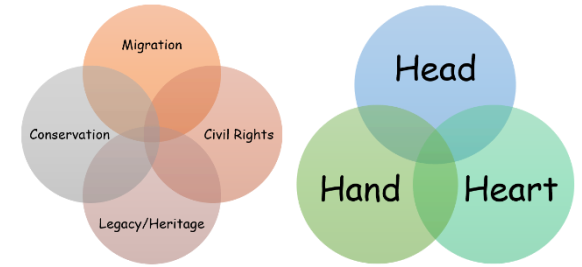




# Riversdale Primary School

## Medium Term Planning



<b>Year Group</b>	<b>Year 2</b>
<b>Term</b>	<b>Summer 2</b>

### Learning Overview

This half term in history, the pupils in Year 2 will continue studying The Great Fire of London. They will explore how people tried to put the fire out as well as what we have learned about the fire from Samuel Pepys’ diary. This will be followed by looking at the impact of the fire on London today, such as how houses are built and how the city is laid out. In geography, the pupils will continue learning about Littlehampton, UK and Sydney, Australia. The pupils will look at the human and physical features in more depth, recognising the similarities and differences between the two areas. In art, the pupils will begin to learn about printing. They will study the work of artist Sonia Boyce before starting to develop the basic skills related to printing as an art form, including mono-printing, rubbings and making simple print blocks. In Design and Technology, the pupils will apply their learning from Summer 1 around wheels and axles, by undertaking a design, make and evaluate cycle to create their own toy cars in response to a design brief from a fictional member of the school community. Finally, in science, the pupils will build on their prior learning about materials for Year 1, by investigating the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, and cardboard for particular uses. They will also find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting, and stretching.

### Quality Stimulus Text(s)

<ul style="list-style-type: none"> <li>• Clean Up!</li> <li>• The Lighthouse Keeper’s Lunch</li> <li>• Flotsam</li> </ul>	
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### Significant People Past & Present

<ul style="list-style-type: none"> <li>• Sonia Boyce (Art)</li> <li>• Sir Thomas Bloodworth (History)</li> </ul>	<ul style="list-style-type: none"> <li>• Samuel Pepys (History)</li> <li>• Jesus (RE)</li> </ul>
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## Linked UNCRC Articles

- Article 3: Best Interests of the Child
- Article 6: Life, Survival, and Development
- Article 13: Sharing Thoughts Freely
- Article 14: Freedom of Thought & Religion
- Article 24: Health
- Article 27: Food, Clothing, A Safe Home

Subject	<b>Consolidating:</b> What skills specific to this topic are being built upon? What knowledge specific to this topic is being consolidated?	<b>Head*</b> What substantive KNOWLEDGE should the children learn?	<b>Hand*</b> What disciplinary knowledge and SKILLS should the children learn?	<b>Heart*</b> What VALUES and EMOTIONAL INTELLIGENCE concepts should the children develop?
<b>Writing:</b>	Year 2: <ul style="list-style-type: none"> <li>• Explain the format and structure of instructional/procedural writing.</li> <li>• Identify that a goal /a statement about what is to be achieved is outlined.</li> <li>• Know that instructions are written in sequenced steps to achieve the goal.</li> <li>• Recognise the value of simple diagrams and illustrations are used to make the process clearer.</li> <li>• Explain why a simple list of ingredients/ materials needed</li> <li>• Identify the meaning of a command sentence type.</li> <li>• Identify a range of simple time conjunctions to support the progression of the instructions. E.g., first, next, then, after, etc.</li> <li>• Recognise that imperative verbs are sometimes used at the start of an instructional sentence.</li> <li>• Understand that simple adverbs may be used to start sentences, followed by an imperative verb.</li> <li>• Recall that a range of simple adverbs to add clarity to instructions are needed. E.g.: slowly, quickly.</li> <li>• Select appropriate adjectives for simple expanded noun phrases.</li> </ul>	<u>PERSUASIVE POSTER:</u> <ul style="list-style-type: none"> <li>• Know that a persuasive poster is designed to make the reader want to do something (e.g. clean up the beach).</li> <li>• Identify that a title should be clear and simple to show what the poster is about.</li> <li>• Know that a short introduction can explain the problem and a short conclusion can remind the reader what to do.</li> <li>• Recognise how to group ideas by category (e.g. animals, rubbish, people) to make the message clearer.</li> <li>• Know to write in the present tense to describe what is happening or what people should do now.</li> <li>• Identify and use subject/verb sentences to build simple, clear ideas (e.g. "It is messy. People drop rubbish.").</li> <li>• Recognise verbs such as would, could, and should when they are used to suggest or persuade.</li> <li>• Know how to use simple adverbs to describe how actions happen (e.g. "quickly", "carefully").</li> <li>• Identify and use simple expanded noun phrases to add detail (e.g. "a messy beach", "a colourful shell").</li> <li>• Know how to write rhetorical questions to make the reader</li> </ul>	Pupils to apply grammar, purpose for writing and specific text type features in <b>Writing to Persuade:</b> <ul style="list-style-type: none"> <li>• A persuasive poster encouraging people to help keep beaches clean, inspired by Clean Up! (Sentence Stacking)</li> </ul> Pupils to apply grammar, purpose for writing and specific text type features in <b>Writing to Inform:</b> <ul style="list-style-type: none"> <li>• A set of simple instructions for how to send a basket of food to Mr Grinling, avoiding the seagulls. (Sentence Stacking)</li> </ul> Pupils to apply grammar, purpose for writing and specific text type features in <b>Writing to Entertain:</b> <ul style="list-style-type: none"> <li>• A short 3rd person narrative inspired by one of the photos taken by the camera in Flotsam.</li> </ul> Handwriting: <ul style="list-style-type: none"> <li>• Form lower case letters of the correct size relative to one another in most of their writing</li> <li>• Begin to use the diagonal and horizontal strokes needed to join letters in some of their writing</li> <li>• Write capital letters and digits of the correct size, orientation and relationship to each other</li> <li>• Use spacing between words that reflects the size of the letters.</li> </ul> Composition:	<ul style="list-style-type: none"> <li>• Work collaboratively, listening to one another and sharing ideas.</li> <li>• Enjoying writing and listening to stories.</li> <li>• Building confidence in reading and writing.</li> <li>• Reflect on own writing and set targets for improvement, with support.</li> <li>• Respect the work of others and show empathy when providing feedback.</li> </ul>

