other. • They can make a painting bold and bright when used together. • Different shaped and sized paintbrushes help us make different marks. 	<p>Exploring & Developing Ideas:</p> <ul style="list-style-type: none"> • 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. <p>Responding to Art:</p> <ul style="list-style-type: none"> • Talk about how a piece of art makes them feel. 	<p>Values: Value, Respect, Individuality, Reflect</p> <ul style="list-style-type: none"> • Value the importance of primary, secondary and tertiary colours and how they can be used. • Respect the work of Matisse and the impact he created on the art world. • Discuss how art can develop and show your individuality, just as it did for Matisse. • On the use of different art tools and techniques and the effect it can create in our own artwork or that of Henri Matisse.

	<ul style="list-style-type: none"> • Use a sketchbook to plan and develop simple ideas based on experimentation. • Continue to build information around colour theory. • 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. • 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. • Mix primary colours to make brown. • Mix a range of secondary colours to make tertiary colours, placing them on a colour wheel. • Explain what the colour wheel is and what it shows. • Explain the term complimentary colours and how these might be used together. • Discuss why they have selected specific colours for their work. • Begin to select an appropriate brush to produce desired marks, e.g. small brush for small marks. 	<ul style="list-style-type: none"> • Thick or wide brushes can cover a bigger surface. • Small or thin brushes are used to add details. <p>Significant People Henri Matisse:</p> <ul style="list-style-type: none"> • Had an important role in the 'modern art' revolution. • Created bold and colourful paintings • Used colour in a new way that hadn't been seen before. <p><i>Vocabulary:</i> <i>secondary colours, tertiary colours, mixing, colour wheel, complementary colours, contrast, bold, paintbrush, detail, surface</i></p>	<ul style="list-style-type: none"> • Talk about own work, explaining the process they have used and begin to identify likes and dislikes. • 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. <p>Painting:</p> <ul style="list-style-type: none"> • Mix primary colours to make brown. • Mix a range of secondary colours to make tertiary colours, placing them on a colour wheel. • Explain what the colour wheel is and what it shows. • Explain the term complimentary colours and how these might be used together. • Discuss why they have selected specific colours for their work. • Begin to select an appropriate brush to produce desired marks, e.g. small brush for small marks. 	<ul style="list-style-type: none"> • Children should reflect and discuss why they have used certain colours in their work according to the colour theory. • Children should reflect and discuss why they have used certain colours in their work according to the colour theory.
<p>Computing:</p>	<p>Year 2:</p> <ul style="list-style-type: none"> • 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. 	<p>Kapow Computing Scheme</p> <p>Make Code (Lessons 1 – 3): To know:</p> <ul style="list-style-type: none"> • That programming a computer or device involves giving it instructions to perform specific tasks. • That video games, phones, websites and apps are all created using programming. • That different devices and programs use different programming languages or codes. 	<ul style="list-style-type: none"> • Recognising that buttons cause effects and that technology follows instruction. • Explaining what an algorithm is. • Following an algorithm. • Creating a clear and precise algorithm. • Learning that programs execute by following precise instructions. 	<p>Values: Aspire, Empathy, Reflect</p> <ul style="list-style-type: none"> • 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 to solve problems. • Encourage discussions on how empathy can inform ethical choices in programming, helping students understand the

	<ul style="list-style-type: none"> 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. Developing word processing skills, including altering text, copying and pasting and using keyboard shortcuts. 	<ul style="list-style-type: none"> That an algorithm becomes a program when it is coded. That programs execute the exact instructions they are given, even if they are incorrect. <p><i>Vocabulary:</i> <i>algorithm, block coding, bug, debug, evaluate, micro:bit, MakeCode, program, programming, sequence</i></p>		<p>importance of creating algorithms that benefit others responsibly.</p> <ul style="list-style-type: none"> Incorporate opportunities for students to reflect on their work and ensure their application of logical thinking.
