



Leonard Stanley CofE (VA) Primary School

## Year 2 Curriculum Overview

*Loving and Learning Together, for Life, as Jesus taught us*

| Year 2                         | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Autumn 2                      | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Spring 2 | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Summer 2                         |
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| <b>Class Trips</b>             | <b>Royal Banquet Day</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Guy Fawkes Bonfire Day</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          | <b>We the curious</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Local Area – Village walk</b> |
| <b>Maths</b>                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                  |
| Quick Maths<br>(Mastery Maths) | <b>4 days a week for 10-20mins in the afternoon</b><br><br><b>Mastery Maths - NCETM</b><br>Pupils will have an opportunity to consolidate their understanding and recall of number bonds within 10; they will re-cap the composition of the numbers 11 to 20 and reason about their position within the linear number system.<br><br><b>Pupils will:</b> <ul style="list-style-type: none"> <li>review the composition of the numbers 6 to 9 as '5 and a bit'</li> <li>compare numbers using the language of comparison and use the symbols <math>&lt;</math> <math>&gt;</math> <math>=</math></li> <li>review the structure of even numbers (including exploring how even numbers can be composed of two odd parts or two even parts) and the composition of each</li> </ul> |                               | <b>4 days a week for 10-20mins in the afternoon</b><br><br><b>Mastery Maths - NCETM</b><br>Pupils will have an opportunity to use their knowledge of the composition of numbers within 10 to calculate within 20; they will explore the links between the numbers in the linear number system within 10 to numbers within 100, focusing on multiples of 10 and the midpoint of 50.<br><br><b>Pupils will:</b> <ul style="list-style-type: none"> <li>explore how the numbers 6 to 9 can be doubled using the '5 and a bit' and '10 and a bit' structure</li> <li>use doubles to calculate near doubles</li> <li>use bonds of 10 to reason about bonds of 20, in which the given addend is</li> </ul> |          | <b>4 days a week for 10-20mins in the afternoon</b><br><br><b>Mastery Maths - NCETM</b><br>Pupils will have further opportunities to use their knowledge of the composition of numbers within 10 to calculate within 20 and to reason about equations and inequalities.<br><br><b>Pupils will:</b> <ul style="list-style-type: none"> <li>continue to explore a range of strategies to subtract across the 10-boundary</li> <li>review bonds of 20 in which the given addend is greater than 10, and reason about bonds of 20, in which the given addend is less than 10</li> <li>practise previously explored strategies to support their reasoning about inequalities and equations</li> </ul> |                                  |

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|              | of 6, 8 and 10 <ul style="list-style-type: none"> <li>review the structure of odd numbers (including exploring how odd numbers can be composed of one odd part and one even part) and the composition of each of 7 and 9             <ul style="list-style-type: none"> <li>consolidate their understanding of the numbers 10 and 20 as '10 and a bit'                 <ul style="list-style-type: none"> <li>consolidate their understanding of the linear number system to 20 and reason about midpoints</li> </ul> </li> </ul> </li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                 | greater than 10 <ul style="list-style-type: none"> <li>use known number bonds within 10 to calculate within 20, working within the 10-boundary</li> <li>use their knowledge of bonds of 10 to find three addends that sum to 10</li> <li>use their knowledge of the composition of numbers within 20 to add and subtract across the 10-boundary</li> <li>use their understanding of the linear number system to 10 to position multiples of 10 on a 0 - 100 number line and reason about midpoints</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>review doubles and near doubles and transform additions in which two addends are adjacent odd/ even numbers into doubles.             <ul style="list-style-type: none"> <li>consolidate previously taught facts and strategies through continued, varied practice</li> </ul> </li> </ul>                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Topic</b> | <b>Place Value</b> <ul style="list-style-type: none"> <li>Numbers to 20</li> <li>Count objects to 100 by making 10s Recognise tens and ones</li> <li>Use a place value chart</li> <li>Partition numbers to 100</li> <li>Write numbers to 100 in words Flexibly partition numbers to 100 Write numbers to 100 in expanded form</li> <li>10s on the number line to 100</li> <li>10s and 1s on the number line to 100 Estimate</li> </ul>                                                                                                        | <b>Geometry – Shape</b> <ul style="list-style-type: none"> <li>identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li> <li>identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>identify 2-D shapes on the surface of 3-D shapes, [for</li> </ul> | <b>Multiplication and Division</b> <ul style="list-style-type: none"> <li>recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>),</li> </ul>                                                                                                        | <b>Measurement – money</b> <ul style="list-style-type: none"> <li>recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <li>find different combinations of coins that equal the same amounts of money.</li> <li>solve simple problems in a practical context involving addition and subtraction of money of the same unit,</li> </ul> | <b>Measurement – time</b> <ul style="list-style-type: none"> <li>compare and sequence intervals of time</li> <li>tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</li> <li>Know the number of minutes in an hour and the number of hours in a day.</li> </ul> <b>Measurement – capacity, mass, length and temperature</b> <ul style="list-style-type: none"> <li>choose and use appropriate standard units to</li> </ul> | <b>Geometry- position and direction</b> <ul style="list-style-type: none"> <li>order and arrange combinations of mathematical objects in patterns and sequences</li> <li>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</li> </ul> |

