# YEAR – CURRICULUM MAP Year 2

| Term &Values | Autumn 1<br>Thankfulness<br>Kindness & Generosity<br>Friendship | Autumn 2<br>Peace<br>Trust<br>Compassion | Spring 1<br>Perseverance<br>Courage<br>Responsibility | Spring 2<br>Humility<br>Justice<br>Forgiveness | Summer 1<br>Wisdom<br>Service<br>Creation | Summer 2<br>Respect & Reverence<br>Hope<br>Truthfulness |
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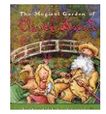
| **Thematic Enquiry Title** | **Terrific Transport** | **Brilliant Britain** | **Space Explorers** | **Fighting Fit** | **Global Gardens** | **Heavenly Habitats** |
| **Entry Point/visits & Landings/ Special events such as Science week/production** | Entry – Flight with Western Downland Airways.<br>Visit to British Aviation Museum.<br>Andrew McDonald – Penny Farthing visit.<br>Topic landing – share singing and DT projects with parents and carers. | Entry – Village Walk around Damerham, following a letter from a City school asking for comparisons.<br><br>Nativity at Damerham Church | Entry – What do we already know about Space Explorers?<br>E-Safety Day.<br><br>Topic Landing to share information texts and rockets from art with parents and carers. | Entry – Design a healthy plate from what we already know.<br>Science Week.<br>Topic landing for family to picnic on the children's own designed healthy picnic from DT, including evaluation of the project. | Entry –<br>Listen to the story in Forest School and attempt observational drawing.<br>  <br>Landing - Families to share in an end of term Forest School session to read the children's own Secret Garden stories. | Entry - Visit to Avon Heath Country Park.<br>Year 2 and 6 Production / Variety Show.<br>Landing – Sharing art from nature following the sponsored walk. |
| **Global awareness and responsibility** | Power and Governance:<br>Making and changing rules in our class and the school – British and school values – school council elections. | Peace and Conflict:<br>Causes of disagreement and conflict, at personal, classroom (Choice for classroom jobs and voting where necessary – school values and British Values) and household levels.<br>Some ways of avoiding, managing and resolving conflict. | Recycling / Eco-monitors<br><br>Sustainable development:<br>Positive and negative impacts of people's actions (including own personal choices) on others and the environment.<br>How people can damage or improve the environment. | Human rights:<br>Rights in class and school.<br>The need to respect the rights of others.<br>Basic human rights and how some people have these denied. | Moroccan Gardens<br>Food sustainability<br>Consider how crops are watered in hot countries such as Morocco.<br>Links between local and community and wider world. | African habitats and conservation<br>Globalisation and inter-dependence:<br>Similarities and differences between places in various parts of the world, including own and setting. |
| **Learning How to Learn** | Perseverance | Confidence (Forest School) | Creativity | Team Work | Resilience (SATs and Forest School) | Independence (ready for Yr 3) |
| **Developing Self (health, safety, spirituality, self-esteem, confidence, relationships)** | SEAL New Beginnings<br><br>Who is in charge?<br>Pupils should be taught:<br>• to take part in a simple debate about topical issue (School council, speeches/debate).<br>• what improves and harms their local, natural and built environments and about some of the ways people look after them. (Love our planet calendar. What can we do to protect our school environment? Record acts on our class calendar.) | SEAL Say No to Bullying<br>(RESPECT – anti bullying week activities).<br>Celebrating and recognising differences.<br>Pupils should be taught:<br>• to recognise what they like and dislike, what is fair and unfair, and what is right and wrong<br>• to recognise, name and deal with their feelings in a positive way<br>• to think about themselves, learn from their experiences and recognise what they are good at<br>• to identify and respect the differences and similarities between people. (Link to individuality of snowflakes) | SEAL Getting on & Falling out<br><br>Changing Friendships:<br>Pupils should be taught:<br>• to share their opinions on things that matter to them and explain their views<br>• to recognise, name and deal with their feelings in a positive way<br>• to recognise how their behaviour affects other people<br>• that family and friends should care for each other. | SEAL Good to be Me<br><br>My Body is important:<br>Pupils should be taught:<br>• how to make simple choices that improve their health and well being<br>• how some diseases are spread and can be controlled<br>• the names of the main parts of the body<br>• rules for, and ways of, keeping safe, including basic road safety. and about people who can help them to stay safe. | SEAL Relationships<br><br>Taking Charge:<br>Pupils should be taught:<br>• to recognise choices they can make, and recognise the difference between right and wrong<br>• that they belong to various groups and communities such as family and school<br>• to realise that money comes from different sources and can be used for different purposes<br>• to recognise how their behaviour affects other people<br>• to listen to other people and play and work co-operatively. | SEAL Change<br><br>Looking forwards to KS2:<br>Pupils should be taught:<br>• how to set simple goals<br>• to realise that people and other living things have needs, and that they have responsibilities to meet them.<br>• about the process of growing from young to old and how people's needs change. |

