









Year 2	Autumn	Spring	Summer
Enquiry Question	<p>How can we learn from the legacy of others?</p> 	<p>What can we learn from a journey around the world?</p> 	<p>What does a painting tell us?</p> 
Curriculum Principles	<p>The QBS curriculum principles are</p> 	<p>The QBS curriculum principles are</p> 	<p>The QBS curriculum principles are</p> 
Enquiry Driver	Humanities	STEM	Creative Arts
Enquiry Enhancer(s)	History Geography D&T Art	Science Geography Art Computing D&T	Geography Science Art D&T Music PE – Striking and Fielding Games/Yoga Net and Wall Games/Dance
Discrete Subjects	Maths – Place Value/Addition and Subtraction/ Shape/Big Maths ongoing Science - Materials RE - 1.2 Who is a Muslim and what do they believe? Computing – IT around us/Researching/Digital Photography PE – Fundamentals/Gymnastics Gymnastics/Ball skills Music – PSHE – JIGSAW (Being Me in my World/ Celebrating Difference)	Maths – Money/Multiplication and Division/ Length and Height/Mass, Capacity and Temperature/Big Maths ongoing History - RE - 1.4 What can we learn from Sacred Books? 1.6 How and why do we celebrate sacred times? PE – Sending and Receiving/Fitness Invasion Games/Athletics Music – PSHE – JIGSAW (Dreams and Goals/Healthy Me)	Maths – Fractions/Time/Statistics/Position and Direction/Big Maths ongoing History RE - 1.8 How should we care for others in the world, and why does it matter? Computing - PSHE – JIGSAW (Relationships/Changing Me)



Key Content Choices (e.g. significant people, events etc)	<p>Significant People - History of the monarchy (Key significant monarchs – Alfred the Great, William the conqueror, Richard the Lionheart/Berengaria), King Charles</p> <p>Significant Places – Geographical locations of castles in UK in relation to the seas around UK Comparing UK and Cyprus Kolossi castle (Richard the Lionheart)</p> <p>Significant events – The Kings Coronation</p>	<p>Significant People – David Attenborough, Megan Coyle, Explorers Alexander Von Humboldt</p> <p>Significant Places – Continents, Oceans</p> <p>Significant Events – Earth Day Mothers Day (create clay pot for flowers/ seed)</p>	<p>Significant People – Aboriginal Artists(Billy Reynolds and Clifford Possum Tjapaltjarri (1932 - 2002)), Steve Irwin, Captain James Cook</p> <p>Significant Places – Australia, The Great Barrier Reef, Landmarks around Australia</p> <p>Significant Events - 1770 - Captain James Cook charts the east coast in his ship HM Endeavour. Cook claims it as a British possession and names eastern Australia - New South Wales.</p>
Expert and Experiences	<p>Kolossi Visit Medieval Banquet at Mess</p>	<p>JSHU visit – animals and their habitats</p>	<p>Beach Visit</p>



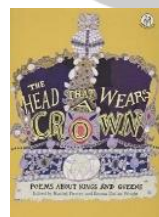
Key Texts



Diverse text:
(linked to PSHE – we are all different)



Poetry Anthology:



Diverse text
(Skin colour)



Poetry
Focus Poet:
Nicola Davies

Anthology:



Diverse text
(Stories from Aboriginal culture)



Poetry
Focus Poet: Benjamin
Zephaniah

Anthology:





Key Performance Outcomes to be taught in each subject in each term.:

