

Birley Primary Academy Curriculum Map Year 2

	Autumn		Spring		Summer	
Theme	Famous Faces		Walk along the wild side		Awesome Artists	
Class Visit		Florence Nightingale Visit		The Yorkshire Wildlife Park		Millennium Gallery
‘Hook / Wow’	Burning Tudor Houses	Florence Nightingale Visit		Looking at the YWP Factfiles.		
End of theme celebration	Burning Tudor Houses			3D Art ideas based on Science/Geography learning	Art Gallery open to parents in classrooms	
Class Story	Picture book taken from the author of the half term display in each classroom.	Picture book taken from the author of the half term display in each classroom.	Picture book taken from the author of the half term display in each classroom.	Chapter book taken from the author of the half term display in each classroom.	Chapter book taken from the author of the half term display in each classroom.	
Speaking and Listening	<p><u>At a level appropriate to Y2:</u></p> <ul style="list-style-type: none"> Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English. Participate in discussions, presentations, performances, role play, improvisations and debates Maintain and monitor the interest of the listener(s). Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication. 					
Reading	<p>The Enormous Crocodile</p> <ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales <p>Fire Cat</p> <ul style="list-style-type: none"> understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher discussing the sequence of events in books and how items of information are related <p>Poet study – Michael Rosen</p> <ul style="list-style-type: none"> recognising simple recurring literary language in stories and poetry discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 	<p>Non-fiction</p> <ul style="list-style-type: none"> being introduced to non-fiction books that are structured in different ways discussing and clarifying the meanings of words, linking new meanings to known vocabulary <p>The Dragonsitter</p> <ul style="list-style-type: none"> checking that the text makes sense to them as they read and correcting inaccurate reading making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far. <p>Provide opportunities for children to develop these skills in each book read in class.</p> <ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered 	<p>Fantastic Mr Fox</p> <ul style="list-style-type: none"> Making inferences on the basis of what is being said and done Answering and asking questions Predicting what might happen on the basis of what has been read so far Recognising simple recurring literacy language in stories and poetry Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Discussing their favourite words and phrases Participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. <p>The Giraffe the Pelly and me.</p> <ul style="list-style-type: none"> Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Re-read these books to build up their fluency and confidence in word reading Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently Discussing the sequence of events in books and how items of information are related <p>Comprehension statements as mentioned above.</p>	<p>Non Fiction – Yorkshire Wildlife Fact Files</p> <ul style="list-style-type: none"> Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Read accurately words of two or more syllables that contain the same graphemes as above Being introduced to non-fiction books that are structured in different ways Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently Discussing the sequence of events in books and how items of information are related <p>The Twits</p> <ul style="list-style-type: none"> Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Re-read these books to build up their fluency and confidence in word reading Drawing on what they already know or on background information and vocabulary provided by the reader Making inferences on the basis of what is being said and done Answering and asking questions Predicting what might happen on the basis of what has been read so far 	<p>SAT’s Revision Texts.</p> <ul style="list-style-type: none"> Drawing on what they already know or on background information and vocabulary provided by the reader Checking that the text makes sense to them as they read and correcting inaccurate reading Making inferences on the basis of what is being said and done Answering and asking questions Predicting what might happen on the basis of what has been read so far 	<p>Georges Marvellous Medicine.</p> <ul style="list-style-type: none"> Drawing on what they already know or on background information and vocabulary provided by the reader Checking that the text makes sense to them as they read and correcting inaccurate reading Making inferences on the basis of what is being said and done Answering and asking questions Predicting what might happen on the basis of what has been read so far Participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. <p>Ada Twist Scientist – Non Fiction Iggy Peck Architect – Non Fiction Rosie Revere Engineer. – Non Fiction</p> <ul style="list-style-type: none"> Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Re-read these books to build up their fluency and confidence in word reading Being introduced to non-fiction books that are structured in different ways