	<ul style="list-style-type: none"> <li>• Know that narratives are written in the order that events happen (chronologically).</li> <li>• Recognise that adverbs of time help show the sequence of events.</li> <li>• Know that sentences must include a subject and a verb.</li> <li>• Know that subordinating conjunctions help to link ideas.</li> <li>• Recognise that coordinating conjunctions join two main ideas together.</li> <li>• Recognise that sentences can be linked with simple conjunctions.</li> <li>• Know that sentences can be joined with words like but, so, and because to give more detail.</li> <li>• Understand that adding extra information makes a story more interesting for the reader.</li> <li>• Know that a new paragraph can be used to show a change in time, place, or action.</li> <li>• Understand that paragraphs help to organise a story, so it is easier to read.</li> <li>• Recognise that using pronouns like he, she, and they avoids repeating names too often.</li> <li>• Recognise that words like as and while show two things happening at the same time.</li> <li>• Know that speech-like expressions can be used in dialogue to make characters sound more natural.</li> <li>• Recognise that adjectives add description to make writing more interesting.</li> <li>• Know that adjectives can be formed by adding suffixes -less or -ful.</li> <li>• Understand that -er and -est can be added to adjectives to compare things .</li> <li>• Know that adverbs describe how something happens.</li> <li>• Understand that -ly can be added to adjectives to form adverbs.</li> </ul>	<p>think (e.g. "Do you want to save the sea turtles?").</p> <ul style="list-style-type: none"> <li>• Identify and use ambitious adjectives to grab attention (e.g. "disgusting", "amazing", "dangerous").</li> </ul> <p><u>INSTRUCTIONS:</u></p> <ul style="list-style-type: none"> <li>• Explain the format and structure of instructional/procedural writing.</li> <li>• Identify that a goal /a statement about what is to be achieved is outlined.</li> <li>• Know that instructions are written in sequenced steps to achieve the goal.</li> <li>• Recognise the value of simple diagrams and illustrations are used to make the process clearer.</li> <li>• Explain why a simple list of ingredients/ materials needed</li> <li>• Identify the meaning of a command sentence type.</li> <li>• Identify a range of simple time conjunctions to support the progression of the instructions. E.g., first, next, then, after, etc.</li> <li>• Recognise that imperative verbs are sometimes used at the start of an instructional sentence.</li> <li>• Understand that simple adverbs may be used to start sentences, followed by an imperative verb.</li> <li>• Recall that a range of simple adverbs to add clarity to instructions are needed. E.g.: slowly, quickly.</li> <li>• Select appropriate adjectives for simple expanded noun phrases.</li> </ul> <p><u>NARRATIVE:</u></p> <ul style="list-style-type: none"> <li>• Know that narratives are written in the order that events happen (chronologically).</li> <li>• Recognise that adverbs of time help show the sequence of events.</li> <li>• Know that sentences must include a subject and a verb.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan writing before beginning by noting down ideas and vocabulary.</li> <li>• Apply basic editing skills to correct spelling, punctuation, and grammar mistakes based on current learning.</li> </ul>	
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- 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.

- 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.

		<ul style="list-style-type: none"> <li>Recognise that possessive apostrophes show when something belongs to someone.</li> <li>Understand that -es, -ed, and -ing can be added to verbs to change their tense.</li> <li>Recognise that the progressive form of verbs shows ongoing actions in the past or present.</li> <li>Identify that narratives should use the past tense consistently.</li> </ul>		
<b>Reading:</b>	<p>Year 2:</p> <ul style="list-style-type: none"> <li>Building on phonics subject skills and knowledge.</li> <li>Connect prior knowledge with context.</li> <li>Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families.</li> <li>Locate and discuss words and pre-taught vocabulary to find out what the text is about.</li> <li>Connect prior knowledge to context.</li> <li>Read sentences with increasing accuracy and fluency.</li> <li>Self-correction words.</li> <li>Read aloud with attention to punctuation, including full stops, question, exclamation and intonation.</li> <li>Self-correction, including re-reading and reading ahead.</li> <li>Look for specific information in texts using contents and glossaries.</li> <li>Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information.</li> <li>Re-reading sentences for clarity.</li> <li>Talk about book preferences.</li> <li>Identify how texts are organised, e.g. lists, numbered points, tables and bullet points.</li> </ul>	<p>Ready, Steady Read Together Scheme:</p> <p>Fiction:</p> <ul style="list-style-type: none"> <li>Unit to be confirmed.</li> </ul> <p>Non-Fiction:</p> <ul style="list-style-type: none"> <li>Unit to be confirmed.</li> </ul> <p>Poetry:</p> <ul style="list-style-type: none"> <li>Unit to be confirmed.</li> </ul> <p>Comprehension:</p> <ul style="list-style-type: none"> <li>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.</li> <li>Demonstrate familiarity with and retell a wide range of fairy stories, traditional tales, stories and plays.</li> <li>Understand many non-fiction books that are structured in different ways.</li> <li>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</li> <li>Discuss their favourite words and phrases using some of them in their writing.</li> <li>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.</li> </ul>	<p>Reading Skills:</p> <ul style="list-style-type: none"> <li>Building on phonics subject skills and knowledge.</li> <li>Connect prior knowledge with context.</li> <li>Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families.</li> <li>Locate and discuss words and pre-taught vocabulary to find out what the text is about.</li> <li>Connect prior knowledge to context.</li> <li>Read sentences with increasing accuracy and fluency.</li> <li>Self-correction words.</li> <li>Read aloud with attention to punctuation, including full stops, question, exclamation and intonation.</li> <li>Self-correction, including re-reading and reading ahead.</li> <li>Look for specific information in texts using contents and glossaries.</li> <li>Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information.</li> <li>Re-reading sentences for clarity.</li> <li>Talk about book preferences.</li> <li>Identify how texts are organised, e.g. lists, numbered points, tables and bullet points.</li> </ul>	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> <li>Pupils will listen respectfully to others' ideas during reading discussions and show respect for different characters, cultures and viewpoints in the texts they read.</li> <li>Pupils will express their own opinions about books, share their personal reading preferences, and explore the unique qualities of different characters.</li> <li>Pupils will value books as an important source of enjoyment and learning, and show care for reading materials and resources.</li> <li>Pupils will take responsibility for improving their reading, including correcting mistakes, reading aloud with confidence, and choosing appropriate books independently.</li> <li>Pupils will think carefully about what they have read, reflect on the actions and feelings of characters, and consider how stories link to their own experiences.</li> <li>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.</li> <li>Pupils will take turns in discussions, listen to different</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Demonstrate familiarity with and retell a wide range of fairy stories, traditional tales, stories and plays.</li> <li>• Understand many non-fiction books that are structured in different ways.</li> <li>• Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</li> <li>• Discuss their favourite words and phrases using some of them in their writing.</li> <li>• 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.</li> <li>• Make some predictions of what might happen on the basis of what has been read so far.</li> <li>• Answer and ask questions.</li> <li>• Check the text makes sense to them and correct inaccurate reading.</li> <li>• Explain what has happened so far in what they have listened to or read.</li> <li>• Discuss the sequence of events in books and how many items of information are related.</li> <li>• Recognise simple recurring literary language in stories and poetry and draw upon these for their writing.</li> <li>• Make some inferences on the basis of what is being said and done across the book and drawing on other books they have read.</li> </ul>	<ul style="list-style-type: none"> <li>• Make some predictions of what might happen on the basis of what has been read so far.</li> <li>• Answer and ask questions.</li> <li>• Check the text makes sense to them and correct inaccurate reading.</li> </ul> <p><i>Vocabulary:</i>  <i>grapheme, phoneme, syllable, sequence, structure, predict, discuss, question</i></p>	<ul style="list-style-type: none"> <li>• Explain what has happened so far in what they have listened to or read.</li> <li>• Discuss the sequence of events in books and how many items of information are related.</li> <li>• Recognise simple recurring literary language in stories and poetry and draw upon these for their writing.</li> <li>• Make some inferences on the basis of what is being said and done across the book and drawing on other books they have read.</li> <li>• Discuss an increasing amount of word meanings in context, linking meanings to those already known.</li> <li>• Sometimes discuss alternative meaning of the same word.</li> </ul>	<p>viewpoints, and make group decisions about texts or reading activities fairly and respectfully.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Pupils will understand how characters feel and why they act in certain ways, showing empathy when making inferences or discussing story events.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Discuss an increasing amount of word meanings in context, linking meanings to those already known.</li> <li>• Sometimes discuss alternative meaning of the same word.</li> </ul>			
<b>Mathematics:</b>	<p>Year 1:</p> <ul style="list-style-type: none"> <li>• Compare, describe and solve practical problems for time.</li> <li>• Measure and begin to record time (hours, minutes, seconds).</li> <li>• Sequence events in chronological order using language.</li> <li>• Recognise and use language relating to dates, including days of the week, weeks, months and years.</li> <li>• Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li> <li>• Compare, describe and solve practical problems for capacity and volume.</li> <li>• Measure and begin to record capacity and volume.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase familiarity with analogue clocks.</li> <li>• Recap which hand is the minute hand (long) and which hand is the hour hand (short).</li> <li>• Identify that each whole number on a clock represents 5 minutes. E.g. 1 = 5 minutes past, 2 = 10 minutes past.</li> <li>• Know that the smaller lines in between whole numbers on an analogue clock, represents individual minutes.</li> <li>• Understand the meaning of “past” and “to”.</li> <li>• Know that while the minute hand is before the 6, we tell the time using the “past”. E.g. 20 past 5.</li> <li>• Know that once the minute hand goes past 6, we tell the time using the “to”. E.g. 10 to 6.</li> <li>• Recognise that events are sequential/chronological and that we use time adverbs to communicate this.</li> <li>• Know that quarter of an hour is 15 minutes.</li> <li>• Know that half an hour is 30 minutes.</li> <li>• Know that there are 60 minutes in an hour.</li> <li>• Know that there are 60 seconds in a minute.</li> <li>• Recognise that you can calculate start and end times of an event, by understanding their duration.</li> <li>• Recognise that the term ‘volume’ refers to how much of a substance a container is holding.</li> <li>• Know the difference between volume and capacity (Year 1).</li> </ul>	<p>Measurement (Time):</p> <ul style="list-style-type: none"> <li>• Compare and sequence intervals of time.</li> <li>• 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.</li> <li>• Know the number of minutes in an hour and the number of hours in a day.</li> </ul> <p>Measurement (Volume):</p> <ul style="list-style-type: none"> <li>• Choose and use appropriate standard units to estimate and measure capacity (litres/ml) to the nearest appropriate unit, using measuring vessels.</li> <li>• Compare and order volume/ capacity and record the results using &gt;, &lt; and =</li> </ul>	<p>Values: Respect, Individuality, Value, Reflect, Share, Aspire, Empathy</p> <ul style="list-style-type: none"> <li>• Working collaboratively with partners and in groups.</li> <li>• Using appropriate listening skills and turn taking in group discussion.</li> <li>• Showing empathy and kindness by helping each other to understand.</li> <li>• Knowing that giving your partner the answer is not helpful but explaining it is.</li> <li>• To recognise the value in making mistakes.</li> <li>• To identify the importance of resilience in problem solving.</li> <li>• To find different ways to solve the same problem.</li> </ul>