Reading	<p>ER2.1 Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent.</p> <p>ER2.2 Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</p> <p>ER2.3 Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. shoulder, roundabout, grouping.</p> <p>ER2.4 Read words containing common suffixes e.g. -ness, -ment, -ful, -ly.</p> <p>ER2.5 Read further common exception words, noting tricky parts.</p> <p>ER2.6 Read frequently encountered words quickly and accurately without overt sounding and blending</p> <p>ER2.7 Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>ER2.8 Re-read these books to build up their fluency and confidence in word reading.</p> <p>ER2.9 Use tone and intonation when reading aloud.</p> <p>ER2.10 Read longer and less familiar texts independently</p> <p>ER2.11 Listen to a range of texts at a level beyond that at which they can read independently including stories, nonfiction, and contemporary and classic poetry</p> <p>ER2.12 Sequence and discuss the main events in stories.</p> <p>ER2.13 Learn and recite a range of poems using appropriate intonation.</p> <p>ER2.14 Retell a wider range of stories, fairy tales and traditional tales.</p> <p>ER2.15 Read a range of nonfiction texts including information, explanations, instructions, recounts, reports.</p> <p>ER2.16 Discuss how specific information is organised within a non-fiction text e.g. text boxes, subheadings, contents, bullet points, glossary, diagrams.</p> <p>ER2.17 Identify, discuss and collect favourite words and phrases.</p> <p>ER2.18 Recognise use of repetitive language within a text or poem e.g. run, run as fast as you can and across texts e.g. long, long ago in a land far away.</p> <p>ER2.19 Make personal reading choices and explain reasons for choices.</p> <p>ER2.20 Introduce and discuss key vocabulary within the context of a text.</p> <p>ER2.21 Use morphology to work out the meaning of unfamiliar words.</p> <p>ER2.22 Activate prior knowledge and raise questions e.g. What do we know? What do we want to know? What have we learned?</p> <p>ER2.23 Check that the text makes sense while reading and self-correcting.</p> <p>ER2.24 Make predictions using evidence from the text.</p> <p>ER2.25 Make inferences about characters and events using evidence from the text e.g. what is a character thinking, saying and feeling?</p> <p>ER2.26 Demonstrate understanding of texts by asking and answering questions related to who, what, where, when and how.</p> <p>ER2.15 Read a range of nonfiction texts including information, explanations, instructions, recounts, reports.</p> <p>ER2.16 Discuss how specific information is organised within a non-fiction text e.g. text boxes, subheadings, contents, bullet points.</p> <p>ER2.17 Identify, discuss and collect favourite words and phrases.</p> <p>ER2.27 Give opinions and support with reasons e.g. Was Goldilocks a good or bad character?</p>		
English Writing	<p>(1G5.1) Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>(1G5.1) Capital letters for names and for the personal pronoun I</p> <p>Learning how to use both familiar and new punctuation correctly (see English appendix 2) including:</p> <p>(2G5.2) full stops</p> <p>(2G5.1) capital letters</p> <p>(2G5.4) exclamation marks</p> <p>(2G5.3) question marks</p> <p>(1G3.1) How words can combine to make sentences</p>	<p>(2G1.6) Use of -ly in Standard English to turn adjectives into adverbs</p> <p>(2G5.8) Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p> <p>(2G2.4) How the grammatical patterns in a sentence indicate its function as an exclamation</p> <p>(2G2.1) How the grammatical patterns in a sentence indicate its function as a statement</p> <p>(2G4.2) Learn how to use the present and past tenses correctly and consistently including the progressive form</p>	<p>(2G6.3) Use of the suffixes -er, -est in adjectives</p> <p>Coverage of all Year 1 and Year 2 Grammar, Vocabulary and Punctuation objectives.</p>



	<p>(1G3.3) Joining words and joining clauses using 'and'</p> <p>(2G5.5) Learning how to use both familiar and new punctuation correctly (see English appendix 2) including: commas for lists</p> <p>(2G5.5) Commas to separate items in a list</p> <p>(2G3.2) Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>(2G3.3) Co-ordination (using or, and, or but)</p> <p>(2G3.4) Subordination (using when, if, that, or because)</p> <p>(2G2.2) How the grammatical patterns in a sentence indicate its function as a question</p> <p>(2G2.3) How the grammatical patterns in a sentence indicate its function as a command</p>	<p>(2G4.2) Correct choice and consistent use of present tense and past tense throughout writing</p> <p>(2G6.3) Formation of nouns using suffixes such as –ness, – er and by compounding [for example, whiteboard, superman]</p> <p>(2G6.3) Formation of adjectives using suffixes such as –ful, – less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1)</p>	
	<ul style="list-style-type: none">• Sit correctly at a table, holding a pencil comfortably and correctly: BBC (Bottom Back in Chair) TNT (Tummy Near Table) 6 feet on the floor• Paper at a 45 degree angle• Master the tripod grip of a pen/pencil.• Correctly form lower case letters of the correct size relative to one other with ascenders and descenders clearly visible.• Use spacing between words that reflects the size of the letters.• Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.• Begin to use the diagonal and horizontal strokes needed to join letters.• Research relevant subject material to develop background knowledge and a bank of relevant vocabulary.• Identify audience and purpose for a piece of writing.• Discuss the key features of the model text and plan to include those in their own writing.• Say aloud what they are going to write about.• Plan what they are going to write about, including writing down ideas and/or key words and new vocabulary (eg: mind-maps).• Write for different audiences and purposes (to entertain / to inform).• Show awareness of the key features of fiction and non-fiction structures and apply these in own writing.• Use new vocabulary from model texts, class discussions and wider experiences.• Use the present tense and the past tense mostly correctly and consistently.• Form sentences with different forms: statement, question, exclamation, command.• Use coordination (or/and/but/so).• Use some subordination (after, as, when, if, that, even though, because, until, since).• Use expanded noun phrases to describe and specify (e.g. the blue butterfly).• Use the full range of punctuation taught at key stage 1 mostly correctly including:<ul style="list-style-type: none">• spaces between words, capital letters, full stops, question marks and exclamation marks;• commas to separate lists;• apostrophes to mark singular possession and contractions.• Read to check that their writing makes sense and that the correct tense is used throughout (with the help of an adult where necessary).• Make simple additions, revisions and corrections to short sections of writing (using purple pen) after evaluating their writing with the teacher and other pupils.		