| **Mathematics (key areas of maths learning)** | Place Value<br>Number - Addition | Number - Subtraction<br>Measurement – Money<br>Number - Multiplication | Number – Division<br>Statistics<br>Geometry – Properties of Shape | Number – Fractions<br>Measurement – length and height<br>Position and direction<br>Problem solving and efficient methods<br>Measurement – time<br>Measurement – mass, capacity and temperature | Consolidation of all units (particularly arithmetic and problem solving) | Consolidation of time.<br>Investigations<br>Transition / Preparing for year 3 |
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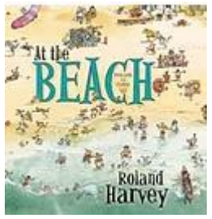
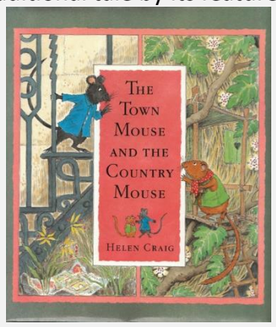
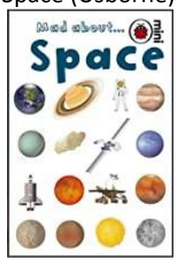
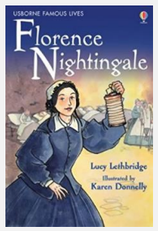
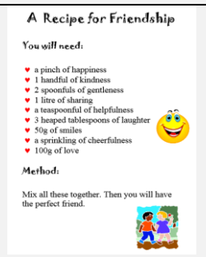
| **English, (Purpose, questioning and key text drivers)**<br><br>**Red text indicates taught elements and the main objectives for the term.**<br><br>**Green indicates opportunities for independent writing drawing on past experience.** | To write to inform - Write a post card about the summer for their new teacher about their summer holiday.<br>https://www.youtube.com/watch?v=kPL7lMLYNDk<br>  <br><br>The Hundred Decker Bus. How can we use the author's use of expanded noun phrases (adjectives and nouns) to support our writing of description?<br>  <br><br>To write for description – Write to describe the children's own design for the vacant deck 77.<br><br>How can we use our developing awareness of tenses to write about the past?<br><br>To write to recount – Write a recount of our school trip. | Traditional Tales – Town Mouse and Country Mouse.<br><br>How can we recognise a traditional tale by its features?<br>  <br><br>To write for narrative- Write a five point story structure, inspired by a traditional tale to be displayed in The Fordingbridge Bookshop.<br><br>Winter contemporary poem.<br>Snow by Walter De La Mare<br>  <br><br>How can we use adventurous language to write a winter themed poem?<br>To write for poetry - Innovate a winter themed poem for our Christmas card inserts.<br><br>Site of application: Narrative of Christmas Story. | How can we use the different sentence types in our writing, whilst using the correct tense?<br><br>  <br><br>Dogs in Space-Guided Reading<br><br>To write to inform – Write an information mini book based on the books:<br>Mad about Space (Main text) and Living in Space (Usborne)<br>  <br><br>8 different categories-they choose 4.<br>Books to include a contents page, glossary, index.<br><br>Site of application: recount of Spring Walk. |  <br><br>How to clean your teeth video. -<br>How can we use time connectives and imperative verbs to write instructions?<br>To write for the purpose of instruction – Following the physical opportunity to make chocolate lollipops, plan and write instructions.<br><br>Site of application: information text on teeth.<br><br>  <br><br>Florence Nightingale.<br>How can we use this narrative about a historical figure to show case our developing sense of adventurous language, Year 2 spelling rules, adverbs and tenses?<br>To write for narrative – Write diary entries as Florence Nightingale and a soldier in hospital during the Crimean War.<br><br>Write a letter of thanks and questions for a visiting reader or author from world book day/week. | The Secret Garden<br>  <br><br>How can we use a classic tale to develop our narrative writing to show case all the taught Key Stage 1 punctuation, sentence types and grammar?<br><br>To write in the narrative style – Consider noun phrases and writing style of the chosen text to plan and write a 5 point narrative innovated from the Secret Garden.<br><br>Site of application: diary entry as Mary in the Secret garden. |  <br><br>How can we use what we have learnt about spelling to include suffixes to write a recipe for friendship?<br><br>To write for the purpose of poetry – Use a variety of poems regarding friendship<br>to compose our own to share with our upcoming Year 6 buddies in preparation for transition to the juniors.<br>  <br>To write to recount.<br>Recall our recounts from the Autumn Term to edit and improve. Write a recount of our class trip to include all taught elements of Key Stage 1.<br><br>Site of application: letter to our new Year 3 teacher. |