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|  | <p>numbers on a number line<br/>Compare objects</p> <ul style="list-style-type: none"> <li>• Compare numbers</li> <li>• Order objects and numbers</li> <li>• Count in 2s, 5s and 10s</li> <li>• Count in 3s</li> </ul> | <p>example, a circle on a cylinder and a triangle on a pyramid]</p> <ul style="list-style-type: none"> <li>• compare and sort common 2-D and 3-D shapes and everyday objects</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>• Bonds to 10</li> <li>• Fact families - addition and subtraction bonds within 20</li> <li>• Related facts</li> <li>• Bonds to 100 (tens)</li> <li>• Add and subtract 1s</li> <li>• Add by making 10</li> <li>• Add three 1-digit numbers</li> <li>• Add to the next 10</li> <li>• Add across a 10</li> <li>• Subtract across 10</li> <li>• Subtract from a 10</li> <li>• Subtract a 1-digit number from a</li> </ul> | <p>division (<math>\div</math>) and equals (=) signs</p> <ul style="list-style-type: none"> <li>• show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> <li>• Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>• recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</li> </ul> | including giving change | <p>estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (<math>^{\circ}\text{C}</math>); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <ul style="list-style-type: none"> <li>• compare and order lengths, mass, volume/capacity and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math></li> </ul> | <p>and anticlockwise).</p> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>• interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> <li>• ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li> </ul> <p>Ask and answer questions about totalling and comparing categorical data.</p> |
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|                  |                                                                                                                                                                                                            | 2-digit number (across a 10) <ul style="list-style-type: none"> <li>• 10 more, 10 less</li> <li>• Add and subtract 10s</li> <li>• Add two 2-digit numbers (not across a 10)</li> <li>• Add two 2-digit numbers (across a 10)</li> </ul> | <ul style="list-style-type: none"> <li>• Write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</li> </ul>                  |                                                                                                                                                                             |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                       |
| <b>Writing</b>   |                                                                                                                                                                                                            |                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                    |                                                                                                                                                                             |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                       |
| Genre:           | <p><b>Writing to Entertain:</b><br/>Tell me a Dragon descriptions</p> <p><b>Writing to Inform (instructions):</b><br/>How to catch a Dragon</p> <p><b>Writing to entertain (short story):</b> Rapunzel</p> | <p><b>Writing to entertain (journey story):</b> The Papaya That Spoke</p> <p><b>Writing to inform (recount):</b> Tinsel diary</p>                                                                                                       | <p><b>Writing to inform (Report):</b> Write a report about an imaginary polar animal and also either a polar bear/penguin or snow leopard.</p> <p><b>Writing to entertain (description):</b> Setting descriptions: Antarctica.</p> | <p><b>Writing to entertain (description):</b><br/>Character descriptions Mr Fox.</p> <p><b>Writing to inform (diary)</b><br/>Diary entry written as Robert Falcon Scott</p> | <p><b>Writing to inform (Instructions):</b> How to play a prank (The Twits)</p> <p><b>Writing to inform (Report):</b> Write a report about hedgehogs.</p> <p><b>Writing to entertain (description):</b> Setting descriptions of the house from The Twits.</p> | <p><b>Writing to entertain (story):</b> Own version of The Disgusting Sandwich x2.</p> <p><b>Writing to inform/persuade (letter):</b> persuade the school community to protect the environment.</p> <p><b>Writing to entertain (poetry):</b> descriptive poetry based on the Sound Collector – linked to nature and the outdoors.</p> |
| Grammar:         | See progression of skills through genres of writing                                                                                                                                                        |                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                    |                                                                                                                                                                             |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                       |
| Phonics (Twinkl) | <i>Revision of Level 5 sounds</i>                                                                                                                                                                          |                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                    |                                                                                                                                                                             |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                       |

