

Year 2 2023-2024	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Focus	Vile Victorians  <p>The reign of Queen Victoria was an era of astonishing progress and prosperity for Britain. It was the age of the railway and feats of engineering; of manufacturing and trade; of numerous discoveries in science and medicine, and the age of empire, when Britain ruled half the world. They may have looked all prim and proper, but the Victorians were a jolly naughty</p>	What a Wonderful World  <p>Building on our geographical knowledge from Year 1, we will take a closer look at the seven continents and the oceans and seas that surround them. We will find out about the different weather and climates in these areas and compare them with weather here in Britain.</p>	The Great Fire of London  <p>The Great Fire of London of September 1666 was one of the most famous incidents in Stuart England. It was the second tragedy to hit the city in the space of a year. Just as the city was recovering from the Great Plague, the inhabitants had to flee the city once again – this time not as a result of a disease, but the result of a human accident. We will be looking at what life was like in the 17th Century and comparing it with life now, the key events of the fire, how we know about it and what happened after.</p>	Let's Go To China  <p>This unit will teach your class about the geography of China through focusing on the main human and physical features of the country, extending children's knowledge of the world. Children will learn about the geographical similarities and differences between China and the United Kingdom. Children continue to build on their map skills using atlases, world maps and globes more widely, along with using,</p>	World War II VE Day  <p>VE Day - or 'Victory in Europe Day' - marks the end of World War Two (WW2) when fighting against Nazi Germany in Europe came to an end. We will be learning about the key events of the war, who was involved, what life was like back then, how the war affected Plymouth and what life was like after.</p>	Our Food, Our World  <p>This topic links the everyday experience of buying and eating food within the UK along with the children's growing geographical understanding of the world. Children study the local area, looking closely at a market and farm to understand the connections between what we buy, where it comes from locally and how it might be able to be sourced from the UK (and beyond).</p>

	<p>bunch who could be vicious, violent and villainous. The children will learn about different aspects of Victorian life, what it was like for the rich and the poor and will compare it with Elizabethan times and with life today.</p>			<p>online mapping programmes and interpreting a range of information.</p>		
<p>English Writing</p>	<p>Fiction: Stories in Familiar Settings and Stories by the Same Author No Bot, The Robot With No Bottom by Sue Hendra Non-Fiction: Poetry Recounts The Train Ride by June Crebbin</p>	<p>Fiction: Stories Involving Fantasy Daisy Doodles by Michelle Robinson et al. Non-Fiction: Information Texts Could a Penguin Ride a Bike? by Camilla Bedoyere</p>	<p>Fiction: Traditional Tales Little Red Riding Hood (Nosy Crow; illustrated by Ed Bryan)</p>	<p>Fiction: Stories by the Same Author & Non-Fiction: Postcards and Letters The Day the Crayons Quit by Drew Daywalt</p>	<p>Non-Fiction: Instructions How to Wash a Woolly Mammoth by Michelle Robinson Poetry: Zim Zam Zoom by James Carter</p>	<p>Fiction: Traditional Tales from a Variety of Cultures Don't Spill the Milk! by Christopher Corr and Stephen Davies Non-Fiction: Information Text This Is How We Do It by Matt Lamothe</p>
<p>Guided Reading</p>	<p>Fiction:</p>	<p>Fiction:</p>	<p>Fiction:</p>	<p>Early Chapter Book Fiction:</p>	<p>Fiction:</p>	<p>Early Chapter Book Fiction:</p>