		<ul style="list-style-type: none"> <li>• Understand that visual comparisons of volume should use identical containers for accuracy.</li> <li>• Identify that accurate comparison requires identical units of measurement, e.g. 1 cup = 1 unit.</li> <li>• Know the inequality/equality symbols used for comparison i.e. &lt; = less than, &gt; greater than, = equal to.</li> <li>• Explain that a standard unit of measurement for volume includes litres (l).</li> <li>• Identify that we can measure the volume in litres using a suitable measuring jug.</li> <li>• Know that the lines on a measuring jug/beaker show the different volume measurements.</li> <li>• Identify ½ litre and 1 litre on a measuring jug.</li> <li>• Know that another standard unit of measurement for volume is millilitres (ml) where the volume is less than 1litre.</li> </ul>		
<b>Science:</b>	<p>Years 1 &amp; 2:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Where appropriate, answer these questions.</li> <li>• Answer questions developed with the teacher through a scenario.</li> <li>• Be involved in planning how to use resources provided to answer questions.</li> <li>• Use different types of enquiries, to recognise that there are different ways in which questions can be answered.</li> <li>• Use practical resources provided to gather evidence to answer</li> </ul>	<p>Materials:</p> <ul style="list-style-type: none"> <li>• Materials like plastic, wood, or metal, are used for different objects because they have more than one useful property.</li> <li>• Plastic is waterproof, light, and can be strong, so it's used for bottles, toys, and bags.</li> <li>• Wood is strong and rigid, so it's used for furniture, floors, and tools.</li> <li>• When a material is used for many things, it's called versatile.</li> <li>• The same object can be made from different materials.</li> <li>• When choosing a material, we must think about how it will be used and what could go wrong if it's not suitable.</li> <li>• We can apply different forces to materials: <ul style="list-style-type: none"> <li>- squash,</li> </ul> </li> </ul>	<p>Ask Questions:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Where appropriate, answer these questions.</li> <li>• Answer questions developed with the teacher through a scenario.</li> <li>• Be involved in planning how to use resources provided to answer questions.</li> <li>• Use different types of enquiries, to recognise that there are different ways in which questions can be answered.</li> </ul> <p>Enquiry:</p> <ul style="list-style-type: none"> <li>• Use practical resources provided to gather evidence to answer</li> </ul>	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share</p> <ul style="list-style-type: none"> <li>• Pupils will show respect for classroom resources and equipment by handling materials carefully and listening to others' ideas when comparing their properties.</li> <li>• Pupils will recognise that each material has its own unique properties, just like people, and will celebrate how different materials can be useful in their own ways.</li> <li>• Pupils will begin to value how different materials are chosen carefully for different jobs and appreciate the importance of using the right material for the right purpose.</li> </ul>