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| **Science** | Materials<br>Uses of Everyday Materials<br>• identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses<br>• find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching<br>• Perform simple tests independently, including simple comparative tests<br>• Has awareness of working safely Make simple measurements e.g. use egg timers<br>• Communicate their findings in a range of ways and begin to use simple scientific language<br>• Gather and record data to help in answering questions | Alive / Never Alive<br>(Forest School)<br>Living things & Habitats<br>• explore and compare the difference between things that are living, dead, and things that have never been alive<br>• Able to identify possible risks in an investigation and say how will keep themselves safe<br>• Be able to talk about what they found out and how they found it out<br>• Identify, group, sort and classify<br>• Use their observations and ideas to suggest answers to questions<br>• With guidance begin to notice patterns and relationships | Materials<br>Uses of Everyday Materials<br>• Identify and compare the suitability of a variety of everyday materials, eg, inventors John Dunlop, Charles Macintosh and John McAdam, also space suits.<br>• Perform simple tests independently, including simple comparative tests<br>• Has awareness of working safely Make simple measurements e.g. use egg timers<br>• Gather and record data to help in answering questions<br>• Communicate their findings in a range of ways and begin to use simple scientific language<br>• Be able to talk about what they found out and how they found it out. | Humans / Exercise<br>Animals<br>• notice that animals, including humans, have offspring which grow into adults<br>• find out about and describe the basic needs of animals, including humans, for survival (water, food and air)<br>• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene<br>• Able to identify possible risks in an investigation and say how will keep themselves safe<br>• Has awareness of working safely<br>• Be able to talk about what they found out and how they found it out | Plants<br>(Forest School)<br>Plants<br>• observe and describe how seeds and bulbs grow into mature plants<br>• find out and describe how plants need water, light and a suitable temperature to grow and stay healthy<br>• Ask simple questions independently using KS1 scientific vocabulary<br>• Recognise that questions can be answered in different ways<br>• Able to identify possible risks in an investigation and say how will keep themselves safe<br>• Observing closely, using simple equipment e.g. hand lenses including observing changes over time<br>• Be able to talk about what they found out and how they found it out<br>• Use their observations and ideas to suggest answers to questions<br>• With guidance begin to notice patterns and relationships | Habitats<br>Living things & Habitats<br>• identify that most living things live in habitats to which they are suited and describe how different habitats provide the basic needs of different kinds of animals and plants, and how they depend on each other<br>• identify and name a variety of plants and animals in their habitats, including micro-habitats<br>• 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<br>• Communicate their findings in a range of ways and begin to use simple scientific language<br>• With guidance begin to notice patterns and relationships |
| **RE** | Discovery RE: Christianity<br><br>What did Jesus teach?<br>Is it possible to be kind to everyone all the time?<br><br>• I can tell you when I have been kind to others even when it was difficult.<br>• I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness.<br>• I can say if I think Christians should be kind and give a reason. | 1.4 Understanding Christianity: Gospel<br><br>What is the good news Jesus brings?<br><br>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:<br>• Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news.<br>• Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.<br>• Recognise that Jesus gives instructions to people about how to behave.<br>• Give at least two examples of ways in which Christians follow the teachings studied | Discovery RE: Judaism<br>Passover<br><br>How important is it for Jewish people to do what God asks them to do?<br><br>• I can talk about why I do as some people ask but not others.<br>• I can talk about the Seder meal, or another Jewish practice, with some detail and some of the correct vocabulary, and start to explain why they choose to do this.<br>• I can suggest what I think are the most and least important things Jews do that God asks them to do and add at least one reason. | 1.5 Understanding Christianity: Salvation<br><br>Why does Easter matter to Christians?<br><br>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:<br>• Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.<br>• Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).<br>• Recognise that Jesus gives instructions about how to behave.<br>• Give at least three examples of how Christians show their | Discovery RE: Judaism<br>The Covenant<br><br>How special is the relationship Jews have with God?<br><br>• I can explain why agreements are important and why they should be kept.<br>• I can tell a story about Abraham or Moses and say why one of these men is important to Jews today.<br>• I can start to explain the significance of one thing Jews do and say how it shows their special relationship with God. | Discovery RE: Judaism<br>Rites of passage and good works.<br><br>What is the best way for a Jew to show commitment to God?<br><br>• I can explain why I could do certain things at certain ages.<br>• I can tell you what I am most committed to in my life.<br>• I can talk about one of the ways Jews show commitment to God.<br>• I can talk about a way that Jews show commitment to God and say why this might be important. |