	<p>Izzy Gizmo by Pip Jones</p> <p>Izzy Gizmo and the Invention Convention</p>	<p>The Deep Dark Wood by Algy Craig Hal Fiction: Little Red by Lynn Roberts</p>	<p>Eliot, Midnight Superhero by Anne Cottringer</p> <p>Fiction:</p> <p>Toby and the Great Fire of London by Margaret Nash</p>	<p>The Monster Crisp-Guzzler by Malorie Blackman</p>	<p>The Conquerors by David McKee</p> <p>Fiction:</p> <p>Rooster Wore Skinny Jeans by Jessie Miller</p>	<p>Cereal Superfan by Julia Donaldson</p>
<p>Maths</p> <p>Power Maths</p>	<p>Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$).</p> <p>Recognise the place value of each digit in a two-digit number (tens, ones).</p> <p>Identify, represent and estimate</p>	<p>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.</p> <p>Recall the multiples of 10 below and above any given 2 digit number e.g. say that for 67 the multiples are 60 and 70.</p> <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</p> <p>Add and subtract numbers where no regrouping is required, using concrete objects, pictorial representations, and mentally, including a twodigit number and ones.</p>	<p>Recall doubles and halves to 20 e.g. knowing that double 2 is 4, double 5 is 10 and half of 18 is 9.</p> <p>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs.</p> <p>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p> <p>Solve problems involving multiplication and division,</p>	<p>Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity and demonstrate understanding that all parts must be equal parts of the whole.</p> <p>Write simple fractions for example, $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p> <p>Compare and sequence intervals of time Tell and write the time to five minutes, including quarter past/to the hour and</p>	<p>Use place value and number facts to solve problems.</p> <p>Use reasoning about numbers and relationships to solve more complex problems and explain his/her thinking e.g. $29 + 17 = 15 + 4 + ?$; '</p> <p>Together Jack and Sam have £14. Jack has £2 more than Sam.</p> <p>How much money does Sam have?' etc.</p> <p>Recognise and use the inverse relationship between addition and subtraction and</p>	<p>Read scales in divisions of ones, twos, fives and tens Read scales where not all numbers on the scale are given and estimate points in between.</p> <p>Solve missing number problems using addition and subtraction. Solve problems involving multiplication and division, using arrays, repeated addition and multiplication and division facts, including problems in contexts e.g. knowing that $2 \times 7 = 14$ and $2 \times 8 = 16$, explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left.</p> <p>Solve problems with addition and subtraction applying his/her increasing knowledge of written methods and</p>

	<p>numbers using different representations, including the number line.</p> <p>Compare and order numbers from 0 up to 100; use and = signs.</p> <p>Read and write numbers to at least 100 in numerals.</p> <p>Read and write numbers to at least 100 in words.</p> <p>Partition two-digit numbers into different combinations of tens and ones using apparatus if needed e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones.</p> <p>Solve problems with addition and subtraction using concrete objects</p>	<p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens.</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers.</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including adding three one-digit numbers.</p> <p>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</p> <p>Use multiplication and division facts for 2, 5 and 10 to make deductions outside known multiplication facts e.g. know that multiples of 5</p>	<p>using concrete materials and mental methods.</p> <p>Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.</p> <p>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</p> <p>Name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).</p> <p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</p>	<p>draw the hands on a clock face to show these times.</p> <p>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.</p> <p>Remember the number of minutes in an hour and the number of hours in a day Read the time on a clock to the nearest 15 minutes.</p> <p>Order and arrange combinations of mathematical objects in patterns and sequences.</p> <p>Compare and sort common 2-D and 3-D shapes and everyday objects describing similarities and differences e.g. find 2 different 2-D shapes that only</p>	<p>use this to check calculations and solve missing number problems.</p> <p>Use estimation to check that his/her answers to a calculation are reasonable e.g. knowing that $48 + 35$ will be less than 100.</p> <p>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.</p> <p>Compare and order lengths, mass, volume/capacity</p>	<p>mental methods where regrouping may be required.</p>
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and pictorial representations, including those involving numbers, quantities and measures.

have one digit of 0 or 5 and use this to reason that 18×5 cannot be 92 as it is not a multiple of 5.

Solve word problems involving multiplication and division with more than one step e.g. which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet.

Recognise the relationships between addition and subtraction and rewrite addition statements as simplified multiplication statements e.g. $10 + 10 + 10 + 5 + 5 = 3 \times 10 + 2 \times 5 = 4 \times 10$.

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

Ask and answer questions about totalling and comparing categorical data. Identify 2-D shapes on the surface of 3-D shapes e.g. a circle on a cylinder and a triangle on a pyramid

have one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices and describe what is different about them.

Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).

and record the results using $>$, $<$ and $=$.

		<p>practical context involving addition and subtraction of money of the same unit, including giving change.</p>				
<p>Science</p>	<p>Rising Star - Switched On 'Healthy Me'</p> <p>I can observe closely.</p> <p>I can perform simple tests. I can identify and classify.</p> <p>I can use observations and ideas to suggest answers to questions.</p> <p>I can gather and record data in answering questions.</p>	<p>Rising Star - Switched On 'Mini Worlds'</p> <p>I can observe closely. I can identify and classify.</p> <p>I can use observations and ideas to suggest answers to questions.</p> <p>I can gather and record data to help in answering questions.</p>	<p>Rising Star - Switched On 'Materials Monster'</p> <p>I can observe closely.</p> <p>I can perform simple tests. I can identify and classify.</p> <p>I can use observations and ideas to suggest answers to questions.</p> <p>I can gather and record data to help in answering questions.</p>	<p>Rising Star - Switched On 'Move It'</p> <p>I can observe closely. I can perform simple tests.</p> <p>I can identify and classify. I can use observations and ideas to suggest answers to questions.</p> <p>I can gather and record data to help in answering questions.</p>	<p>Rising Star - Switched On 'Young Gardeners'</p> <p>I can ask simple questions and recognise that they can be answered in different ways.</p> <p>I can observe closely, using simple equipment. I can perform simple tests.</p> <p>I can identify and classify. I can use observations and ideas to suggest answers to questions.</p>	<p>Rising Star - Switched On 'Little Masterchefs'</p> <p>I can observe closely.</p> <p>I can perform simple tests. I can identify and classify.</p> <p>I can use observations and ideas to suggest answers to questions.</p> <p>I can gather and record data to help in answering questions.</p>

					<p>I can gather and record data to help in answering questions.</p>	
<p>History</p>	<p>Vile Victorians</p> <p>Show an awareness of the past, using common words and phrases relating to the passing of time. (Chronological understanding)</p> <p>Describe where people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different</p>		<p>The Great Fire of London</p> <p>Show an awareness of the past, using common words and phrases relating to the passing of time. (Chronological understanding)</p> <p>Describe where people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. (Chronological understanding)</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. (Historical enquiry)</p>		<p>World War II VE Day</p> <p>Show an awareness of the past, using common words and phrases relating to the passing of time. (Chronological understanding)</p> <p>Describe where people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. (Chronological understanding) Ask and answer questions, choosing</p>	

	<p>periods. (Chronological understanding)</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. (Historical enquiry)</p> <p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. (Historical enquiry)</p> <p>Describe changes within living memory and aspects of change in national life. (Historical interpretations)</p>		<p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. (Historical enquiry)</p> <p>Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries. (Historical interpretations)</p> <p>Use a wide vocabulary of everyday historical terms. (Organisation and communication)</p> <p>Speak about how he/she has found out about the past. (Organisation and communication)</p> <p>Record what he/she has learned by drawing and writing. (Organisation and communication)</p>		<p>and using parts of stories and other sources to show that he/she knows and understands key features of events. (Historical enquiry) Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. (Historical enquiry) Describe changes within living memory and aspects of change in national life. (Historical interpretations) Describe significant historical events, people and places in his/her own locality. (Historical interpretations) Use a wide vocabulary of everyday historical terms. (Organisation and communication) Speak about how he/she has found out about the past.</p>	
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Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries.
(Historical interpretations)

Use a wide vocabulary of everyday historical terms.
(Organisation and communication)

Speak about how he/she has found out about the past.
(Organisation and communication)

Record what he/she has learned by drawing and writing.