<p>Writing</p>	<p>Narrative – I will ever never eat a tomato</p> <ul style="list-style-type: none"> ● writing narratives about personal experiences and those of others (real and fictional) ● Planning or saying aloud what they are going to write about. ● Encapsulating what they want to say sentence by sentence. ● Evaluating their writing with the teacher and other pupils <p>Diary entry – Fire of London</p> <ul style="list-style-type: none"> ● develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) ● writing about real events <p>Poetry – link to Michael Rosen</p> <ul style="list-style-type: none"> ● writing poetry ● read aloud what they have written with appropriate intonation to make the meaning clear. 	<p>Non-chronological report – Florence Nightingale</p> <ul style="list-style-type: none"> ● writing for different purposes ● consider what they are going to write before beginning by: ● planning or saying out loud what they are going to write about ● writing down ideas and/or key words, including new vocabulary <p>Narrative - The empty stocking</p> <ul style="list-style-type: none"> ● consider what they are going to write before beginning by: ● planning or saying out loud what they are going to write about ● make simple additions, revisions and corrections to their own writing by: ● evaluating their writing with the teacher and other pupils ● re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ● proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly 	<p>Instructions – How to wash a Woolly Mammoth</p> <ul style="list-style-type: none"> ● Writing about real events ● Writing for different purposes ● Planning or saying out loud what they are going to write about ● Writing down key ideas and/or key words, including new vocabulary ● Evaluating their writing with the teacher and other pupils <p>Narrative – Hunted</p> <ul style="list-style-type: none"> ● Writing narratives about personal experiences and those of others (real and fictional) ● Writing down ideas and/or key words, including new vocabulary. ● Encapsulating what they want to say, sentence by sentence. ● Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. ● Reading aloud what they have written with appropriate intonation to make the meaning clear. 	<p>Persuasive Writing</p> <ul style="list-style-type: none"> ● Writing about real events ● Writing for different purposes ● Planning or saying aloud what they are going to write about ● Encapsulating what they want to say, sentence by sentence ● Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. ● Reading aloud what they have written with appropriate intonation to make the meaning clear. <p>Recount – Yorkshire Wildlife Park</p> <ul style="list-style-type: none"> ● Writing narratives about personal experiences and those of others (real and fictional) ● Writing about real events ● Planning or saying aloud what they are going to write about ● Encapsulating what they want to say, sentence by sentence ● Writing down ideas and/or key words, including new vocabulary. ● Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently. ● Reading aloud what they have written with appropriate intonation to make the meaning clear. 	<p>Character Description</p> <ul style="list-style-type: none"> ● Learning how to use expanded noun phrases to describe and specify [for example, the blue butterfly] ● Learning how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) ● Encapsulating what they want to say, sentence by sentence. <p>Rock, Paper Scissors – Narrative</p> <ul style="list-style-type: none"> ● Writing narratives about personal experiences and those of others (real and fictional) ● Writing down ideas and/or key words, including new vocabulary. ● Encapsulating what they want to say, sentence by sentence. ● Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. ● Reading aloud what they have written with appropriate intonation to make the meaning clear. 	<p>Character Description</p> <ul style="list-style-type: none"> ● Learning how to use expanded noun phrases to describe and specify [for example, the blue butterfly] ● Learning how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) ● Encapsulating what they want to say, sentence by sentence. <p>The Lighthouse – Narrative</p> <ul style="list-style-type: none"> ● Writing narratives about personal experiences and those of others (real and fictional) ● Writing down ideas and/or key words, including new vocabulary. ● Encapsulating what they want to say, sentence by sentence. ● Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. ● Reading aloud what they have written with appropriate intonation to make the meaning clear.
<p>Writing Outcome</p>	<p>Writing their own story in the style of Lauren Child.</p> <p>Writing their own diary entry about burning the Tudor houses at school relate own emotions to the feelings of others.</p>	<p>Writing their own non-chronological report on Florence Nightingale</p> <p>Writing their own Christmas story</p>	<p>Writing a set of instructions on how to wash an animal of their choice. Animal may be chosen from research done in Topic.</p> <p>Writing their own narrative opening and build-up based on a short film clip, focussing on expanded noun phrases and conjunctions.</p>	<p>Writing a persuasive text based on school.</p> <p>Writing a recount of the educational trip to Yorkshire Wildlife park.</p>	<p>Writing a character description for Mr Twit.</p> <p>Write a story based on the Rock, Paper, Scissors story.</p>	<p>Writing a character description for Grandma.</p> <p>Writing a story based on the Lighthouse story.</p>
<p>Grammar</p>	<ul style="list-style-type: none"> ● learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) ● learn how to use: sentences with different forms: statement, question, exclamation, command. ● expanded noun phrases to describe and specify [for example, the blue butterfly] ● the present and past tenses correctly and consistently including the progressive form ● subordination (using when, if, that, or because) and co-ordination (using or, and, or but) ● use and understand the grammatical terminology in discussing their writing. 	<ul style="list-style-type: none"> ● learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) ● learn how to use: sentences with different forms: statement, question, exclamation, command. ● expanded noun phrases to describe and specify [for example, the blue butterfly] ● the present and past tenses correctly and consistently including the progressive form ● subordination (using when, if, that, or because) and co-ordination (using or, and, or but) ● use and understand the grammatical terminology in discussing their writing. 	<ul style="list-style-type: none"> ● learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) ● learn how to use: sentences with different forms: statement, question, exclamation, command. ● expanded noun phrases to describe and specify [for example, the blue butterfly] ● the present and past tenses correctly and consistently including the progressive form ● subordination (using when, if, that, or because) and co-ordination (using or, and, or but) ● use and understand the grammatical terminology in discussing their writing. 			