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| | | about forgiveness and peace, and bringing good news to the friendless.<br>• Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession).<br>• Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas.<br><br>PUPILS WILL KNOW THAT:<br>• Christians believe Jesus brings good news for all people.<br>• For Christians, this good news includes being loved by God, and being forgiven for bad things.<br>• Christians believe Jesus is a friend to the poor and friendless.<br>• Christians believe Jesus' teachings make people think hard about how to live and show them the right way. | | beliefs about Jesus' death and resurrection in church worship at Easter.<br>• Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.<br><br>PUPILS WILL KNOW THAT:<br>• Easter is very important in the 'big story' of the Bible.<br>• Christians believe Jesus rose again, giving people hope of a new life. | | |
| **Art**<br>**Red text indicates National Curriculum statements.** | | Drawing , sketching, using shape.<br>Cooper (Country landscapes) Lowry (City landscapes).<br>**Drawing and Painting**<br>2. Experiment with tones using pencils, chalk or charcoal.<br>2. Represent things observed, remembered or imagined using colour/tools.<br>• Use lines and marks to create an increasing range or shapes, patterns and textures<br>• Work to the size of the paper or surface (shape within sketch books).<br>• Make drawings to show increasing detail, context, and use of the visual elements<br>• Draw from observation, experience and imagination with the emphasis on first hand experience (view of | Sculpture<br>Rockets – painting.<br><br>**Sculpture**<br>1. Make structures by joining simple objects together.<br>2. Experiment with basic tools on rigid and flexible materials.<br><br>• Mix and match basic colours and make them lighter and darker<br>• Name primary, secondary and some tertiary colours and qualify their tonal value<br>• 'Build junk models and prepare them for painting by covering with layers of paper<br>• Use a wider range of tools to cut, shape and impress patterns and textures in a range of materials<br>• Fold, pleat and cut paper | Pupils should be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. (Comparing sunflower paintings of own and Monet/ Van Gogh).<br><br>**Drawing and Painting**<br>2. Represent things observed, remembered or imagined using colour/tools.<br><br>Painting sunflowers in the style of Monet or Van Gogh for Mothers Day cards. | Printmaking<br>Leaves / flowers / natural art / seeds and beans – repeating patterns<br>Observational drawings<br>(Forest School)<br><br>**Printmaking**<br>1.Make marks in print using found objects and basic tools and use these to create repeating patterns<br>2.Use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings<br>• Load a range of different kinds of objects with paint and print them<br>• Make a simple printing block from polystyrene printing tiles or similar<br>• Ink up a block and print regular and irregular patterns | Sculpture<br>• Drawing on experience of malleable materials in Year 1 make a Fathers Day gift.<br>  |

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| | | church from school).<br>• Choose the subject from a limited range provided by the teacher.<br>Pupils should be taught about the work of a range of artists (Lowry, Cooper, Bruce) describing the differences and similarities between different practices and disciplines, and making links to their own work.<br><br>to use drawing, to develop and share their ideas, experiences and imagination<br><br>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Considering these forms in landscape drawing/painting.<br>Give reasons for his/her preferences when looking at art/craft or design work. (Lowry, Cooper, Bruce – landscapes).<br><br>Know that different artistic works are made by craftspeople from different cultures and times. (Lowry, Cooper, Bruce – landscapes). | and thin card<br>• Work on a range of scales and sizes.<br><br>to use, painting and sculpture to develop and share their ideas, experiences and imagination (Space Rockets).<br><br>Try out different activities and make sensible choices about what to do next.(Space Rockets).<br><br>Select particular techniques to create a chosen product and develop some care and control over materials and their use.(Space Rockets).