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Discuss the lives of significant people in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods.
(Understanding of events, people and changes)

	<p>(Organisation and communication)</p> <p>Discuss the lives of significant people in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods. (Understanding of events, people and changes)</p>					
<p>Geography</p>		<p>What a Wonderful World 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. (Geographical skills and fieldwork)</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. (Locational knowledge)</p>		<p>Let's Go to China Ask simple geographical questions e.g. What is it like to live in this place? (Geographical skills and fieldwork)</p> <p>Understand how some places are linked to other places e.g. roads, trains. (Locational knowledge)</p> <p>Understand geographical similarities and</p>		<p>Our Food, Our World</p> <p>Ask simple geographical questions e.g. What is it like to live in this place? (Geographical skills and fieldwork)</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. (Human and physical geography)</p> <p>Use world maps, atlases and globes to identify the United</p>

		<p>Name and locate the world's seven continents and five oceans. (Locational knowledge)</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map. (Geographical skills and fieldwork)</p> <p>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. (Human and physical geography)</p> <p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean,</p>		<p>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. (Place knowledge)</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. (Human and physical geography)</p> <p>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. (Human and physical geography)</p>		<p>Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. (Geographical skills and fieldwork)</p>
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		<p>river, soil, valley, vegetation, season and weather. (Human and physical geography)</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. (Human and physical geography)</p>				
<p>Computing</p>	<p>Information Technology Around Us</p> <p>I know I need to keep my personal information private (e-Safety)</p> <p>I can recognise how others use technology outside of school (Computers)</p>		<p>Digital Photography</p> <p>I can use different software programs and discuss the benefits of their usage (Using Computers)</p> <p>I can find, open, edit and save files I am working on (Using Computers)</p>		<p>Programming Quizzes</p> <p>I can predict the behaviour of a programmed toy, clearly relating each action to part of an algorithm (Coding)</p> <p>I can create a simple program to perform a task (Coding)</p> <p>I can create and debug simple programs (Coding)</p>	

					<p>I can find and fix simple bugs in programs (Coding)</p> <p>I can understand that programs run by following clear instructions (Coding)</p>	
<p>Design Technology</p> <p>Topic - Linked</p>		<p>Creating a Lever Based 3D Christmas Card Design purposeful, functional, appealing products for himself/herself and other users based on design criteria. (Processes)</p> <p>Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mockups and, where appropriate, information and communication technology. (Processes)</p> <p>Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable. (Processes)</p> <p>Explore and use mechanisms e.g. levers,</p>		<p>Designing and Making a Hand Puppet</p> <p>Using Sewing for a Chinese Myth Design purposeful, functional, appealing products for himself/herself and other users based on design criteria. (Processes)</p> <p>Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication</p>		<p>Creating a Healthy and Nutritious Summer Meal</p> <p>Understand the need for a variety of food in a diet. (Cooking and Nutrition)</p> <p>Understand that all food has to be farmed, grown or caught. (Cooking and Nutrition)</p> <p>Use a wider range of cookery techniques to prepare food safely. (Cooking and Nutrition)</p>

		<p>sliders, wheels and axles, in his/her products. (Processes) Choose appropriate tools, equipment, techniques and materials from a wide range. (Processes) Safely measure, mark out, cut and shape materials and components using a range of tools. (Processes) 2 Evaluate and assess existing products and those that he/she has made using a design criteria. (Processes)</p>		<p>technology. (Processes) Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable. (Processes) Explore and use mechanisms e.g. levers, sliders, wheels and axles, in his/her products. (Processes) Choose appropriate tools, equipment, techniques and materials from a wide range. (Processes) Safely measure, mark out, cut and shape materials and components using a range of tools. (Processes) To evaluate and assess existing</p>		
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				products and those that he/she has made using a design criteria. (Processes)		
Art Topic - Linked	<p>Printing William Morris Paper</p> <p>Use artwork to record ideas, observations and experiences. Try out different activities and make sensible choices about what to do next. (Learning)</p> <p>Give reasons for his/her preferences when looking at art/craft or design work. (Learning)</p> <p>Try out different activities and make sensible choices about what to do next. (Learning)</p> <p>Know that different artistic works are made by craftspeople from</p>		<p>The Great Fire of London Landscapes in Fabric</p> <p>Use artwork to record ideas, observations and experiences. Try out different activities and make sensible choices about what to do next. (Learning)</p> <p>Give reasons for his/her preferences when looking at art/craft or design work. (Learning)</p> <p>Try out different activities and make sensible choices about what to do next. (Learning)</p> <p>Develop techniques to join fabrics and apply decorations such as a running or over stitch. (Techniques)</p> <p>He/she is able to make textured collages from a variety of media and by folding, crumpling and</p>		<p>Designing and Making Our VE Day Tea Towel</p> <p>Use artwork to record ideas, observations and experiences.</p> <p>Try out different activities and make sensible choices about what to do next. (Learning)</p> <p>Give reasons for his/her preferences when looking at art/craft or design work. (Learning)</p> <p>Try out different activities and make sensible choices about what to do next. (Learning)</p> <p>Select particular techniques to create a chosen</p>	