	<p>questions generated by themselves or the teacher.</p> <ul style="list-style-type: none"> <li>• With support carry out: tests to classify; comparative tests; pattern seeking enquiries; and make observations over time.</li> <li>• Make careful observations to support identification, comparison and noticing change.</li> <li>• Use appropriate senses, aided by equipment such as magnifying glasses or digital microscopes, to make observations.</li> <li>• Begin to take measurements, initially by comparisons, then using non-standard units.</li> <li>• Record observations, for example: using photographs, videos, drawings, labelled diagrams or in writing.</li> <li>• Record measurements, for example: using prepared tables, pictograms, tally charts and block graphs.</li> <li>• Classify using simple prepared tables and sorting rings.</li> <li>• Use experiences of the world around them to suggest appropriate answers to questions.</li> <li>• With support, relate answer to evidence, for example: observations made, measurements taken, or information gained from secondary sources.</li> <li>• Recognise 'biggest and smallest', 'best and worst' etc. from their data.</li> <li>• Ask further questions which can be answered by extending the same enquiry.</li> <li>• Orally communicate findings to an audience, using appropriate scientific language.</li> </ul>	<ul style="list-style-type: none"> <li>- bend,</li> <li>- twist,</li> <li>- stretch.</li> <li>• Some materials change shape easily because they are flexible or elastic.</li> <li>• Some materials do not change easily because they are rigid or brittle.</li> <li>• Flexible and soft materials are easier to change.</li> <li>• Hard and rigid materials resist change or break.</li> </ul> <p><i>Vocabulary:</i>  <i>material, property, suitable, squashing, bending, twisting, stretching, flexible, rigid, strong, test, fair test</i></p>	<p>questions generated by themselves or the teacher.</p> <ul style="list-style-type: none"> <li>• With support carry out: tests to classify; comparative tests; pattern seeking enquiries; and make observations over time.</li> </ul> <p>Observe:</p> <ul style="list-style-type: none"> <li>• Make careful observations to support identification, comparison and noticing change.</li> <li>• Use appropriate senses, aided by equipment such as magnifying glasses or digital microscopes, to make observations.</li> <li>• Begin to take measurements, initially by comparisons, then using non-standard units.</li> </ul> <p>Record/Present:</p> <ul style="list-style-type: none"> <li>• Record observations, for example: using photographs, videos, drawings, labelled diagrams or in writing.</li> <li>• Record measurements, for example: using prepared tables, pictograms, tally charts and block graphs.</li> <li>• Classify using simple prepared tables and sorting rings.</li> </ul> <p>Conclusions:</p> <ul style="list-style-type: none"> <li>• Use experiences of the world around them to suggest appropriate answers to questions.</li> <li>• With support, relate answer to evidence, for example: observations made, measurements taken, or information gained from secondary sources.</li> <li>• Recognise 'biggest and smallest', 'best and worst' etc. from their data.</li> </ul> <p>Evaluation:</p> <ul style="list-style-type: none"> <li>• Ask further questions which can be answered by extending the same enquiry.</li> </ul> <p>Communicate:</p>	<ul style="list-style-type: none"> <li>• Pupils will be entrusted with carrying out a fair test responsibly, working with care and honesty to ensure the test is fair and their evidence is reliable.</li> <li>• Pupils will reflect on how different materials respond to forces and consider how their own choices or actions might affect what happens in an investigation.</li> <li>• Pupils will share their results and ideas with others, listen respectfully to different predictions, and work as a team to spot patterns and explain them.</li> </ul>
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			<ul style="list-style-type: none"> <li>Orally communicate findings to an audience, using appropriate scientific language.</li> </ul>	
<b>Art:</b>	<p>Year 2:</p> <ul style="list-style-type: none"> <li>Use a sketchbook to record media experimentations including textures and patterns to inform own work.</li> <li>Use a sketchbook to plan and develop simple ideas based on experimentation.</li> <li>Continue to build information around colour theory.</li> <li>Talk about how a piece of art makes them feel.</li> <li>Talk about own work, explaining the process they have used and begin to identify likes and dislikes.</li> <li>Look at and talk about the other artists expressing their likes and dislikes with increasing detail.</li> <li>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.</li> <li>Mix primary colours to make brown.</li> <li>Mix a range of secondary colours to make tertiary colours, placing them on a colour wheel.</li> <li>Explain what the colour wheel is and what it shows.</li> <li>Explain the term complimentary colours and how these might be used together.</li> <li>Discuss why they have selected specific colours for their work.</li> <li>Begin to select an appropriate brush to produce desired marks, e.g. small brush for small marks.</li> </ul>	<p>Printing:</p> <ul style="list-style-type: none"> <li>In mono printing you cover a surface in paint/ink.</li> <li>In the subtractive method you put your paper on the paint/ink then draw your design on the back.</li> <li>The pressure lifts the paint/ink on to where you drew.</li> <li>In the additive method you draw your design in the paint/ink before you put your paper on top of it.</li> <li>To make a rubbing carefully press paper onto a textured surface.</li> <li>Using a drawing tool, the artist rubs the paper leaving an image.</li> <li>Relief printing is the oldest printing technique.</li> <li>The relief is covered in paint/ink and pressed onto paper/fabric.</li> <li>The cut away sections remain blank on the print.</li> <li>Monochrome is when a picture or photograph is made using one colour.</li> <li>It is sometimes used to describe art that is just black and white.</li> </ul> <p><b>Significant People</b> Sonia Boyce:</p> <ul style="list-style-type: none"> <li>British Afro-Caribbean artist.</li> <li>Known for innovative and diverse work.</li> <li>Explored different media, including drawing, print, and photography to make her work.</li> </ul> <p><i>Vocabulary:</i> <i>pattern, printing, mono printing, rubbing, monochrome, relief print, print block/plate, relief</i></p>	<p>Exploring &amp; Developing Ideas:</p> <ul style="list-style-type: none"> <li>Use a sketchbook to record media experimentations including textures and patterns to inform own work.</li> <li>Use a sketchbook to plan and develop simple ideas based on experimentation.</li> <li>Continue to build information around colour theory.</li> </ul> <p>Responding to Art:</p> <ul style="list-style-type: none"> <li>Talk about how a piece of art makes them feel.</li> <li>Talk about own work, explaining the process they have used and begin to identify likes and dislikes.</li> <li>Look at and talk about the other artists expressing their likes and dislikes with increasing detail.</li> <li>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.</li> </ul> <p>Printing:</p> <ul style="list-style-type: none"> <li>Print with a range of hard and soft materials e.g., corks, pens, cotton reels, sponges.</li> <li>Take rubbings to understand and inform their own textured prints and patterns.</li> <li>Mono-print using the subtractive and/or additive methods, controlling line and tone by using tools and/or pressure.</li> <li>Create repeating patterns.</li> <li>Create simple relief printing blocks e.g., with string and card.</li> <li>Make simple monochrome prints.</li> </ul>	<p>Values: Respect, Value, Individuality, Reflect, Share</p> <ul style="list-style-type: none"> <li>The pupils should show respect to the contribution Sonia Boyce made in the art world; politically and socially.</li> <li>Value the use of a new art form and another way to be creative.</li> <li>Respect the use of new materials and the use of nature around us to create new and different art.</li> <li>Show their individuality and creativity in the design and use of their print blocks.</li> <li>Reflect on the skills learnt to design a final piece.</li> <li>Reflect on what they have created, beginning to talk about how they could improve next time and what they like about their artwork.</li> </ul>
<b>Computing:</b>	<p>Year 2:</p>	<p>Kapow Computing Scheme</p> <p>Make Code (Lessons 4 – 5):</p>	<ul style="list-style-type: none"> <li>Recognising that buttons cause effects and that technology follows instruction.</li> </ul>	<p>Values: Aspire, Empathy, Reflect</p>