<br><br>Know that different artistic works are made by craftspeople from different cultures and times.<br>Pupils should be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.<br>(Comparing Space sculptures around the world with our own) | • Follow instructions to assemble and dis-assemble a range of construction kits to build specific objects. (DT and English).<br><br>Collage 1.Cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines.<br>to develop a wide range of art and design techniques in using colour, pattern, texture, shape, form and space (Garden collage).<br>Cut straight and curved lines from a range of materials with some accuracy • Tear paper into strips and shapes with some accuracy • Apply adhesive sparingly to a range of materials and stick them down accurately • Work as a member of a group producing a single collage •<br>(Food groups, giant plate class collage). | • Make a monoprint using wax crayons<br>• Investigate other techniques eg: stencils<br>• Choose objects from which to print to achieve specific results<br>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination (Forest School Printing). | |
| **History**<br>**Red text indicates National Curriculum statements.** | History of bicycles and motor cars or aircraft.<br><br>• The lives of significant individuals in the past, who have contributed to national or international achievements. Some should be used to compare aspects of life in different periods e.g. Explorers (Emilia Earhart/Wright Bros)<br>• Describe where the people and events studied fit within a chronological framework and identify similarities and differences in ways of life in different periods (History of flight, differences between early 1900s and now).<br>• Show an awareness of the past, using words and | | Other explorers around the world – e.g. Christopher Columbus, David Attenborough<br><br>• The lives of significant individuals in the past, who have contributed to national or international achievements. Some should be used to compare aspects of life in different periods e.g. Explorers Neil Armstrong, Yuri Gagarin, Belka/Strelka, Laika (Russian Space dogs), Tim Peake.<br>• Describe where the people and events studied fit within a chronological framework and identify similarities and differences in ways of life in different periods. (Xmas in 60s and now – child led previously). | The lives of significant individuals in the past, who have contributed to national or international achievements. Some should be used to compare aspects of life in different periods – Florence Nightingale in Literacy. | | |

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| | phrases relating to the passing of time<br>• Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of some events<br>• Show understanding of some of the ways we find out about the past and identify different ways in which is it represented (books, ICT, word of mouth).<br>• Describe changes beyond living memory that are significant nationally or globally 'The first aeroplane flight'.<br>• Discuss the lives of individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods<br>• Use a wide vocabulary of everyday historical terms<br>• Speak about how he/she has found out about the past<br>• Record what he/she has learnt by drawing and writing | | • Show an awareness of the past, using words and phrases relating to the passing of time<br>• Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of some events<br>• Show understanding of some of the ways we find out about the past and identify different ways in which is it represented<br>• Describe changes within living memory and aspects of change in national life (Tim Peake and Neil Armstrongs).<br>• Describe changes beyond living memory that are significant nationally or globally e.g. The Great Fire of London, the first aeroplane flight or event commemorated through national festivals or anniversaries. Space Race.<br>• Describe significant historical events, people or places in his/her own locality. Tim Peake.<br>• Discuss the lives of individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods. Space Race.<br>• Use a wide vocabulary of everyday historical terms<br>• Speak about how he/she has found out about the past. (Linked to IT, end of topic evaluation.)<br>• Record what he/she has learnt by drawing and writing. | | | |
| **Geography**<br>**Red text indicates National Curriculum statements.** | • Describe seasonal and daily weather patterns.<br>Begin class weather record/journal. | UK countries / cities / seas<br>Compare town and country life e.g. coasts and towns<br>Maps / Atlases | Explorers – First landing on the moon / Neil Armstrong / Tim Peake<br>• Describe seasonal and daily weather patterns. | • Describe seasonal and daily weather patterns.<br>Review class weather record/journal to discuss patterns and links to seasons. | • Describe seasonal and daily weather patterns.<br>Review class weather record/journal to discuss patterns and links to seasons. | Continents around the world<br>Sustainability and conservation<br>• Describe seasonal and daily weather patterns.<br>Review class weather |