<p>• Proofread to check for errors in spelling, grammar and punctuation according to what has been taught to date (with the help of an adult where necessary) and make some improvements to their writing (using purple pen).</p>						
<p>Writing Units (min 2 per half term)</p>	<p>PVPG Unit</p> <p>Writing to Inform: Non-Chronological Report - Castles</p> <p>Title Introduction Heading and subheadings Technical vocabulary Pictures and captions Third Person - formal Statements – giving factual information Questions Question marks Coordinating conjunctions Subordinating conjunctions Expanded noun phrases Capital letters for proper nouns Commas in lists Apostrophes for possession (GDS)</p> <p>Writing to Entertain: Setting Description (Journey)</p> <p>Nouns Adjectives Statements Third person Present tense Sentence openers Expanded noun phrases</p>	<p>Writing to Inform: Recount of Castle Visit</p> <p>Title Introduction First Person Chronological Order Past tense Facts and opinions Coordinating conjunctions Subordinating conjunctions Expanded noun phrases Adverbs / adverbials of time Adverbs / adverbials of place Apostrophes for contraction Commas in a list Statements Exclamations</p> <p>Writing to Entertain: Twisted Traditional Tales - Fairy Tales (Three Little Wolves and the Big Bad Pig)</p> <p>Story Openers Character description Setting description 4 sentence types: statements, questions, commands, exclamations Past tense Third Person Coordinating conjunctions Subordinating conjunctions Expanded noun phrases Speech punctuation Adverbials of time Apostrophes for omission Parts of a story – beginning, middle, end</p>	<p>Writing to Entertain: Stories with repetitive language (The Enormous Turnip)</p> <p>Repetitive language Story Openers Sentence openers Coordinating conjunctions Subordinating conjunctions 4 sentence types: statements, questions, commands, exclamations Expanded noun phrases Chronological order Past tense Third Person</p> <p>Writing to Inform: Instructions: The Disgusting Sandwich</p> <p>Title Nouns Adjectives Expanded noun phrases Introduction 4 sentence types: statements, questions, commands, exclamations Headings and Subheadings Lists Bullet points and Numbering Sequence of chronological steps Imperative verbs Concluding sentence Question marks Exclamation marks</p>	<p>Writing to Entertain: Poem – If I Were An Explorer (continents)</p> <p>Deliberate repetition Nouns Adjectives Expanded noun phrases Imperative verbs Apostrophes for contraction Capital Letters for Proper nouns Verses to organise ideas Statements Exclamations First Person</p> <p>Writing to Inform: Explanation Text – Leaflet - How To Care for the Earth (Dear Earth)</p> <p>Title Introductory paragraph Headings and Subheadings Formal language and technical vocabulary Nouns Adjectives Expanded noun phrases Coordinating Conjunctions Subordinating conjunctions Statements Questions Capital letters for proper nouns Commas in lists First Person Direct Address (you)</p> <p>Writing to Entertain: Letter to the Earth (Dear Earth)</p> <p>Address Date Salutation Brief introduction Chronological order First person Present tense Facts and opinions Rhetorical questions</p>	<p>Writing to Entertain: Stories from another culture (The Koala Who Could / Australian folk tale)</p> <p>Story Openers Character description Coordinating conjunctions Subordinating conjunctions Expanded noun phrases Speech punctuation Adverbials of time Apostrophes for omission Apostrophes for possession Parts of a story – beginning, middle, end</p> <p>Writing to Inform: Postcard / letter writing describing experiences in Australia (Meerkat Mail)</p> <p>Date Salutation Brief introduction Chronological order First person Past tense Facts and opinions Rhetorical questions Sign off Co-ordinating conjunctions Subordinating conjunctions Expanded noun phrases Adverbs/adverbials of time</p>	<p>Writing to Entertain: Story writing based on 'The Odd Fish' (alternative character)</p> <p>Writing to Persuade: Leaflet about Australia (The Great Barrier Reef)</p> <p>Title Introductory paragraph Headings and subheadings Alliteration Slogans Deals and Bargains (Special Offers) Emotive language Direct address (you) Facts and statistics Opinion Repetition Rhetorical questions Power of three Coordinating conjunctions Subordinating conjunctions Expanded noun phrases 4 sentence types: Commands (imperative verbs), Statements, Questions, Exclamations Question marks Exclamation marks Apostrophes for contraction and possession</p> <p>Poetry: Riddles – Australian Animals Questions Verses</p>