Spelling	<ul style="list-style-type: none"> The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y The /s/ sound spelt c before e, i and y The /n/ sound spelt kn and (less often) gn at the beginning of words The /r/ sound spelt wr at the beginning of words The /l/ or /əl/ sound spelt -le at the end of words The /l/ or /əl/ sound spelt -el at the end of words The /l/ or /əl/ sound spelt -al at the end of words Words ending -il The /aɪ/ sound spelt -y at the end of words Adding -es to nouns and verbs ending in -y Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter The /ɔ:/ sound spelt a before l and ll The /ʌ/ sound spelt o The /i:/ sound spelt -ey The /o/ sound spelt a after w and qu The /ɜ:/ sound spelt or after w The /ɜ:/ sound spelt ar after w The /ɜ:/ sound spelt s The suffixes -ment, -ness, -ful, -less and -ly Contractions The possessive apostrophe (singular nouns) Words ending in -tion Homophones and near-homophones Common exception words 	<ul style="list-style-type: none"> The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y The /s/ sound spelt c before e, i and y The /n/ sound spelt kn and (less often) gn at the beginning of words The /r/ sound spelt wr at the beginning of words The /l/ or /əl/ sound spelt -le at the end of words The /l/ or /əl/ sound spelt -el at the end of words The /l/ or /əl/ sound spelt -al at the end of words Words ending -il The /aɪ/ sound spelt -y at the end of words Adding -es to nouns and verbs ending in -y Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter The /ɔ:/ sound spelt a before l and ll The /ʌ/ sound spelt o The /i:/ sound spelt -ey The /o/ sound spelt a after w and qu The /ɜ:/ sound spelt or after w The /ɜ:/ sound spelt ar after w The /ɜ:/ sound spelt s The suffixes -ment, -ness, -ful, -less and -ly Contractions The possessive apostrophe (singular nouns) Words ending in -tion Homophones and near-homophones Common exception words 	<ul style="list-style-type: none"> The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y The /s/ sound spelt c before e, i and y The /n/ sound spelt kn and (less often) gn at the beginning of words The /r/ sound spelt wr at the beginning of words The /l/ or /əl/ sound spelt -le at the end of words The /l/ or /əl/ sound spelt -el at the end of words The /l/ or /əl/ sound spelt -al at the end of words Words ending -il The /aɪ/ sound spelt -y at the end of words Adding -es to nouns and verbs ending in -y Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter The /ɔ:/ sound spelt a before l and ll The /ʌ/ sound spelt o The /i:/ sound spelt -ey The /o/ sound spelt a after w and qu The /ɜ:/ sound spelt or after w The /ɜ:/ sound spelt ar after w The /ɜ:/ sound spelt s The suffixes -ment, -ness, -ful, -less and -ly Contractions The possessive apostrophe (singular nouns) Words ending in -tion Homophones and near-homophones Common exception words
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Maths	Place Value Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward Recognise the place value of each digit in a two-digit number (tens, ones) Identify, represent and estimate numbers using different representations, including the number line Compare and order numbers from 0 up to	Addition and Subtraction Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers Show that addition of two numbers can be done in any order (commutative) and subtraction of one number	Measures Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels	Multiplication and Division Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts,	Measures Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value Find different combinations of coins that equal the same amounts of money Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change Interpret and construct simple pictograms, tally charts, block diagrams and simple tables	Addition and Subtraction <u>on</u> Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	Geometry Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] Compare and sort common 2-D and 3-D shapes and everyday objects. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces	Fractions Recognise, find, name and write fractions $\frac{1}{2}$, $\frac{3}{4}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{1}{3}$ of a length, shape, set of objects or quantity Write simple fractions, for example, $\frac{1}{2}$ of 6 = 3 Recognise the equivalence of $\frac{1}{2}$ and $\frac{2}{4}$.	Measurement 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 Compare and sequence intervals of time Choose and use appropriate standard units to estimate and measure capacity, and temperature to the nearest appropriate unit, using	4 operations Solve problems involving addition, subtraction, multiplication and division, including problems in context.	