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| | | • Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas<br>• Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and a contrasting non-European country<br>• Use basic geographical vocabulary to refer to:<br>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather<br>• Key human features including city, town, village, factory, farm, house, office, port, harbour and shop<br>• Describe seasonal and daily weather patterns.<br>Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment<br>• Use aerial photographs and plan perspectives to recognise landmarks and basic human/physical features<br>• Devise a simple map and use and construct basic symbols in a key<br>• Use simple compass directions (N, S, E, W) and locational and directional language [for example: near and far, left and right], to describe the location of features and routes on a map. (Topic)<br>• Follow a route on a map and draw a map with a route from and to known destinations (eg, home to school or school to village hall. | Review class weather record/journal to discuss patterns and links to seasons. | • Use simple compass directions (N, S, E, W) and locational and directional language [for example: near and far, left and right], to describe the location of features and routes on a map. (Maths) | Comparing a garden around the world e.g. Britain and Morocco<br>• Location of hot and cold areas of the world in relation to the Equator and North/South Poles.<br>• Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and a contrasting non-European country<br>• Describe seasonal and daily weather patterns.<br>• Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this stage<br>• | record/journal to discuss patterns and links to seasons.<br>• Name and locate the world's seven continents and five oceans.<br>• Use simple compass directions (N, S, E, W) and locational and directional language [for example: near and far, left and right], to describe the location of features and routes on a map. (Positional language review with Beebots). |
| **Design & Technology** | • Mechanisms- Wheels and axels – Construct a flying machine with a wheel and axel.<br>I can design useful, pleasing products for myself and other users based on a design brief.<br><br>I can generate, develop, model | - | - | Dips/Healthy Picnic.<br>I can design useful, pleasing products for myself and other users based on a design brief.<br>Crudities and dips.<br>I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and IT | - | Textiles<br>Animal puppets<br>I can design useful, pleasing products for myself and other users based on a design brief.<br><br>I can generate, develop, model and communicate my ideas through talking, drawing, |

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| | and communicate my ideas through talking, drawing, templates, mock-ups and IT<br><br>I can choose tools I would like to use and select materials based on my knowledge of their properties<br><br>design purposeful, functional, appealing products for themselves and other users based on design criteria<br><br>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology<br><br>I can safely measure, mark out, cut and shape materials and components using a range of tools.<br><br>I can investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable<br><br>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].<br><br>select from and use a wide range of materials and components, including construction materials, according to their characteristics<br><br>I can evaluate and assess existing products and those that I have made using a design criteria.<br>explore and evaluate a range of existing products<br><br>evaluate their ideas and products against design criteria<br><br>build structures, exploring how they can be made stronger, stiffer and more stable<br><br>Try out different activities and make sensible choices about what to do next<br>Select particular techniques to | | | I can choose tools I would like to use and select materials based on my knowledge of their properties Crudities and dips.<br>design purposeful, functional, appealing products for themselves and other users based on design criteria Crudities and dips.<br><br>I can safely measure, mark out, cut and shape materials and components using a range of tools. Crudities and dips.<br><br>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Crudities and dips.<br><br>select from and use a wide range of materials and components, including ingredients, according to their characteristics Crudities and dips.<br><br>I can evaluate and assess existing products and those that I have made using a design criteria. Crudities and dips.<br>explore and evaluate a range of existing products Crudities and dips – shop bought.<br><br>evaluate their ideas and products against design criteria<br><br>I can understand the need for a variety of food in a diet. Crudities and dips.<br>I can understand that all food has to be farmed, grown or caught. Gardener visit,<br><br>I can use a wider range of cookery techniques to prepare food safely. Crudities and dips.