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|  | <b>New Learning Y2 Phonics (Twinkl)</b><br>Level 6 sounds <ul style="list-style-type: none"> <li>• 'y' saying /igh/</li> <li>• 'dge' and 'ge' saying /j/</li> <li>• Adding -es to words ending in 'y'</li> <li>• 'gn' saying /n/</li> <li>• 'kn' saying /n/</li> <li>• Adding -ing and -ed to words ending in 'y'</li> <li>• 'wr' saying /r/</li> <li>• 'le' saying /l/</li> <li>• Adding -er and -est to words ending in 'y'</li> <li>• 'el' saying /l/</li> </ul><br><b>Phonic and Spelling</b> <ul style="list-style-type: none"> <li>- Alphabetical order</li> <li>- Expanded noun phrases</li> <li>- Conjunctions</li> <li>- Proper nouns</li> <li>- Commas in list</li> <li>- Commands and questions</li> <li>- Y2 Common exception words</li> </ul> |                                                                                  | <b>New Learning Y2 Phonics (Twinkl)</b><br>Level 6 sounds <ul style="list-style-type: none"> <li>• 'al' and 'il' saying /l/</li> </ul> Adding -ed and -er to words ending in e<br>'eer' saying /ear/<br>'ture' saying /cher/<br>Adding -est and -y to words ending in e<br>'mb' saying /m/<br>'a' and 'al' saying /or/<br>Adding -ing and -ed to CVC and CCVC words<br>'o' saying /u/<br>'ey' saying /ee/<br><b>Phonics and Spelling</b> <ul style="list-style-type: none"> <li>- Alphabetical order</li> <li>- Expanded noun phrases</li> <li>- irregular past tense</li> <li>- Commands, questions, statements</li> <li>- Y2 Common exception words</li> </ul> |                                                                                                      | <b>New Learning Y2 Phonics (Twinkl)</b><br>Level 6 sounds <ul style="list-style-type: none"> <li>• Adding -er, -est and -y to CVCC and CVC words</li> <li>• Contractions</li> </ul> 'war' saying /wor/ and 'wor' saying /wur/<br>Adding suffixes -ment and -ness to words<br>'s' saying /zh/<br>wa saying /wo/, qua saying /quo/<br>'tion' saying /shun/<br>Adding the suffixes -ful, -less and -ly to words<br>Homophones/near homophones<br>Adding the prefix dis-<br><b>Phonics and Spelling</b> <ul style="list-style-type: none"> <li>• Alternate graphemes</li> <li>• Suffix ment and ness</li> <li>• Synonyms</li> <li>• Apostrophes</li> <li>• Speech marks</li> <li>• Homophones</li> <li>• Y2 Common exception words</li> </ul> |                                                                                                 |
|  | <b>Spellings (Twinkl Phonics)</b><br><br>door<br>floor<br>bought<br>favourite<br>autumn<br>gone<br>know<br>colour<br>other<br>does                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | talk<br>two<br>four<br>eight<br>world<br>work<br>poor<br>great<br>break<br>steak | busy<br>clothes<br>whole<br>listen<br>build<br>earth<br>delicious<br>fruit<br>learn<br>search                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | famous<br>shoe<br>pretty<br>neighbour<br>England<br>tongue<br>group<br>country<br>heart<br>dangerous | special<br>enough<br>aunt<br>father<br>prove<br>improve<br>hour<br>move<br>sure<br>sugar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | half<br>quarter<br>straight<br>touch<br>caught<br>daughter<br>journey<br>area<br>heard<br>early |