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	100; use and = signs Read and write numbers to at least 100 in numerals and in words. Use place value and number facts to solve problems.	from another cannot Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods	Compare and order lengths, mass, volume/capacity and record the results using >, < and =	including problems in contexts. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity Ask and answer questions about totalling and comparing categorical data		Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] Compare and sort common 2-D and 3-D shapes and everyday objects. Order and arrange combinations of mathematical objects in patterns and sequences		thermometers and measuring vessels Compare and order volume/capacity and record the results using <, > & = symbols.			
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Science	<p><u>Working Scientifically</u> During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions. 										
	<p><u>Animals including humans</u> Pupils should be taught to: notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Assessment Sheet <u>Animals, including humans</u></p> <ul style="list-style-type: none"> • I explain the basic stages in a life cycle for animals, including humans. 		<p><u>Living Things and their Habitats</u> Pupils should be taught to: explore and compare the differences between things that are living, dead, and things that have never been alive identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>Assessment Sheet <u>Living things and their habitats</u></p>	<p><u>Living Things and their Habitats</u> describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>Assessment Sheet <u>Living things and their habitats</u></p>	<p><u>Plants</u> Pupils should be taught to: observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Assessment Sheet <u>Plants</u></p> <ul style="list-style-type: none"> • I describe how seeds and bulbs grow into plants. 	<p><u>Uses of every day materials</u> Pupils should be taught to: identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Assessment Sheet</p>					

	<ul style="list-style-type: none"> I describe what animals and humans need to survive. I describe why exercise, a balanced diet and good hygiene are important for humans. 		<ul style="list-style-type: none"> I identify things that are living, dead and never lived. 	<ul style="list-style-type: none"> I describe how a specific habitat provides for the basic needs of things living there (plants and animals). I identify and name plants and animals in a range of habitats. I match living things to their habitat. I describe how animals find their food. I name some different sources of food for animals. I explain a simple food chain. 	<ul style="list-style-type: none"> I describe what plants need in order to grow and stay healthy (water, light & suitable temperature). 	<u>Uses of everyday materials</u> <ul style="list-style-type: none"> I identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard. I suggest why a material might or might not be used for a specific job. I explore how shapes can be changed by squashing, bending, twisting and stretching.
Computing	<p>Safer Internet Week. Digital literacy</p> <ul style="list-style-type: none"> I use technology respectfully I know where to go for help if I am concerned. I know how technology is used in school and outside of school. 	<p>Learning linked to The Dragonsitter text. Knowledge, Understand and Skills.</p> <ul style="list-style-type: none"> I understand the different methods of communication. I know you should only open email from a known source. I send and receive email as a class. 			<ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	<ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
History	<ul style="list-style-type: none"> I find out about the past by talking to an older person. I can give examples of things that were different when my grandparents were children. <p>The Great Fire of London</p> <ul style="list-style-type: none"> I research the life of a famous person from the past using different sources of evidence. (Samuel Pepys) I answer questions using books and the internet. I explain what an object from the past might be used for. 	<p>Florence Nightingale</p> <ul style="list-style-type: none"> I can explain how some people have helped us to have better lives. I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later in life. I research the life of a famous person from the past using different sources of evidence. 				