				Sign off Co-ordinating conjunctions Subordinating conjunctions Adverbs/adverbials of time Adverbs/adverbials of place Apostrophes for omission Apostrophes for possession (GDS) Commas in a list		
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Maths (White Rose Maths)	Place Value <ul style="list-style-type: none">Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backwardRecognise the place value of each digit in a two-digit number (tens, ones)Identify, represent and estimate numbers using different representations, including the number lineCompare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signsRead and write numbers to at least 100 in numerals and in wordsUse place value and number facts to solve problems. Addition and Subtraction <ul style="list-style-type: none">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 the addition of two numbers can be done in any order (commutative) and subtraction of one number 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.Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. Shape <ul style="list-style-type: none">Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.	Money <ul style="list-style-type: none">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. Multiplication and Division <ul style="list-style-type: none">Multiplication and Division Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) sign.Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. Length and Height <ul style="list-style-type: none">Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulersCompare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$ Mass, Capacity and Temperature <ul style="list-style-type: none">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 vesselsCompare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$	Fractions <ul style="list-style-type: none">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 quantityWrite simple fractions, for example $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ Time <ul style="list-style-type: none">Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clockface to show these timesKnow the number of minutes in an hour and the number of hours in a day Statistics <ul style="list-style-type: none">Interpret and construct simple pictograms, tally charts, block diagrams and simple tablesAsk and answer simple questions by counting the number of objects in each category and sorting the categories by quantityAsk and answer questions about totalling and comparing categorical dataRecall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers Position and Direction <ul style="list-style-type: none">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 anti-clockwise).Order and arrange combinations of mathematical objects in patterns and sequences
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	<ul style="list-style-type: none">• 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.		
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Art and Design Green = Implicit Knowledge / Skills Purple = Substantive Knowledge	Be An Architect Making – linked to Castles AD2.31 understand the role of an architect. AD2.32 understand when we make sculpture by adding materials it is called Construction AD2.33 use the Design through Making philosophy to construct with a variety of materials to make an architectural model of a building, considering shape, form, colour, and perspective. Consider interior and exterior. AD2.34 use Design through Making philosophy to playfully construct towards a loose brief. AD2.19 use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen.	Explore & Draw - linked to plants/fruit AD2.13 understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. AD2.14 understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. AD2.15 visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Photograph. AD2.16 use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. AD2.17 work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. AD2.27 create final collaged drawings (see column 5 “collage”) which explore composition. AD2.28 understand that we can combine collage with other disciplines such as drawing, printmaking and making. AD2.29 use the observational drawings made (see column 1 “drawing”), cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition. Work into the collage with further drawing made in response to the collaged sheet. AD2.30 collage with drawings to create invented forms. Combine with making if appropriate. AD2.12 explore the qualities of different media. AD2.18 make close observational drawings of small objects, drawn to scale, working slowly, developing mark making.	Expressive Painting – linked to Aboriginal art AD2.21 understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting. AD2.22 understand that the properties of the paint that you use, and how you use it, will affect your mark making. AD2.23 understand that primary colours can be mixed together to make secondary colours of different hues. AD2.24 understand the concept of still life. AD2.25 explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using home-made tools AD2.26 create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks using skills learnt above. AD2.12 explore the qualities of different media. AD2.20 make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. AD2.27 explore colour and colour mixing.
Purpose/Visual Literacy/Articulation AD2.1 understand artists take their inspiration from around them, collecting and transforming. AD2.2 understand that in art we can experiment and discover things for ourselves. AD2.7 look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. AD2.3 understand how the artists experience feeds into their work. AD2.8 understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. AD2.9 understand all responses are valid. AD2.10 reflect upon the artists’ work, and share your response verbally (“I liked...”). AD2.4 present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well”). AD2.5 talk about intention.			