	<ul style="list-style-type: none"> <li>Developing confidence with the keyboard and the basics of touch typing.</li> <li>Articulating what decomposition is.</li> <li>Decomposing a game to predict the algorithms used to create it.</li> <li>Explaining what an algorithm is. Following an algorithm.</li> <li>Creating a clear and precise algorithm.</li> <li>Learning that programs execute by following precise instructions.</li> <li>Incorporating loops within algorithms.</li> <li>Using logical thinking to explore software, predicting, testing and explaining what it does.</li> <li>Using an algorithm to write a basic computer program.</li> <li>Developing word processing skills, including altering text, copying and pasting and using keyboard shortcuts.</li> </ul>	<p>To know:</p> <ul style="list-style-type: none"> <li>That programming a computer or device involves giving it instructions to perform specific tasks</li> <li>That video games, phones, websites and apps are all created using programming.</li> <li>That different devices and programs use different programming languages or codes.</li> <li>That an algorithm becomes a program when it is coded.</li> <li>That programs execute the exact instructions they are given, even if they are incorrect.</li> <li>That a program is a series of instructions (algorithms) that are written for a computer to follow.</li> <li>That a person can program a device by giving it an algorithm or algorithms to follow.</li> <li>That there must be an error if a program does not execute as expected.</li> <li>That an error in a computer program is known as a 'bug' and fixing errors is known as 'debugging'.</li> </ul> <p><i>Vocabulary:</i>  <i>algorithm, block coding, bug, debug, evaluate, micro:bit, MakeCode, program, programming, sequence</i></p>	<ul style="list-style-type: none"> <li>Explaining what an algorithm is.</li> <li>Following an algorithm.</li> <li>Creating a clear and precise algorithm.</li> <li>Learning that programs execute by following precise instructions.</li> <li>Incorporating loops within algorithms.</li> <li>Using logical thinking to explore software, predicting, testing and explaining what it does.</li> <li>Using an algorithm to write a basic computer program.</li> <li>Using loop blocks when programming to repeat an instruction more than once.</li> <li>Using software (and unplugged means) to create story animations.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage students to aspire to improve their problem-solving skills by creating precise algorithms and predicting how software will behave.</li> <li>Highlight the importance of striving for accuracy and efficiency to solve problems.</li> <li>Encourage discussions on how empathy can inform ethical choices in programming, helping students understand the importance of creating algorithms that benefit others responsibly.</li> <li>Incorporate opportunities for students to reflect on their work and ensure their application of logical thinking.</li> </ul>
<b>DT:</b>	<p>Year 2:</p> <ul style="list-style-type: none"> <li>Identify wheels and axles in context, e.g. skateboard or wheelbarrows, and explain how they work.</li> <li>Use correct vocabulary to describe wheels and axles and how they move, e.g. free and fixed axles.</li> <li>Explore how different size wheels and axle placement affect movement.</li> </ul>	<p>Mechanisms: Wheels &amp; Axles (Lessons 4 – 6):</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>	<p>Mechanisms</p> <ul style="list-style-type: none"> <li>Use class construction kits with some support to construct free and/or fixed axle vehicles (planning and design phase).</li> </ul> <p>Designing:</p> <ul style="list-style-type: none"> <li>State what products they are designing and making.</li> <li>Say whether their products are for themselves or other users.</li> <li>Describe what their products are for.</li> </ul>	<p>Values: Individuality, Entrust, Empathy</p> <ul style="list-style-type: none"> <li>Pupils will create their own unique design for a toy car, showing their personal ideas and creativity in how it will look and move.</li> <li>Pupils will be trusted to use tools and materials safely and sensibly, showing they can be responsible when making their own toy car.</li> <li>Pupils will think about what a young child would like in a toy car,</li> </ul>