<p>DT:</p>	<p>Year 1:</p> <ul style="list-style-type: none"> Identify simple levers and sliders in context, e.g. story books, and explain how they work. Use correct vocabulary to describe slider and level mechanisms and how they move, e.g. pivots, slots, etc. Draw simple products to show how they work using directional arrows. With some support make and assemble strips of cards to make sliders and lever mechanisms. Choose and use a given technique to make a simple slider or lever mechanism to be used in a product. Use tools and equipment safely, e.g. split pins and hole punch. <p>Year 2:</p> <ul style="list-style-type: none"> Discuss Existing Products: <ul style="list-style-type: none"> 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, what they like and dislike about products. 	<p>Mechanisms: Wheels & Axles (Lessons 1 – 3):</p> <p>CONTEXT: “Hi everyone, I’m Pauline. My three grandchildren are interested in playing with toy cars. I have lots of materials lying around my house, so I was thinking of making each of them a special toy car. They need to be stable, and the wheels need to move freely. Can you help me design and make some toy cars for them?”</p> <ul style="list-style-type: none"> Wheels and axles work together to make things move. There are many products that use wheels and axles. Wheels and axles can make it easier to move heavy things. A vehicle is something that moves things from one place to another. There are two types of axle: <ul style="list-style-type: none"> Free axles have a loose-fitting axle holder and tight, fixed wheels. Fixed axles have a tight-fitting axle holder with loose fitting wheels. Friction will slow wheels and axles down. Friction happens when things rub together. <p><i>Vocabulary:</i></p>	<p>Mechanisms</p> <ul style="list-style-type: none"> Identify wheels and axles in context, e.g. skateboard or wheelbarrows, and explain how they work. Use correct vocabulary to describe wheels and axles and how they move, e.g. free and fixed axles. Explore how different size wheels and axle placement affect movement. Recognise that friction can impact the movement of the wheel. <p>Evaluating</p> <ul style="list-style-type: none"> Discuss Existing Products: <ul style="list-style-type: none"> 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, what they like and dislike about products. 	<p>Values: Respect, Share, Reflect</p> <ul style="list-style-type: none"> Pupils will handle real-life toys and objects with care and respect, recognising that other people use and value these items too. Pupils will work together and take turns when exploring and testing different axle types, listening to each other’s ideas and sharing equipment fairly. Pupils will reflect on how different wheels, axles and surfaces affect movement, and use this understanding to improve their thinking.

		<i>mechanism, wheel, axle, chassis, axle holder, free axle, fixed axle, friction, surface, movement</i>		
Geography:	<p>Year 1:</p> <ul style="list-style-type: none"> Know that the local area is Southfields and is located in London. Describe and locate the features of the local area on maps. Show on a map which country they live in (England) and what its capital is (London). Observe simple human and physical features of the local area (Southfields). Describe some of the observed human and physical geography features of the local area. Recognise if a place is a city, town or village. <p>Years 1 & 2:</p> <ul style="list-style-type: none"> Ask geographical questions such as 'why is this place like this?' and 'how is this place changing?'. Use photographs to recognise landmarks and basic human and physical features. Use simple recording techniques to express their feelings about a specific place and explain why they like/dislike some of its features. 	<p>Oh, I Do Like to be Beside the Seaside (Lessons 1 – 3):</p> <ul style="list-style-type: none"> Littlehampton is in West Sussex, in the southeast of England. Littlehampton has sandy beaches, a harbour and Victorian style houses. People visiting Littlehampton enjoy activities like water sports. Littlehampton is a small coastal town. The weather around Littlehampton includes mild temperatures. Sydney is on the east coast of Australia. Australia is located in the continent of Oceania. <p><i>Vocabulary:</i> <i>locality, coastal, rural, urban, village, town</i></p>	<p>Place Knowledge:</p> <ul style="list-style-type: none"> Recognise the meaning of the term coastal in relation to cities, towns and/or villages. Identify the main differences between a town/city and the countryside (urban/rural). <p>Enquiry & Investigation:</p> <ul style="list-style-type: none"> Ask geographical questions such as 'why is this place like this?' and 'how is this place changing?'. <p>Interpret a Range of Sources</p> <ul style="list-style-type: none"> Use photographs to recognise landmarks and basic human and physical features. <p>Communicate Geographical Information:</p> <ul style="list-style-type: none"> Use simple recording techniques to express their feelings about a specific place and explain why they like/dislike some of its features. <p>Locational Knowledge:</p> <ul style="list-style-type: none"> Name and locate countries of Oceania (Australia). 	<p>Values: Respect, Empathy, Aspire</p> <ul style="list-style-type: none"> Foster respect for other places and communities understanding that every place has its unique features and importance. Exploring what life is like in Littlehampton helps students put themselves in the shoes of people living in a different place. Learning about a major global city, can inspire students to aspire to learn more about the world.