	AD2.11 share responses to classmates work, appreciating similarities and differences. AD2.6 document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective		
Computing	Computing systems and networks - IT around us Digital Photography C2.6 know how to organise, retrieve and manipulate digital content purposefully C2.7 know how to create, name, save and retrieve content including photos, text and sound C2.8 know how to effectively retrieve relevant, purposeful digital content using a search engine.	Robot Algorithms C2.1 know that an algorithm is used on digital devices and is a simple set of steps designed to complete a task C2.2 know how to create and debug a simple program that achieves a specific purpose C2.3 know that programs require precise and unambiguous instructions C2.4 know how to predict what the outcome of a simple program will be (logical reasoning) Pictograms C2.6 know how to organise, retrieve and manipulate digital content purposefully C2.7 know how to create, name, save and retrieve content including photos, text and sound	Digital Music C2.6 know how to organise, retrieve and manipulate digital content purposefully Programming Quizzes C2.1 know that an algorithm is used on digital devices and is a simple set of steps designed to complete a task C2.2 know how to create and debug a simple program that achieves a specific purpose C2.3 know that programs require precise and unambiguous instructions C2.4 know how to predict what the outcome of a simple program will be (logical reasoning) C2.5 know how to identify the parts of a program that respond to specific actions. For example, writing a cause and effect sentence of what will happen in a program
Using Technology Safely	C2.10 know the implications of inappropriate online searches C2.11 know where to go for help if concerned	C2.10 know the implications of inappropriate online searches C2.11 know where to go for help if concerned	C2.10 know the implications of inappropriate online searches C2.11 know where to go for help if concerned
Design and Technology	Mechanisms and Levers – Castles DT2.1 Ask and answer questions about my designs DT2.2 Make a drawing, template or mock-up DT2.3 Ask and answer questions about it DT2.4 Use IT to explore design ideas. e.g. research using an I-pad or internet DT2.5 Join fabrics using running stitch DT2.6 Use glue, staples, over sewing and tape DT2.7 Cut shapes safely and accurately with scissors DT2.8 Use split pins, tab (flange) and a wrap using different strings DT2.11 Create simple hinges and pop-ups using card	Food and Nutrition Healthy wrap DT2.4 Use IT to explore design ideas. e.g. research using an I-pad or internet DT2.12 Talk about a number of things that they like and do not like about existing products DT2.13 Explain how well designs and products met the given design criteria DT2.16 Understand the need for a variety of foods in a diet DT2.19 Give examples of different plants and animals that are commonly used for food	Solid Structures (Australian Aboriginal Shelter) DT2.1 Ask and answer questions about my designs DT2.2 Make a drawing, template or mock-up DT2.3 Ask and answer questions about it DT2.4 Use IT to explore design ideas. e.g. research using an I-pad or internet DT2.10 Use a bench hook and hacksaw to cut wood/dowel DT2.14 Improve structures by making them stronger, stiffer and more stable DT2.17 From given tools, select the correct tools for given job DT2.15 Create and use wheels and axles, levers and sliders (Father's day card) DT2.9 Create working circuits to light a bulb or work a buzzer Smoothie Lollypop DT2.18 Read a simple scale to measure and weigh out ingredients using Year 2 maths scales DT2.1 Ask and answer questions about my designs DT2.2 Make a drawing, template or mock-up DT2.3 Ask and answer questions about it