	<p>different cultures and times. (Learning)</p> <p>Experiment with tones using pencils, chalk or charcoal. (Techniques)</p> <p>Represent things observed, remembered or imagined using colour/tools. (Techniques)</p>		<p>tearing materials. (Techniques)</p>		<p>product and develop some care and control over materials and their use. (Learning)</p> <p>Use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings. (Techniques)</p> <p>Experiment with basic tools on rigid and flexible materials. (Techniques)</p>	
<p>Music Topic - linked</p>		<p><u>Tony Chestnut</u></p> <p>Participate in creating a dramatic group performance using kitchen-themed props.</p> <p>Copy a leader in a call-and-response song, waiting their turn to sing.</p> <p>Sing a cumulative song from memory, remembering the order of the verses.</p> <p>Play classroom instruments on the beat.</p> <p>Listen and move in time to the song.</p>		<p><u>Grandma rap</u></p> <p>Show the following durations with actions: 'walk' (crotchet) and 'jogging' (quavers).</p> <p>Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation.</p> <p>Learn a clapping game to <i>Hi lo chicka lo</i> that shows the rhythm.</p>		<p><u>Tańczymy labada</u></p> <p>Listen and match the beat of others and recorded music, adapting speed accordingly.</p> <p>Demonstrate an internalised sense of pulse through singing games.</p> <p>Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture.</p> <p>Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections.</p>

				<p>Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app.</p> <p>Chant <i>Grandma rap</i> rhythmically and perform to an accompaniment children create.</p>		<p>Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern.</p>
<p>PSHE and SMSC</p>	<p>Me and My Relationships</p> <p>How they can contribute to the life of the classroom and school.</p> <p>To help construct, and agree to follow group, class and school rules, and to understand how these rules help them.</p> <p>To communicate their feelings to others, to recognise how others show feelings and how to respond.</p>	<p>Valuing Difference</p> <p>To identify and respect the differences and similarities between people.</p> <p>To recognise that their behaviour affects other people. To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</p> <p>That they belong to various groups and communities such as family and school.</p> <p>To recognise what is fair and unfair, kind and</p>	<p>Keeping Myself Safe That household products, including medicines, can be harmful if not used properly.</p> <p>Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.</p> <p>About people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</p> <p>About the ways that pupils can help the people who look after them to more easily protect them.</p>	<p>Rights and Responsibilities</p> <p>That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).</p> <p>About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people</p>	<p>Being My Best</p> <p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</p> <p>To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so</p>	<p>Growing and Changing</p> <p>To offer constructive support and feedback to others. About change and loss and the associated feelings (including moving home, losing toys, pets or friends). About the process of growing from young to old and how people's needs change.</p> <p>About growing and changing, and new opportunities and responsibilities that increasing independence may bring.</p> <p>The names for the main parts of the body (including external genitalia); the similarities and differences between boys and girls.</p>