<br>use the basic principles of a healthy and varied diet to prepare dishes. Picnic for families.<br><br>understand where food comes from. Farmer visit. | | templates, mock-ups and IT<br><br>I can choose tools I would like to use and select materials based on my knowledge of their properties<br>design purposeful, functional, appealing products for themselves and other users based on design criteria<br><br>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology<br><br>I can safely measure, mark out, cut and shape materials and components using a range of tools.<br><br>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]<br><br>select from and use a wide range of materials and components, including textiles, according to their characteristics<br><br>I can evaluate and assess existing products and those that I have made using a design criteria.<br>explore and evaluate a range of existing products<br><br>evaluate their ideas and products against design criteria |

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| | create a chosen product and develop some care and control over materials and their use. | | | | | |
| **Music** |  <br>**Music Unit:**<br>**Mrs Armitage On Wheels (telling the story through music and words).**<br>Dimensions: Tempo & Texture.<br>Experiment with, create, select and combine sounds in different ways including playing percussion instruments musically. | Learn and perform songs for the school nativity performance. | **Music Unit: Neil Armstrong (Class Assembly)**<br>Dimensions: Timbre & Texture<br>Listen with concentration and understanding to a range of music.<br>Experiment with, create, select and combine sounds in different ways including percussion instruments musically. | **Music Unit: "5 Portions a day" song and other healthy schools songs.**<br>Dimensions: Tempo & Dynamics<br>Listen with concentration and understanding to a range of music.<br>Experiment with create, select and combine sounds in different ways including playing percussion instruments musically. | - | **Music Unit: Jack and the Beanstalk.**<br>Dimensions: Dynamics and Pitch<br>Experiment with. Create, select and combine sounds in different ways.<br><br>Learn and perform songs for the Maple Class musical production and school variety show. |
| **P.E. & Games** | • Children understand how to exercise safely and describe how their bodies feel during various activities.<br><br>Games:<br>• Practise different skills associated with simple games (e.g. co-ordinating throwing and catching)<br>• Work co-operatively in teams<br>• Catch a small ball<br>• Throw a small ball overarm, using the correct technique<br>• Structure sequences of actions and skills in different orders to improve performance (speed /direction / level / etc)<br>• Structure sequences of actions and skills in different orders to improve performance.<br>• Children can suggest improvements for themselves and others.<br>• Children can begin to apply these improvements. | • Children understand how to exercise safely and describe how their bodies feel during various activities.<br><br>Gymnastics:<br>• Explore the 5 basic shapes (straight/tucked/star/straddle/pike)<br>• Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)<br>• Caterpillar walk (hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position)<br>• Bunny hop (transfer weight to hands)<br>• Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control<br>• Begin forward roll (crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted 'V' position<br>• Balance in these shapes on | • Children understand how to exercise safely and describe how their bodies feel during various activities.<br><br>Dance:<br>• Move with confidence when walking, hopping, jumping, landing<br>• Move with rhythm in the above actions<br>• Interact with a partner (e.g. holding hands, swapping places, meeting and parting)<br>• Children can suggest improvements for themselves and others.<br>• Children can begin to apply these improvements. | • Children understand how to exercise safely and describe how their bodies feel during various activities.<br><br>Gymnastics (Wall Bars):<br>• Explore the 5 basic shapes (straight/tucked/star/straddle/pike)<br>• Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)<br>• Caterpillar walk (hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position)<br>• Bunny hop (transfer weight to hands)<br>• Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control.<br>• Begin forward roll (crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still,<br>• raise hips in the air to | • Children understand how to exercise safely and describe how their bodies feel during various activities.<br><br>Athletics:<br>• Run for 1 minute.<br>• Perform the 5 basic jumps (2-2, 2-1, 1-2, 1-1) and perform combinations of them.<br>• Aim and throw towards a target.<br>• Describe and explain the different ways of throwing.<br>• Describe and choose appropriate types of running.<br>• Show control in take-off and landing.