	<ul style="list-style-type: none"> <li>• Recognise that friction can impact the movement of the wheel.</li> <li>• State what products they are designing and making.</li> <li>• Say whether their products are for themselves or other users.</li> <li>• Describe what their products are for.</li> <li>• Say how their products will work.</li> <li>• Say how they will make their products suitable for their intended users.</li> <li>• Use simple design criteria to help develop their ideas.</li> <li>• Generate ideas by drawing on their own experiences.</li> <li>• Use knowledge of existing products to help come up with ideas.</li> <li>• Develop and communicate ideas by talking and drawing.</li> <li>• Model ideas by exploring materials, components and construction kits and by making templates and mock-ups.</li> <li>• Plan by suggesting what to do next.</li> <li>• Select from a range of tools and equipment, explaining their choices.</li> <li>• Select from a range of materials and components according to their characteristics.</li> <li>• Follow procedures for safety and hygiene.</li> <li>• Use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components.</li> <li>• Measure, mark out, cut and shape materials and components.</li> <li>• Assemble, join and combine materials and components.</li> <li>• Use finishing techniques, including those from art and design (where applicable).</li> </ul>	<ul style="list-style-type: none"> <li>• Wheels and axles work together to make things move.</li> <li>• There are many products that use wheels and axles.</li> <li>• Wheels and axles can make it easier to move heavy things.</li> <li>• A vehicle is something that moves things from one place to another.</li> <li>• There are two types of axle: <ul style="list-style-type: none"> <li>- Free axles have a loose-fitting axle holder and tight, fixed wheels.</li> <li>- Fixed axles have a tight-fitting axle holder with loose fitting wheels.</li> </ul> </li> <li>• Friction will slow wheels and axles down.</li> <li>• Friction happens when things rub together.</li> <li>• When making our own vehicle with a free axle, there are different ways to hold it: <ul style="list-style-type: none"> <li>- Clothes peg</li> <li>- Card bracket</li> <li>- Card or plastic straw/tube.</li> </ul> </li> </ul> <p><i>Vocabulary:</i>  <i>mechanism, wheel, axle, chassis, axle holder, free axle, fixed axle, friction, surface, movement</i></p>	<ul style="list-style-type: none"> <li>• Say how their products will work.</li> <li>• Say how they will make their products suitable for their intended users.</li> <li>• Use simple design criteria to help develop their ideas.</li> <li>• Generate ideas by drawing on their own experiences.</li> <li>• Use knowledge of existing products to help come up with ideas.</li> <li>• Develop and communicate ideas by talking and drawing.</li> <li>• Model ideas by exploring materials, components and construction kits and by making templates and mock-ups.</li> </ul> <p>Making:</p> <ul style="list-style-type: none"> <li>• Plan by suggesting what to do next.</li> <li>• Select from a range of tools and equipment, explaining their choices.</li> <li>• Select from a range of materials and components according to their characteristics.</li> <li>• Follow procedures for safety and hygiene.</li> <li>• Use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components.</li> <li>• Measure, mark out, cut and shape materials and components.</li> <li>• Assemble, join and combine materials and components.</li> <li>• Use finishing techniques, including those from art and design (where applicable).</li> </ul> <p>Evaluating:</p> <ul style="list-style-type: none"> <li>• Talk about their design ideas and what they are making.</li> <li>• Make simple judgements about their products and ideas against design criteria.</li> <li>• Suggest how their products could be improved.</li> </ul>	<p>showing kindness and empathy by considering someone else's needs when evaluating their work.</p>
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	<ul style="list-style-type: none"> <li>• Talk about their design ideas and what they are making.</li> <li>• Make simple judgements about their products and ideas against design criteria.</li> <li>• Suggest how their products could be improved.</li> </ul>			
<b>Geography:</b>	<p>Years 1 &amp; 2:</p> <ul style="list-style-type: none"> <li>• Ask geographical questions such as ‘why is this place like this?’ and ‘how is this place changing?’.</li> <li>• Use photographs to recognise landmarks and basic human and physical features.</li> <li>• Use simple recording techniques to express their feelings about a specific place and explain why they like/dislike some of its features.</li> <li>• Begin to identify similarities and differences in the human and physical geography of Littlehampton, England and Sydney, Australia.</li> <li>• Apply geographical vocabulary learnt to refer to key physical features and human features of the UK and it's countries.</li> <li>• Apply geographical vocabulary learnt to refer to key physical features and human features of a contrasting non-European country (Sydney, Australia).</li> <li>• Key physical features may include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather.</li> <li>• Key human features may include: city, town, village, factory, farm, house, office, port, harbour, shop.</li> </ul>	<p>Oh, I Do Like to be Beside the Seaside (Lessons 4 – 6):</p> <ul style="list-style-type: none"> <li>• Sydney is known for beaches, its harbour, and the Sydney Opera House.</li> <li>• Sydney is famous as a place for sailing, swimming, and surfing, and unique wildlife.</li> <li>• Sydney is a large coastal city.</li> <li>• Sydney has warmer temperatures due to its location.</li> </ul> <p><i>Vocabulary:</i>  <i>locality, coastal, rural, urban, village town, city, harbour, cliff, vegetation, wildlife, skylines</i></p>	<p>Enquiry &amp; Investigation:</p> <ul style="list-style-type: none"> <li>• Ask geographical questions such as ‘why is this place like this?’ and ‘how is this place changing?’.</li> </ul> <p>Interpret a Range of Sources:</p> <ul style="list-style-type: none"> <li>• Use photographs to recognise landmarks and basic human and physical features.</li> </ul> <p>Communicate Geographical Information:</p> <ul style="list-style-type: none"> <li>• Use simple recording techniques to express their feelings about a specific place and explain why they like/dislike some of its features.</li> </ul> <p>Place Knowledge:</p> <ul style="list-style-type: none"> <li>• Begin to identify similarities and differences in the human and physical geography of Littlehampton, England and Sydney, Australia.</li> </ul> <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> <li>• Apply geographical vocabulary learnt to refer to key physical features and human features of the UK and it's countries.</li> <li>• Apply geographical vocabulary learnt to refer to key physical features and human features of a contrasting non-European country (Sydney, Australia).</li> <li>• Key physical features may include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather.</li> <li>• Key human features may include: city, town, village, factory, farm, house, office, port, harbour, shop.</li> </ul>	<p>Values: Individuality, Reflect, Share</p> <ul style="list-style-type: none"> <li>• Examining the diverse and vibrant life in Sydney, highlights the individuality of different cultures and communities.</li> <li>• Encourage students to reflect on the similarities and differences between natural environments.</li> <li>• Sharing information about different places promotes collaboration and collective learning.</li> </ul>

<p><b>History:</b></p>	<p>Years 1 &amp; 2:</p> <ul style="list-style-type: none"> <li>• Know that photographs and artefacts can tell us about the past.</li> <li>• Use artefacts, photographs and visits to museums to answer simple questions about the past.</li> <li>• Find answers to simple questions about the past using sources.</li> <li>• Know that we can find out about the past by asking people who were there.</li> <li>• Ask a range of simple questions to develop an understanding of a historical event.</li> <li>• Recognise that there are reasons why people in the past acted as they did.</li> <li>• Know that we remember some (but not all) of the events that we have lived through.</li> <li>• Describe simple changes relating to ideas/objects that have occurred.</li> <li>• Identify simple reasons for change.</li> <li>• Know that history is the study of change over time.</li> <li>• Discuss a significant person within a historical event and why they were important.</li> <li>• Know that 'historically significant' people or events changed many people's lives.</li> <li>• Discuss why a historical event was significant in relation to its impact on society.</li> <li>• Know that some people and events are considered more 'special' or significant than others.</li> </ul>	<p>The Great Fire of London (Lessons 4 – 6):</p> <ul style="list-style-type: none"> <li>• A strong wind helped to quickly spread of the flames.</li> <li>• As there was no fire brigade, people used buckets of water and fire hooks to stop the fire.</li> <li>• The fire was extinguished on 6th September 1666.</li> <li>• New regulations were put in place to stop fires spreading.</li> <li>• Houses now must be made of brick and stone.</li> </ul> <p><b>Significant People</b></p> <p>Sir Thomas Bloodworth:</p> <ul style="list-style-type: none"> <li>• Was the Lord Mayor of London at the time of the fire.</li> <li>• Did not act quickly at the start of the fire.</li> </ul> <p>Samuel Pepys:</p> <ul style="list-style-type: none"> <li>• His diary is a primary source.</li> <li>• We know what people did, saw, and feared because of his writing.</li> </ul> <p><i>Vocabulary:</i>  <i>17th century, thatch, narrow, crowded, ignite, firebreak, fire hook, diarist, primary, source, regulations, extinguish, legacy</i></p>	<p>Using Sources for Enquiry:</p> <ul style="list-style-type: none"> <li>• Know that photographs and artefacts can tell us about the past.</li> <li>• Use artefacts, photographs and visits to museums to answer simple questions about the past.</li> <li>• Find answers to simple questions about the past using sources.</li> <li>• Know that we can find out about the past by asking people who were there.</li> </ul> <p>Historical Interpretation:</p> <ul style="list-style-type: none"> <li>• Ask a range of simple questions to develop an understanding of a historical event.</li> <li>• Recognise that there are reasons why people in the past acted as they did.</li> <li>• Know that we remember some (but not all) of the events that we have lived through.</li> </ul> <p>Change &amp; Continuity:</p> <ul style="list-style-type: none"> <li>• Describe simple changes relating to ideas/objects that have occurred.</li> <li>• Identify simple reasons for change.</li> <li>• Know that history is the study of change over time.</li> </ul> <p>Historical Significance:</p> <ul style="list-style-type: none"> <li>• Discuss a significant person within a historical event and why they were important.</li> <li>• Know that 'historically significant' people or events changed many people's lives.</li> <li>• Discuss why a historical event was significant in relation to its impact on society.</li> <li>• Know that some people and events are considered more 'special' or significant than others.</li> </ul>	<p>Values: Share, Empathy, Aspire</p> <ul style="list-style-type: none"> <li>• Pupils will learn how people had to work together, share tools, and support one another to try to stop the fire from spreading across the city.</li> <li>• Pupils will develop empathy by imagining how Samuel Pepys and others felt during the fire, and how their experiences help us understand the past.</li> <li>• Pupils will recognise how people rebuilt London to be safer and better, showing that we can always aspire to make improvements after something difficult happens.</li> </ul>
<p><b>Music:</b></p>	<p>Year 2:</p> <ul style="list-style-type: none"> <li>• Recognising simple patterns and repetition in pitch (e.g. do-re-mi).</li> </ul>	<p>Kapow Music Scheme:</p> <p>Pitch (Musical Me):  To know that:</p> <ul style="list-style-type: none"> <li>• Notation is read from left to right.</li> </ul>	<p>Listening and Evaluating:</p> <ul style="list-style-type: none"> <li>• Recognising simple patterns and repetition in pitch (e.g. do-re-mi).</li> </ul>	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p>