Geography			<ul style="list-style-type: none"> name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography – key stages 1 and 2 3 use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment 		

<p>PSHE</p>	<p><u>Being Me in My World</u></p> <ul style="list-style-type: none"> I can explain why my behaviour can impact on other people in my class. I can compare my own and my friend's choices and can express why some choices are better than others. 	<p><u>Celebrating Difference</u></p> <ul style="list-style-type: none"> I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. I can explain how it feels to have a friend and be a friend. I can also explain why it is ok to be different from my friends. 	<p><u>Dreams and Goals</u></p> <ul style="list-style-type: none"> I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other. I can explain how it felt to be part of a group and can identify a range of feelings about group work. 	<p><u>Healthy Me</u></p> <ul style="list-style-type: none"> I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/unsafe choices. I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices. 	<p><u>Relationships</u></p> <ul style="list-style-type: none"> I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. I can give examples of some different problem solving techniques and explain how I might use them in certain situations in my relationships. 	<p><u>Changing Me</u></p> <ul style="list-style-type: none"> I can use the correct terms to describe penis, testicles, anus, vagina, and vulva and explain why they are private. I can explain why some types of touches feel ok and others don't. I can tell you what I like and don't like about being a boy/girl and getting older and recognise that other people might feel differently to me.
<p>RE</p>	<p><u>Believing</u></p> <ul style="list-style-type: none"> I know how people pray in many different ways in different religions. I can express my own ideas about God and comment on some ideas of others. <p><u>What does it mean to belong?</u></p> <ul style="list-style-type: none"> I can find out about the meanings of symbols and artefacts at a place of worship we have visited. I can discuss reasons why some people go to places of worship but other people never go to holy buildings I can understand why some people pray every day, but others not at all. <p><u>Symbols</u></p> <ul style="list-style-type: none"> I can find out about the symbols of two different communities and look for similarities. I know about the meanings of symbols for God in the church, mosque or synagogue 	<p>RE WEEK ACROSS SCHOOL</p>	<p><u>Symbols</u></p> <ul style="list-style-type: none"> I have visited a sacred place. I have created a recount a visit to a local church, mosque or synagogue using digital photographs. I can use a set of photos and a list of religious items I have encountered, to sort and order, saying which items are connected to a particular religion. I can look at how different people including Muslims and Christians have expressed their ideas about God, and think and talk about my own ideas about God, raising questions and considering different replies. I express ideas using images. <p><u>Leaders</u></p> <ul style="list-style-type: none"> I can listen to and retell three moral stories of key leaders, for example from Christians, Muslims and a non-religious story. I can talk about how leaders make a difference to our lives. I can encounter many examples of simple 'wise sayings' and choose my favourite giving a reasons why. I can ask 'how' and 'why' questions about how people practice their religion 	<p><u>What does it mean to belong?</u></p> <p>I learn about what happens at a mosque, especially about Muslim daily prayers.</p> <ul style="list-style-type: none"> I can express creatively (e.g. in art, poetry or calligraphy) my own ideas and responses to questions such as: Who is a Muslim? Who am I? Where do I belong? I can write about the Muslim Religion using key words (e.g. holy, sacred, scripture, festival, symbol, humanist). I can discuss stories of co-operation from Islam and from different traditions and sources. I can play some collaborative games, and talk about how the games put the teaching of the 'Golden Rule' into action. 	<p><u>Believing</u></p> <ul style="list-style-type: none"> I know how people pray in many different ways in different religions. I can think about and then write creatively and thoughtfully about prayer. I can discuss and write about 2 different religions using key vocabulary (e.g. holy, sacred, scripture, festival, symbol, Christian, Muslim, Jew). I can work with others to use art, music and poetry to respond to ideas about God from different religions and world views. 	
<p>Art</p>	<p>European Day of Languages – Artist Study</p> <p>Skills:</p> <ul style="list-style-type: none"> I create a piece of art in response to the work of another artist. I suggest how artists have used colour, pattern and shape. 				<ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, 	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing

					describing the differences and similarities between different practices and disciplines, and making links to their own work.	the differences and similarities between different practices and disciplines, and making links to their own work.
Design Technology		<p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria. 				
PE	Use of a ball/ball skills & Sports hall activities	FUNdaemtnals (Multi-Skills) & Gymnastics	FUNdaemtnals (Multi-Skills) & Dance	Team Building/Basic Problem Solving & Handball	Simplified Striking and Fielding Games e.g. Kick rounder's & Gymnastics and/or Dance	Athletics & Sports
PE Outside agencies					DZ Sports Summer 1 & 2	
						SUFC – Summer 2