<br>• Describe different ways of jumping.<br>• Use overarm, underarm and rolling to aim towards a target.<br>• Children can suggest improvements for themselves and others.<br>• Children can begin to apply these improvements.<br>• | • Children understand how to exercise safely and describe how their bodies feel during various activities.<br><br>Games (cricket):<br>• Practise different skills associated with simple games (e.g. co-ordinating throwing and catching)<br>• Work co-operatively in teams<br>• Catch a small ball<br>• Throw a small ball overarm, using the correct technique<br>Structure sequences of actions and skills in different orders to improve performance.<br>(speed /direction / level / etc)<br>Children can suggest improvements for themselves and others.<br>• Children can begin to apply these improvements.<br>• |

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| | | large body parts: back, front, side, bottom<br>• Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)<br>• Explore shape in the air when jumping and landing with control (e.g. star shape)<br>• Children can compare and contrast their own movements with others.<br>• Children can suggest improvements for themselves and others.<br>• Children can begin to apply these improvements. | | inverted 'V' position<br>• Balance in these shapes on large body parts: back, front, side, bottom<br>• Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)<br>• Explore shape in the air when jumping and landing with control (e.g. star shape)<br>• Children can compare and contrast their own movements with others.<br>• Children can suggest improvements for themselves and others.<br>• Children can begin to apply these improvements. | | |
| **French** | Counting to 30 to count class members. | | | | | |
| **Computing** | eSafety – Think you know Hector's World<br>• Use technology safely and keep personal information private<br>• Pupil learn what personal information is and the need to keep it private.<br>• Understand that digital content belongs to the person who created it.<br>• Can identify rules to add to an acceptable use policy for class.<br>• Understand that spending a long time at a computer screen is unhealthy.<br>• Understand that when we share content, we might not be able to delete it.<br>• Know that not all information found online is true.<br>• Understand that digital content we make belongs to us and others need permission to use it. | Coding.<br>• Use logical reasoning to predict the behaviour of simple programs. (End of day – introduce algorithm game. Child to generate positional instruction for Mrs K. children to predict where she will end up).<br>• | Using Google – space explorers eSafety day<br>• Understand that you can use a search engine to find information using keyword searches.<br>• Pupils are introduced to the basics of online searching by using key words provided by the teacher to search for information. | Lexia / search engines and devices.<br>• Recognise and use output devices including a printer and speakers. (Search engine for dip recipes and printer to print them).<br>• load programs with support<br>• Recognise and use a range of input devices including mouse, keyboard, microphone and touchscreen (Searching for dip recipe).<br>• Login and shut down computer. (Lexia, searching for dip recipes etc – log in and shut down).<br>• Minimise and maximise a program.<br>• Use logical reasoning to predict the behaviour of simple programs. (End of day – algorithm game. Child to generate positional instruction for Mrs K. children to predict where she will end up). | Beebots – coding directions around Garden plans.<br>• Use logical reasoning to predict the behaviour of simple programs.<br>• Create simple programs<br>• Create and debug simple programs.<br>• Understand the order of instructions is important in an algorithm.<br>• Understand that instructions in an algorithm need to be clear and unambiguous.<br>• Use the language *if…then* to describe the relationship between actions.<br>Beebots around Moroccan garden plan (to support position and direction also). | Desk top publishing – Facts about oceans (supports Geography).<br>• Select media to present information on a topic (copy and paste images, or insert audio)<br>• Understand that you can change or edit digital content (e.g. MS documents.)<br>• Use basic options to edit and change digital content (e.g. the size, colour and style of font, size of pictures, add bullet points)<br>• Combine media to present information (e.g. text and images)<br>• Plan out digital content (plan slides in ppt)<br>• Talk about what makes digital content good or bad.<br>*<u>Presentation:</u> Pupils learn to make simple presentations*<br>• load programs with support<br>• know that work can be saved and retrieved<br>• save work with support<br>• retrieve work with support |

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| | | | | | | • Recognise and use a range of input devices including mouse, keyboard, microphone and touchscreen.<br>• Login and shut down computer.<br>• Minimise and maximise a program. |