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| <b>Reading</b> |                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                  |                                                                                                                                                                                                                           |                                                                                                                                                                                                           |                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                          |
|                | 1 x weekly group GR (using Rhino Readers Level books)<br>1 x individual read with adult<br>Daily Reading in Phonics lessons                                                                                                                                             |                                                                                                                                                                                                                  | 4x Weekly Whole Class GR (using Rhino Readers)<br>1 x individual read with adult<br>Daily Reading in Phonics lessons                                                                                                      |                                                                                                                                                                                                           | 4x Weekly Whole Class GR (using Rhino Readers)<br>1 x individual read with adult<br>Daily Reading in Phonics lessons                                                                                                                                  |                                                                                                                                                                                                                                                                          |
| Class Book     | <ul style="list-style-type: none"> <li>Tell me a dragon</li> <li>Rapunzel</li> </ul>                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Christmasaurus</li> </ul>                                                                                                                                                 | <ul style="list-style-type: none"> <li>The Penguin Who Wanted to Find Out by Jill Tomlinson</li> </ul>                                                                                                                    | <ul style="list-style-type: none"> <li>Fantastic Mr Fox by Roald Dahl</li> <li>The Twits by Roald Dahl</li> </ul>                                                                                         | <ul style="list-style-type: none"> <li>The Hodgeheg by Dick King-Smith</li> <li>The Ugly Five by Julia Donaldson</li> <li>The Disgusting Sandwich by Gareth Edwards and Hannah Shaw.</li> <li>The Sound Collector (poem) by Roger McGough.</li> </ul> |                                                                                                                                                                                                                                                                          |
| <b>Science</b> |                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                  |                                                                                                                                                                                                                           |                                                                                                                                                                                                           |                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                          |
| Topic          | <b><i>Uses of Everyday Materials</i></b>                                                                                                                                                                                                                                | <b><i>Living thing and their habitats</i></b>                                                                                                                                                                    | <b><i>Living Things and Their Habitats - Habitats from around the world</i></b>                                                                                                                                           | <b><i>Animals, including humans - Health &amp; survival</i></b>                                                                                                                                           | <b><i>Animals, including humans 2 - Life cycles</i></b>                                                                                                                                                                                               | <b><i>Plants</i></b>                                                                                                                                                                                                                                                     |
| Key Facts      | <ul style="list-style-type: none"> <li>Identify different materials and their uses.</li> <li>Understand how to select the right materials to build a bridge.</li> <li>Explore and test the stretchiness of materials.</li> <li>Understand that materials can</li> </ul> | <ul style="list-style-type: none"> <li>Explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>Identify and name a variety of plants</li> </ul> | <ul style="list-style-type: none"> <li>Learn about habitats</li> <li>Appreciate that environments are constantly changing</li> <li>Explore the rainforest and its problems</li> <li>Describe life in the ocean</li> </ul> | <ul style="list-style-type: none"> <li>Describe the needs of animals for survival</li> <li>Describe the needs of humans, for survival</li> <li>Explore the importance of eating the right food</li> </ul> | <ul style="list-style-type: none"> <li>Order the stages of the human life cycle</li> <li>Describe the stages of a human life cycle</li> <li>Identify the offspring and parent of an animal</li> <li>Explore the life cycle of a chicken</li> </ul>    | <ul style="list-style-type: none"> <li>Know the difference between seeds and bulbs</li> <li>Design an experiment to find out what plants need to grow</li> <li>Describe what plants need to grow and stay healthy</li> <li>Describe the life cycle of a plant</li> </ul> |