Geography	<p>G2.1 know the name of and locate the three main seas that surround the UK (including using the geographical vocabulary: ocean, sea, port, harbour, beach, cliff)</p> <p>G2.5 know similarities and differences of the geographical features of a place in England and small area in a European and non-European country (using the geographical vocabulary: port, harbour, beach, cliff, coast, sea, ocean, vegetation, soil, valley, river, forest, hill, mountain) - Cyprus</p> <p>G2.7 know some of the advantages and disadvantages of living in a city or village</p> <p>G2.9 know the location of the non-European/ European country in the contrasting study on a map, atlas and / or globe</p>	<p>G2.2 know and locate the names of the seven continents.</p> <p>G2.3 know and locate the names of the five oceans.</p> <p>G2.4 know the position of the Equator, the Northern Hemisphere and the Southern Hemisphere.</p> <p>G2. 8 know the location of the seven continents on a world map, atlas and / or globe</p> <p>G2.10 know the location of the five oceans on a world map, atlas or globe</p>	<p>G2.6 know the location of hot and cold areas of the world in relation to the Equator and the North and South pole</p> <p>G2.11 know and use locational and directional language to describe places on a map.</p> <p>G2.12 know how to use aerial photographs and plan perspectives to recognise human and physical features</p> <p>G2.13 know how to devise a simple map; and use and construct basic symbols in a key</p> <p>G2.5 know similarities and differences of the geographical features of a place in England and small area in a European and non-European country (using the geographical vocabulary: port, harbour, beach, cliff, coast, sea, ocean, vegetation, soil, valley, river, forest, hill, mountain)</p>
History	<p>Beyond Living memory</p> <p>H2.1 know about an event beyond living memory that is significant nationally or globally and where it sits within a chronological framework (e.g. Great Fire of London, the Titanic, the first aeroplane flight or events commemorated through festivals or anniversaries)</p> <p>Local History</p> <p>H2.4 know about a significant historical event, person and / or place in their own locality</p> <p>Historical Enquiry</p> <p>H2.5 know how to ask a range of questions about artefacts and sources from the past</p> <p>Interpretation</p> <p>H2.6 know how to compare two different versions of the same account</p> <p>H2.7 know what sources are.</p> <p>H2.8 know how to use primary and secondary sources to find information</p> <p>Chronology</p> <p>H2.9 know and use historical vocabulary to represent the passing of time, (e.g. chronology, decades, centuries and specific years studied, such as 1666)</p> <p>H2.11 know what a timeline is and how it shows the passing of time</p>	<p>Lives of significant people</p> <p>H2.2 know how to compare aspects of life in different periods in relation to a significant person from the past and understand where it sits within a chronological framework</p> <p>H2.3 know what the word 'significant' means and why we remember significant people from the past</p> <p>Historical Enquiry</p> <p>H2.5 know how to ask a range of questions about artefacts and sources from the past</p> <p>H2.11 know what a timeline is and how it shows the passing of time</p>	<p>Historical Enquiry</p> <p>H2.5 know how to ask a range of questions about artefacts and sources from the past</p> <p>H2.10 know their full date of birth.</p>
Music	<p>Singing</p> <p>M2.1 Sing songs regularly with an increased pitch range.</p> <p>M2.2 Sing songs with a small pitch range, pitching accurately.</p>	<p>Rhythm</p> <p>M2.11 Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.</p>	<p>Pitch</p> <p>M2.15 Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g., stand up/sit down, hands high/hands low).</p>



	<p>M2.3 Know the meaning of dynamics and tempo and be able to demonstrate these when singing by responding to the music leader's directions and visual symbols (e.g., crescendo, decrescendo, pause).</p> <p>Pulse and Beat</p> <p>M2.6 Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</p> <p>M2.7 Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo.</p> <p>M2.8 Walk in time to the beat of a piece of music or song.</p> <p>M2.9 Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.</p> <p>M2.10 Identify the beat groupings in familiar music that they sing regularly and listen to.</p>	<p>M2.12 Create rhythms using word phrases as a starting point (ant, spider, sh).</p> <p>M2.13 Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers, and crotchets rests.</p> <p>M2.14 Create and perform their own chanted rhythm patterns with the same stick notation.</p>	<p>M2.16 Recognise dot notation and match it to 3-note tunes played on tuned percussion.</p> <p>Composing</p> <p>M2.4 Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.</p> <p>M2.5 Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</p>
PE	<p>Fundamentals</p> <p>PE2.1 beginning to provide feedback using key words</p> <p>PE2.11 show hopping, skipping and jumping movements with some balance and control</p> <p>PE2.9 describe how my body feels during exercise</p> <p>PE2.10 show balance when changing direction</p> <p>PE2.12 work co-operatively with a partner and a small group</p> <p>PE2.13 show balance and co-ordination when running at different speeds</p> <p>Gymnastics</p> <p>PE2.2 am proud of my work and confident to perform in front of others</p> <p>PE2.3 perform the basic gymnastic actions with some control and balance</p> <p>PE2.4 plan and repeat simple sequences of actions</p> <p>PE2.5 use directions and levels to make my work look interesting</p> <p>PE2.6 use shapes when performing with others</p> <p>PE2.7 work safely with others and apparatus</p> <p>Ball Skills</p> <p>PE2.19 beginning to understand and use simple tactics</p> <p>PE2.20 dribble a ball with my hands and feet with some</p>	<p>Sending and Receiving</p> <p>PE2.21 roll and throw a ball to hit a target</p> <p>PE2.24 beginning to trap and cushion a ball that is coming towards me</p> <p>PE2.25 accurately throw and kick a ball to a partner</p> <p>PE2.26 catch a ball passed to me, with and without a bounce</p> <p>PE2.27 track a ball and stop it using my hands and feet</p> <p>PE2.43 work with others, taking turns and sharing ideas</p> <p>PE2.28 work safely to send a ball towards a partner using a piece of equipment</p> <p>Fitness</p> <p>PE2.9 describe how my body feels during exercise</p> <p>PE2.14 show hopping and jumping movements with some balance and control</p> <p>PE2.15 persevere with new challenges</p> <p>PE2.16 show determination to continue working over a longer period of time</p> <p>PE2.17 understand that running at a slower speed will allow me to run for a longer period of time</p> <p>PE2.18 work with others to turn a rope and encourage others to jump at the right time</p> <p>Invasion Games</p>	<p>Striking and Fielding</p> <p>PE2.28 work safely to send a ball towards a partner using a piece of equipment</p> <p>PE2.27 track a ball and stop it using my hands and feet</p> <p>PE2.19 beginning to understand and use simple tactics</p> <p>PE2.33 know how to score points and can remember the score</p> <p>Yoga</p> <p>PE2.50 copy, remember and repeat yoga flows</p> <p>PE2.9 describe how my body feels during exercise</p> <p>PE2.51 move from one pose to another thinking about my breath</p> <p>PE2.52 use clear shapes when performing poses</p> <p>PE2.53 work with others to create simple flows showing some control</p> <p>Net and Wall Games</p> <p>PE2.33 know how to score points and can remember the score</p> <p>PE2.35 defend space on my court using the ready position</p> <p>PE2.36 hit a ball over the net and into the court area</p> <p>PE2.37 throw accurately to a partner</p>