History:	<p>Years 1 & 2:</p> <ul style="list-style-type: none"> Recount main events from a significant event in history. Begin to sequence artefacts, photographs and events that are in time order. Begin to understand where people and events fit on a timeline. Develop an awareness of the past, using common words and phrases relating to the passing of time. Identify some similarities and differences between ways of life at different times. 	<p>The Great Fire of London (Lessons 1 – 3):</p> <ul style="list-style-type: none"> In the 17th Century, people lived in wooden houses with thatched roofs. Streets were narrow and overcrowded with lots of houses built very close to each other. The great fire of London started on September 2nd, 1666. A strong wind helped to quickly spread of the flames. It was easy for the fire to move from one building to the next because they were so close together. 	<p>Chronology:</p> <ul style="list-style-type: none"> Recount main events from a significant event in history. Begin to sequence artefacts, photographs and events that are in time order. Begin to understand where people and events fit on a timeline. Develop an awareness of the past, using common words and phrases relating to the passing of time. <p>Similarities & Differences:</p> <ul style="list-style-type: none"> Identify some similarities and differences between ways of life at different times. 	<p>Values: Reflect, Entrust, Respect</p> <ul style="list-style-type: none"> Pupils will reflect on how life in the past was different from life today and begin to understand how people lived in a very different time. Pupils will explore how the fire started due to everyday actions and understand that people are entrusted with responsibilities that can have serious consequences. Pupils will show respect for how people in the past lived, even if their homes and streets were very

	<ul style="list-style-type: none"> • 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. • Recognise why people did things or why events happened. • Begin to explain what happened as a result of events or people's actions. 	<p>Significant People Thomas Farriner:</p> <ul style="list-style-type: none"> • Owner of the bakery on Pudding Lane where the fire started. <p>Charles II:</p> <ul style="list-style-type: none"> • Monarch at the time of the Great Fire of London. <p><i>Vocabulary:</i> 17th century, thatch, narrow, crowded, ignite</p>	<ul style="list-style-type: none"> • 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. <p>Cause & Consequence:</p> <ul style="list-style-type: none"> • Recognise why people did things or why events happened. • Begin to explain what happened as a result of events or people's actions. 	<p>different from today and understand why buildings were made that way.</p>
<p>Music:</p>	<p>Year 2:</p> <ul style="list-style-type: none"> • Listening with concentration to short pieces of music or excerpts from longer pieces of music. • Engaging with and responding to longer pieces of music. • Confidently moving in time with the beat of the music when modelled. • Beginning to explain why the music is having a certain effect on them: this could be related to the music or related to a personal experience. • Identifying some common instruments when listening to music. Stating what they enjoyed about their peers' performances. • Using instruments imaginatively to create soundscapes which convey a sense of place. • Using bilateral and hand-eye coordination to play/hold instruments using both hands. • Starting to understand how to produce different sounds on tuned 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. 	<p>Kapow Music Scheme:</p> <p>Structure: Myths & Legends: To know:</p> <ul style="list-style-type: none"> • Pictorial representations of rhythm show sounds and rests. <p><i>Vocabulary:</i> one-beat notes, composition, paired half-beat notes, legend, myth, notation, pulse, rest, rhythm, structure, tempo, thinking voice</p>	<p>Listening and Evaluating:</p> <ul style="list-style-type: none"> • Listening with concentration to short pieces of music or excerpts from longer pieces of music. • Engaging with and responding to longer pieces of music. • Confidently moving in time with the beat of the music when modelled. • Beginning to keep movements to the beat of different speeds of music. • Beginning to explain why the music is having a certain effect on them: this could be related to the music or related to a personal experience. • Identifying some common instruments when listening to music. Stating what they enjoyed about their peers' performances. <p>Creating Sound:</p> <ul style="list-style-type: none"> • Using instruments imaginatively to create soundscapes which convey a sense of place. • Using bilateral and hand-eye coordination to play/hold instruments using both hands. • Starting to understand how to produce different sounds on tuned instruments. • Maintaining a comfortable position when sitting or standing to sing and play instruments. <p>Notation:</p>	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspirer, Love, Empathy</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> Beginning to read simple rhythmic patterns which include paired half beats (quavers). Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories. 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. Offering positive feedback on others' performances. Starting to maintain a steady beat throughout short performances. Standing or sitting appropriately when performing or waiting to perform. Following a leader to start and end a piece appropriately. 		<ul style="list-style-type: none"> Reading different types of notation by moving eyes from left to right as sound occurs. Using pictorial representations to stay in time with the pulse when singing or playing. Beginning to read simple rhythmic patterns which include paired half beats (quavers). <p>Composing and Improvising:</p> <ul style="list-style-type: none"> Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories. 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. <p>Performing:</p> <ul style="list-style-type: none"> Offering positive feedback on others' performances. Starting to maintain a steady beat throughout short performances. Standing or sitting appropriately when performing or waiting to perform. Following a leader to start and end a piece appropriately. 	
<p>PE:</p>	<p>Year 1&2:</p> <ul style="list-style-type: none"> Revise and refine the fundamental skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Recap the meaning of send and receive. Identify what concepts and strategies can be learnt from 	<ul style="list-style-type: none"> Identify how to run, send and jump in different athletic activities. Explain different ways of measure to improve on previous performance. <p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> <i>obstacles, distance, duration, speed, coordination, take off, landing, sprinting, awareness, spatial awareness</i> 	<ul style="list-style-type: none"> Apply different ways of running, jumping and sending across a range of athletic activities. Progress towards a more fluent style of moving with developing control for the basic fundamental movement skills. 	<p>Values: Respect, Value, Entrust, Reflect, Share, Democracy, Aspire, Empathy</p> <ul style="list-style-type: none"> Carry out activities to improve their work and understand why they are useful. 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.

	<p>further individual and cooperative activities.</p> <ul style="list-style-type: none"> • Apply feedback to improve basic skills. • Make simple choices in target games based on learning. • Send and receive in games when standing still. • Play a small part in collaborative games and activities. 			<ul style="list-style-type: none"> • 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:	<p>Year 2:</p> <ul style="list-style-type: none"> • Use the right names for things that are special to believers. • Use some religious words to describe some religious practices. • 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. 	<p>How do I Belong?</p> <ul style="list-style-type: none"> • Wearing certain clothes can help some people feel like they belong. • Some people have to wear special clothes because of their job. • Wearing smart or special clothes can change how we feel. • The Christian clergy wear special clothes. • When they go to church, many Christians will wear their best clothes. • Some Sikhs wear turbans to keep their long hair tidy. • They do not have to wear one. • What we wear doesn't make us religious or not / good or bad. • Some symbols of belonging are special to different religions. • Some practices are religious. • For example: being vegetarian or only eating certain foods. • For all religions, a person's behaviour is more important than what they look like. • Anyone can visit any place of worship. <p><i>Vocabulary:</i> <i>belonging, uniform, clerical collar, worship, culture, turban, cross, bindi, kippah, hijab, behaviour, heritage</i></p>	<p>Learning About Religion & Belief:</p> <ul style="list-style-type: none"> • Use the right names for things that are special to believers. • Use some religious words to describe some religious practices. <p>Learning From Religion & Belief:</p> <ul style="list-style-type: none"> • 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. 	<p>Values: Share, Empathy, Entrust, Individuality, Love, Aspire, Respect, Reflect</p> <ul style="list-style-type: none"> • We share our experiences of 'belonging'. • We share our experiences of belonging, we empathise with others who belong in different ways, we are entrusted to recognise each other as individuals. • Christian leaders should show love to all and should aspire to follow in Jesus' footsteps. • We respect the choices others make and empathise with them. • We share ideas about the importance of places of worship to believers and to other individuals. • We reflect on other ways religious people show they belong and notice that loving God is more than about outward appearances.