	<ul style="list-style-type: none"> <li>• Talking about the pitch of music, using the vocabulary high and low.</li> <li>• Stating what they enjoyed about their peers' performances.</li> <li>• Singing simple songs, chants and rhymes from memory.</li> <li>• Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together).</li> <li>• Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower.</li> <li>• Breathing at appropriate times when singing.</li> <li>• Singing part of a given song in their head (using their 'thinking voice').</li> <li>• Developing an awareness of how sound is affected by the way an instrument is held (Group A, B and C).</li> <li>• Learning to use instruments to follow the beat, by first observing and then mimicking the teacher's modelling.</li> <li>• Starting to understand how to produce different sounds on pitched instruments (Group C).</li> <li>• Maintaining a comfortable position when sitting or standing to sing and play instruments.</li> <li>• Reading different types of notation by moving eyes from left to right as sound occurs.</li> <li>• Using a simplified version of a stave (three lines) to notate known musical phrases (of two pitches).</li> <li>• Offering positive feedback on others' performances.</li> <li>• Beginning to acknowledge their own feelings around performance.</li> </ul>	<ul style="list-style-type: none"> <li>• In all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.</li> <li>• Sounds within music can be described as high or low sounds and the meaning of these terms.</li> </ul> <p><i>Vocabulary:</i>  <i>dot, high, low, musical sentence, notation, phrase, pitch, pitch pattern, stave</i></p>	<ul style="list-style-type: none"> <li>• Talking about the pitch of music, using the vocabulary high and low.</li> <li>• Stating what they enjoyed about their peers' performances.</li> </ul> <p>Creating Sound:</p> <ul style="list-style-type: none"> <li>• Singing simple songs, chants and rhymes from memory.</li> <li>• Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together).</li> <li>• Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower.</li> <li>• Breathing at appropriate times when singing.</li> <li>• Singing part of a given song in their head (using their 'thinking voice').</li> <li>• Developing an awareness of how sound is affected by the way an instrument is held (Group A, B and C).</li> <li>• Learning to use instruments to follow the beat, by first observing and then mimicking the teacher's modelling.</li> <li>• Starting to understand how to produce different sounds on pitched instruments (Group C).</li> <li>• Maintaining a comfortable position when sitting or standing to sing and play instruments.</li> </ul> <p>Notation:</p> <ul style="list-style-type: none"> <li>• Reading different types of notation by moving eyes from left to right as sound occurs.</li> <li>• Using a simplified version of a stave (three lines) to notate known musical phrases (of two pitches).</li> </ul> <p>Performing:</p> <ul style="list-style-type: none"> <li>• Offering positive feedback on others' performances.</li> <li>• Beginning to acknowledge their own feelings around performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Respect different musical traditions, genres, and cultures.</li> <li>• Appreciate the skills and efforts of their peers and musicians.</li> <li>• Respect for the instruments and equipment used in music-making.</li> <li>• Explore different instruments and musical roles.</li> <li>• Maintain individual responsibilities in group performances, ensemble rehearsals, and collaborative projects.</li> <li>• Engage in reflective practices after performances, analysing what went well and areas for improvement.</li> <li>• Share musical talents and skills through performances.</li> <li>• Share ideas, insights, and responsibilities.</li> <li>• Aim for higher levels of musical proficiency and expression.</li> <li>• Develop a love for music through exposure to various genres and styles.</li> <li>• Listen to and understand each other in teamwork.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Standing or sitting appropriately when performing or waiting to perform.</li> </ul>		<ul style="list-style-type: none"> <li>• Standing or sitting appropriately when performing or waiting to perform.</li> </ul>	
<b>PE:</b>	<p>Children will previously have:</p> <ul style="list-style-type: none"> <li>• mastered basic movements including running, jumping, throwing and catching.</li> <li>• developed balance, agility and coordination.</li> <li>• begun to apply these in a range of activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate an understanding of how to run, send and jump in different athletic activities.</li> <li>• Explain how to use different means of measure to improve on previous performance in athletics.</li> </ul> <p><i>Vocabulary:</i>  <i>coordination, focus, catching, throwing, standing, movement, pace, fast, slow, height, tall, short, change</i></p>	<ul style="list-style-type: none"> <li>• Show understanding and a basic level of control, coordination and consistency when running.</li> <li>• Experiment with different jumping techniques, showing control, coordination, and consistency throughout.</li> <li>• Develop coordination and balance whilst exploring different running, jumping, and throwing techniques.</li> </ul>	<p>Values: Respect, Value, Entrust, Reflect, Share, Democracy, Aspire, Empathy</p> <ul style="list-style-type: none"> <li>• Carry out activities to improve their work and understand why they are useful.</li> <li>• Come up with and share sensible solutions, given time to think about their actions.</li> <li>• Work collaboratively to improve individual and team member skills, showing aspiration.</li> <li>• Value the efforts of others and show empathy when providing peer-assessment/feedback.</li> <li>• Entrust each other to be kind and supportive, showing good sportsmanship.</li> <li>• Show resilience when receiving feedback and reflect on how this can be used.</li> </ul>
<b>RE:</b>	<p>Year 2:</p> <ul style="list-style-type: none"> <li>• Tell religious stories and talk about them.</li> <li>• Can talk about some of the things that are the same for religious people.</li> <li>• Say what some symbols stand for.</li> <li>• Describe a few things that a believer might learn from a religious story.</li> <li>• Briefly describe some similarities and differences between religions.</li> <li>• Talk about some things in stories that make people ask questions.</li> <li>• Talk about what is important to them and to others.</li> <li>• Compare some of the things that influence them with those that influence others.</li> </ul>	<p>What is a parable?</p> <ul style="list-style-type: none"> <li>• The Bible is the holy book for Christians.</li> <li>• The 4 Gospels are the part of the Bible that tell us about Jesus' life and teachings.</li> <li>• Religions use symbols to represent things that are hard to explain, in everyday life, in art and in stories.</li> <li>• For example, God can be described as a king or as a judge.</li> <li>• Jesus told stories to explain God to people, these stories are called parables, and include: <ul style="list-style-type: none"> <li>- The Parable of the Lost Sheep</li> <li>- The Parable of the Two Builders</li> <li>- The Parable of the Lost Coin</li> </ul> </li> <li>• Parables have meanings, such as: <ul style="list-style-type: none"> <li>- God looks after and worries about us, when one of us is lost, God will help us, and</li> </ul> </li> </ul>	<p>Learning About Religion/Belief:</p> <ul style="list-style-type: none"> <li>• Tell religious stories and talk about them.</li> <li>• Can talk about some of the things that are the same for religious people.</li> <li>• Say what some symbols stand for.</li> <li>• Describe a few things that a believer might learn from a religious story.</li> <li>• Briefly describe some similarities and differences between religions.</li> </ul> <p>Learning From Religion/Belief:</p> <ul style="list-style-type: none"> <li>• Talk about some things in stories that make people ask questions.</li> <li>• Talk about what is important to them and to others.</li> <li>• Compare some of the things that influence them with those that influence others.</li> </ul>	<p>Values: Reflect, Share, Value, Love, Empathy</p> <ul style="list-style-type: none"> <li>• Reflect on the meanings of well-known stories that we share.</li> <li>• Reflect on the use of symbols in stories and what these mean.</li> <li>• Think about the how the shepherd values his sheep and the love that he shows for the lost one.</li> <li>• Think about what we value and reflect upon how this shapes our lives.</li> <li>• Consider how we show respect and love, who we entrust with our thoughts and feelings and what we aspire to be.</li> <li>• Think about how the lady values her coins and the love that she shows for the lost one.</li> <li>• Reflect on why Jesus may have chosen a coin as a symbol.</li> </ul>