	<p>Control</p> <p>PE2.21 roll and throw a ball to hit a target</p> <p>PE2.22 send and receive a ball using both kicking and throwing and catching skills</p> <p>PE2.23 track a ball and collect it</p>	<p>PE2.9 describe how my body feels during exercise</p> <p>PE2.29 dodge and find space away from the other team</p> <p>PE2.30 move with a ball towards goal</p> <p>PE2.31 sometimes dribble a ball with my hand and feet</p> <p>PE2.32 stay with another player to try and win the ball</p> <p>PE2.33 know how to score points and can remember the score</p> <p>PE2.34 know who is on my team and attempt to send the ball to them</p> <p>Athletics</p> <p>PE2.9 describe how my body feels during exercise</p> <p>PE2.40 identify good technique</p> <p>PE2.41 jump and land with control</p> <p>PE2.42 use an overarm throw to help me to throw for distance.</p> <p>PE2.44 try my best</p>	<p>PE2.38 use simple tactics to make it difficult for an opponent</p> <p>PE2.39 show good sportsmanship when playing against an opponent</p> <p>Dance</p> <p>PE2.54 provide feedback using key words</p> <p>PE2.55 copy, remember and repeat dance phrases</p> <p>PE2.56 show a character and idea through the actions and dynamics</p> <p>PE2.57 use counts to stay in time with the music</p> <p>PE2.58 work with a partner using mirroring and unison for our actions</p> <p>PE2.59 show confidence to perform</p>
PSHE	<p>Keeping Safe</p> <p>PSHE2.15 know basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p>PSHE2.16 know that household products (including medicines) can be harmful if not used correctly</p> <p>PSHE2.17 know what to do if there is an accident and someone is hurt</p> <p>PSHE2.18 know how to get help in an emergency (how to dial 999 and what to say)</p> <p>Managing Hurtful Behaviour & Bullying</p> <p>PSHE2.24 know how people may feel if they experience hurtful behaviour or bullying</p> <p>PSHE2.25 know that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>Respecting Self & Others</p> <p>PSHE2.30 know how to treat themselves and others with respect and how to be polite and courteous</p> <p>PSHE2.31 know how to talk about and share their opinions on things that matter to them</p> <p>PSHE2.32 know ways in which they are the same and different to others</p>	<p>Healthy Lifestyles</p> <p>PSHE2.1 know about foods that support good health and the risks of eating too much sugar</p> <p>PSHE2.2 know about the people who help us to stay physically healthy</p> <p>PSHE2.3 know why sleep is important and different ways to rest and relax</p> <p>PSHE2.9 know when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>PSHE2.10 know about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p>Drugs, Alcohol & Tobacco</p> <p>PSHE2.19 know about things that people can put into their bodies and on their skin and how these can affect people</p> <p>Friendships</p> <p>PSHE2.22 know simple strategies to resolve arguments between friends positively</p> <p>PSHE2.23 know how to ask for help if a friendship makes them feel unhappy</p> <p>Mental Health</p> <p>PSHE2.6 know about ways of sharing feelings and a range of words to describe feelings</p> <p>PSHE2.7 know different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p>	<p>Mental Health</p> <p>PSHE2.12 know how to prepare to move to a new class/year group</p> <p>PSHE2.13 know the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>PSHE2.14 know about growing and changing from young to old and how people's needs change</p> <p>Families & Close Positive Relationships</p> <p>PSHE2.20 know that it is important to tell a trusted adult if something about their family makes them worried or unhappy</p> <p>PSHE2.21 know common features of family life</p> <p>Safe Relationships</p> <p>PSHE2.26 know there are situations when they should ask for permission and also when their permission should be sought</p> <p>PSHE2.27 know basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>PSHE2.28 know about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>PSHE2.29 know that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>Economic Wellbeing: Aspirations, Work and Career</p>