	<p>To recognise different types of teasing and bullying; to understand that these are wrong and unacceptable. Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</p> <p>To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</p> <p>About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.</p>	<p>unkind, what is right and wrong.</p> <p>To listen to other people, and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</p>	<p>To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'Yes', 'No', 'I'll ask' and 'I'll tell', including knowing that they do not need to keep secrets.</p>	<p>contact those special people when they need their help, including dialling 999 in an emergency.</p> <p>What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy).</p> <p>That money comes from different sources and can be used for different purposes, including the concepts of spending and saving.</p> <p>About the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices.</p>	<p>good consequences.</p> <p>How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading.</p> <p>The importance of and how to maintain personal hygiene.</p> <p>What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p> <p>The names for the main parts of the body (including external genitalia); the similarities and differences</p>	<p>Ways in which they are all unique; understand that there has never been, and will never be, another 'them'.</p> <p>What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy.</p>
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					between boys and girls.	
RE	<p>Who is Muslim and how do they live?</p> <p>I can identify the 99 names of Allah.</p> <p>I can recognise the words of the Shahadah and that it is very important for Muslims.</p> <p>I can begin to consider how their beliefs impact how a Muslim lives.</p> <p>I can give an example of a story about the Prophet.</p> <p>I can give an example of a story about the Prophet.</p> <p>I can reflect on Muslim beliefs and ways of living.</p>	<p>Who is Jewish and how do they live?</p> <p>I can consider what is meaningful to me.</p> <p>I can learn the special objects to Jewish people.</p> <p>I can learn what the mezuzah is.</p> <p>I can learn what the Shema is.</p> <p>I can learn what a mezuzot is.</p> <p>I can decide on my own important messages.</p>	<p>Who is Jewish and how do they live?</p> <p>I can learn what Shabbat is.</p> <p>I can learn the traditional Shabbat greeting.</p> <p>I can reflect on what Jewish people do on Shabbat.</p> <p>I can learn the story of David and Goliath.</p> <p>I can learn the story of Chanukah.</p> <p>I can reflect on the importance of Chanukah.</p>	<p>What makes some places sacred to believers?</p> <p>I can understand the terms 'holy' and 'sacred'.</p> <p>I can identify a place of worship sacred to Christians.</p> <p>I can identify a place of worship sacred to Jewish people.</p> <p>I can identify a place of worship sacred to Muslims.</p> <p>I can compare and contrast places of worship.</p> <p>I can compare religious places of worship to nonreligious special places.</p>	<p>How should we care for others and the world and why does it matter?</p> <p>I can understand the Christian belief that each person is valuable.</p> <p>I can recognise caring actions.</p> <p>I can understand Jesus' teachings about being a good neighbour.</p> <p>I can understand the meaning of the story the Good Samaritan.</p> <p>I can recount the story of Genesis.</p> <p>I can understand the meaning in the story of Genesis.</p>	<p>What does it mean to belong to a faith community?</p> <p>I can explore the concept of belonging. I can understand symbols of Christian belonging.</p> <p>I can understand symbols of Muslim belonging.</p> <p>I can understand symbols of Jewish belonging.</p> <p>I can learn about Christian baptism. I can learn how a baby is welcomed in Islam.</p>

<p style="text-align: center;">PE</p>	<p>Taekwondo, Healthy Lifestyle and Nutrition</p> <p>Identify and name some large bones and muscles and explain why they are important.</p> <p>Understand that the heart is a muscle which grows during exercise and pumps blood carrying oxygen and energy around the body.</p> <p>Understand that food is broken down into energy in our digestive system.</p>	<p>Multi Skills: Coordination with Equipment and Agility</p> <p>Reaction/Response Catch a small ball.</p> <p>Throw a ball overarm, using the correct technique.</p>	<p style="text-align: center;">Dance</p> <p>Compare his/her performance with others.</p> <p>Structure sequences of actions and skills in different orders to improve performance (speed/direction/level/etc.)</p>	<p style="text-align: center;">Gymnastics</p> <p>Jump for distance controlling the landing.</p> <p>Jump for height with a controlled landing.</p>	<p>Multi Skills: Agility and Coordination</p> <p>Zig-zag through a series of tightly spaces markers.</p> <p>Hop along a straight line using the same foot.</p>	<p style="text-align: center;">Athletics</p> <p>Structure sequences of actions and skills in different orders to improve performance (speed/direction/level/etc.)</p>
<p>Curriculum Enrichment Activity</p>						