	<ul style="list-style-type: none"> <li>Ask important questions about life and compare their ideas with others.</li> <li>Begin to link things that are important to them and other people with the way people behave.</li> </ul>	<p>when we come back to God, God is so happy.</p> <ul style="list-style-type: none"> <li>Humans get lost when they do things that are bad.</li> <li>People should build their lives on good foundations.</li> </ul> <p><b>Significant People</b> Jesus:</p> <ul style="list-style-type: none"> <li>Central figure in Christianity.</li> <li>Sometimes called Jesus Christ or Jesus of Nazareth.</li> <li>He taught people about God using special stories, called parables.</li> </ul> <p><i>Vocabulary:</i> <i>parable, God, symbol, 'lost sheep', shepherd, foundations, legacy</i></p>	<ul style="list-style-type: none"> <li>Ask important questions about life and compare their ideas with others.</li> <li>Begin to link things that are important to them and other people with the way people behave.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the value placed on the teachings of Jesus shown in parables.</li> <li>Reflect on what the parables are teaching Christians about God.</li> <li>Be aware that Jesus taught people that God loved them.</li> <li>Show empathy and understanding for the characters in the parables.</li> </ul>
<p><b>RSE:</b></p>	<p>Year 2:</p> <ul style="list-style-type: none"> <li>That being thankful or having gratitude are other words for appreciating.</li> <li>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.</li> <li>That when we show gratitude to someone, it makes them feel good.</li> <li>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.</li> <li>That Team H-A-P loves it when we appreciate ourselves, so it is important to be kind to ourselves and others.</li> <li>How being grateful for ourselves can be hard and Happy Breathing can help us.</li> <li>That we relate to different people in different ways and that different people relate differently, too.</li> </ul>	<p>My Happy Mind Scheme:</p> <p>Relate (Lessons 3 – 4): Learn:</p> <ul style="list-style-type: none"> <li>How to actively listen and why this helps them to get along with others.</li> <li>They will look at what happens if they don't actively listen and how this can affect their ability to get along with others.</li> <li>That Team H-A-P feels happy when we actively listen because we are using all parts of the team.</li> <li>How to 'Stop, Understand and Consider' and why it is important to do this before responding.</li> <li>How Happy Breathing can help them with friendship issues by keeping them calm.</li> </ul> <p><i>Vocabulary:</i> <i>character strengths, relate, get along, people, active listening, team H-A-P, happy breathing, 'stop, understand and consider', friendships, relationships, differences</i></p> <p>Engage (Lessons 1 – 4): Learn:</p>	<p>Relate:</p> <ul style="list-style-type: none"> <li>Listen actively to understand and connect with others</li> <li>Recognise the impact of not listening on relationships</li> <li>Use the 'Stop, Understand and Consider' strategy before responding</li> <li>Apply calming techniques such as Happy Breathing in social situations</li> <li>Strengthen friendships through thoughtful and respectful communication.</li> </ul> <p>Engage:</p> <ul style="list-style-type: none"> <li>Recognise the link between positive emotions and successful outcomes</li> <li>Set achievable goals using clear steps</li> <li>Practise setting personal and shared goals</li> <li>Use calming strategies like Happy Breathing when faced with challenges</li> <li>Stay motivated and focused when working towards goals.</li> </ul>	<p>Relate:</p> <p>Values: Respect, Empathy</p> <ul style="list-style-type: none"> <li>Pupils will show respect by listening carefully and responding thoughtfully to others.</li> <li>Pupils will understand how others feel and use active listening to build positive relationships.</li> </ul> <p>Engage:</p> <p>Values: Aspire, Reflect, Entrust, Value</p> <ul style="list-style-type: none"> <li>Pupils will aspire to achieve their goals by planning and working towards them.</li> <li>Pupils will reflect on what helps them succeed and how they feel when working towards goals.</li> <li>Pupils will trust in their ability to overcome challenges and keep trying when goals are difficult.</li> <li>Pupils will value the importance of setting goals and working hard to achieve them.</li> </ul>

	<ul style="list-style-type: none"> <li>• How their Character Strengths can help them get along with other people.</li> <li>• They will learn that we all have different strengths, which is ok.</li> <li>• That it is ok that some people react differently to them and that, just because their reaction is different, it isn't wrong.</li> <li>• How to spot the characteristics of a good friend and recognise this in themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• When they feel good, they do good.</li> <li>• Goal Setting is a good way to help us achieve what we want.</li> <li>• If we set goals, we are more likely to achieve them.</li> <li>• The 3 steps to set a goal and practise setting goals as a class.</li> <li>• How Happy Breathing can help when goals are tricky.</li> </ul> <p><i>Vocabulary:</i>  <i>engage, activity, goal, perseverance, goal setting, 'feel good, do good', believe to achieve, happy breathing, habits</i></p>		
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\*Links to Curriculum Themes: Migration, Civil Rights, Conservation, Legacy/Heritage