	<p>Shared Responsibilities PSHE2.33 know about things they can do to look after the environment</p> <p>Communities PSHE2.34 know about different roles and responsibilities people have in the community</p> <p>Media Literacy & Digital Resilience PSHE2.35 know about the role of the internet in everyday life PSHE2.36 know that not all information seen online is true</p>	<p>PSHE2.8 know how to recognise how others may be feeling</p> <p>Economic Wellbeing: Money PSHE2.37 know that people make different choices about how to save and spend money PSHE2.38 know about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p>	<p>PSHE2.39 know some of the strengths and interests someone might need to do different jobs</p> <p>PSHE2.40 know different jobs that people they know or people who work in the community do</p>
Religious Education	<p>1.2 Who is a Muslim and what do they believe? RE2.2 Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah RE2.3 Re-tell a story about the life of the Prophet Muhammad RE2.4 Recognise some objects used by Muslims and suggest why they are important RE2.8 Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers RE2.9 Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel</p>	<p>1.4 What can we learn from Sacred Books? RE2.13 Recognise that sacred texts contain stories which are special to many people and should be treated with respect RE2.14 Ask some questions about believing in God and offer some ideas of their own RE2.15 Ask and suggest answers to questions arising from stories Jesus told and from another religion RE2.21 Talk about issues of good and bad, right and wrong arising from the stories</p> <p>1.6 How and why do we celebrate special and sacred times? RE2.1 Identify some ways Christians celebrate Christmas/ Easter/ Harvest/ Pentecost and some ways a festival is celebrated in another religion RE2.7 Re-tell stories connected with Christmas/ Easter/ Harvest/ Pentecost and a festival in another religion and say why these are important to believers RE2.11 Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion RE2.17 Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers</p>	<p>1.8 How should we care for others in the world, and why does it matter? RE2.12 Identify ways that some people make a response to God by caring for others and the world RE2.16 Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel RE2.18 Use creative ways to express their own ideas about the creation story and what it says about what God is like RE2.19 Respond to examples of co-operation between different people RE2.20 Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more RE2.21 Talk about issues of good and bad, right and wrong arising from the stories</p>
Science	<p>Working Scientifically WSKS1.1 ask simple questions and recognise that they can be answered in different ways WSKS1.2 observe closely, using simple equipment WSKS1.3 identify and classify WSKS1.4 use their observations and ideas to suggest answers to questions WSKS1.5 gather and record data to help in answering questions</p>		
	<p>Materials SC2.1 identify a variety of everyday materials.</p>	<p>Plants SB2.12 identify that fruit, vegetables and herbs are</p>	<p>Animals Including Humans</p>



	<p>SC2.2 distinguish between an object and the material it is made from.</p> <p>SC2.3 investigate the properties of different materials.</p>	<p>types of plant that we eat.</p> <p>SB2.13 observe and describe how seeds grow into mature plants.</p> <p>SB2.14 know what plants need to grow and stay healthy.</p> <p>SB2.15 explain the life cycle of plants.</p> <p>Living Things and their Habitats</p> <p>SB2.1 explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>SB2.2 identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>SB2.3 identify and name a variety of plants and animals in their habitats</p> <p>SB2.4 identify that most living things live in a habitat to which they are suited.</p> <p>SB2.5 construct a simple food chain</p>	<p>SB2.6 find out about and describe the basic needs of animals, including humans, for survival.</p> <p>SB2.7 notice that animals, including humans have offspring which grow into adults.</p> <p>SB2.8 describe the importance for humans to exercise.</p> <p>SB2.9 describe the importance for humans to eat the right amounts of different types of food.</p> <p>SB2.10 describe the importance for humans to have good hygiene.</p> <p>SB2.11 describe the importance for humans to look after themselves.</p>
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