RSE:	<p>Year 2: Know:</p>	<p>My Happy Mind Scheme:</p> <p>Appreciate (Lessons 1 – 3): To know:</p>	<p>Appreciate:</p> <ul style="list-style-type: none"> • Self-awareness and understanding their own feelings and actions. 	<p>Appreciate:</p> <p>Values: Reflect, Empathy, Respect</p>

	<ul style="list-style-type: none"> • 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. • How they use each of Team H-A-P. • That when we learn something new, our brain remembers it and grows. • 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. • 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: <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> • That being thankful or having gratitude are other words for appreciating. • What the Wheel of Gratitude is and that it is important to focus on all parts of the Wheel of Gratitude: themselves, others, and experiences. • That when we show gratitude to someone, it makes them feel good. • When we make someone feel good, it makes us feel good too. This is because a special chemical gets released into our brains which makes us feel amazing. • That Team H-A-P loves it when we appreciate ourselves, so it is important to be kind to ourselves and others. • How being grateful for ourselves can be hard and Happy Breathing can help us. <p><i>Vocabulary:</i> <i>appreciate, grateful, thankful, wheel of gratitude, ourselves, others, experiences, team H-A-P, happy breathing</i></p> <p>Relate (Lessons 1 – 2): To know:</p> <ul style="list-style-type: none"> • That we relate to different people in different ways and that different people relate differently, too. • How their Character Strengths can help them get along with other people. • They will learn that we all have different strengths, which is ok. • That it is ok that some people react differently to them and that, just because their reaction is different, it isn't wrong. • How to spot the characteristics of a good friend and recognise this in themselves. <p><i>Vocabulary:</i></p>	<ul style="list-style-type: none"> • Recognising and understanding others' feelings. • Managing their emotions, especially through techniques like Happy Breathing. • Expressing gratitude in words and actions. • Being kind to themselves and recognising their own worth. • Building positive relationships with others through appreciation. • Focusing on the present moment and noticing good things in their lives. • Staying positive and coping with challenges. <p>Relate:</p> <ul style="list-style-type: none"> • Understanding their own character strengths and how these help them relate to others. • Recognising that people relate differently and that these differences are normal and valuable. • Accepting that it is okay for people to react in different ways and that these reactions are not wrong. • Developing the ability to understand and appreciate how others feel and react, even if it differs from their own reactions. • Identifying the qualities of a good friend and recognising these qualities in themselves, fostering positive relationships. 	<ul style="list-style-type: none"> • Pupils will reflect on what they are grateful for in themselves, others, and their experiences, helping them develop self-awareness and appreciate their own value. • Pupils will show empathy by recognising how expressing gratitude makes others feel good, and they will practice appreciation in their interactions with peers and adults. • Pupils will respect themselves and others by being kind, showing gratitude, and valuing the positive qualities in themselves and those around them. <p>Relate:</p> <p>Values: Respect, Empathy</p> <ul style="list-style-type: none"> • Pupils will respect the differences in how people relate to them and others, recognising that everyone has their own strengths and reactions. • Pupils will empathise with others by understanding different reactions and learning to appreciate the diverse character strengths that make people unique.
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		<i>character strengths, relate, get along, people, active listening, team H-A-P, happy breathing, 'stop, understand and consider', friendships, relationships, differences</i>		
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*Links to Curriculum Themes: Migration, Civil Rights, Conservation, Legacy/Heritage