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|                   | <p>change their shape by twisting, bending, squashing or stretching.</p> <ul style="list-style-type: none"> <li>Find out about Charles Macintosh and explore how materials are suitable for different purposes.</li> <li>Discover which materials change shape when making a road with John McAdam.</li> </ul> | <p>and animals in a microhabitat</p> <ul style="list-style-type: none"> <li>Design a suitable microhabitat where living things could survive</li> <li>Find out what animals eat to survive in their habitats</li> <li>Understand a food chain</li> <li>Understand the journey food makes from the farm to the supermarket</li> </ul> | <ul style="list-style-type: none"> <li>Discover the Arctic and Antarctic habitat</li> <li>Create a model of a habitat</li> </ul> | <ul style="list-style-type: none"> <li>Describe what a healthy, balanced diet looks like</li> <li>Investigate the impact of exercise on our bodies</li> <li>Investigate the importance of hygiene</li> </ul> | <ul style="list-style-type: none"> <li>Describe the life cycle of a butterfly</li> <li>Explore the life cycle of a frog</li> </ul>                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Observe and record the growth of plants over time <ul style="list-style-type: none"> <li>Understand that plants adapt to suit their environment</li> </ul> </li> </ul> |
| <b>Humanities</b> |                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                  |                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                               |
| <b>HISTORY</b>    | <b>HISTORY:</b> What is a Monarch?                                                                                                                                                                                                                                                                             | <b>HISTORY:</b> Why did the Gunpowder Plot happen?                                                                                                                                                                                                                                                                                   |                                                                                                                                  | <b>HISTORY:</b> Significant individual – Robert Falcon Scott                                                                                                                                                 | <b>HISTORY:</b> Local History                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                               |
| Key Facts         | <ul style="list-style-type: none"> <li>Know what a monarchy is and explain what makes a good one.</li> <li>Name significant British monarchs of the past (William the Conqueror, Henry</li> </ul>                                                                                                              | <ul style="list-style-type: none"> <li>Know how and why we celebrate Guy Fawkes Night.</li> <li>Sequence key events from the Gunpowder Plot.</li> <li>Know what happened after</li> </ul>                                                                                                                                            |                                                                                                                                  | <ul style="list-style-type: none"> <li>Know that Robert Falcon Scott was the first British man to reach the South Pole.</li> <li>Sequence the events of Robert Falcon Scott's expedition to the</li> </ul>   | <ul style="list-style-type: none"> <li>Know how Leonard Stanley Village has changed over time.</li> <li>Name significant buildings in Leonard Stanley and know why they are important (the priory, the old bakery, Church Farm, the village hall and St Swithun's Church).</li> <li>Know how Leonard Stanley is connected to Queen Victoria and Henry VIII. <a href="#">W</a></li> </ul> |                                                                                                                                                                                                               |

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|                  | <p>VIII, Elizabeth I, Queen Victoria and Elizabeth II).</p> <ul style="list-style-type: none"> <li>Position known British monarchs on a timeline.</li> <li>Know key facts about significant monarch (<b>Queen Victoria, Elizabeth I, Richard III, Charles I</b>)</li> <li>Know what Kings and Queens ate during medieval banquets.</li> <li>Compare the lives of Elizabeth I and Queen Victoria.</li> </ul> | <p>the gunpowder plot.</p> <ul style="list-style-type: none"> <li>Know how we celebrate Guy Fawkes.</li> </ul>                                                                                              |                                                                                                                                                                                                         | <p>South Pole using role play</p> <ul style="list-style-type: none"> <li>Know facts about Robert Falcon Scott's expedition to the South Pole (diary entry)</li> <li>Know that scientists today use Scott's evidence to learn about Antarctica</li> </ul> | <ul style="list-style-type: none"> <li>Know facts about the Great fire of Leonard Stanley</li> <li>Explain Stroud String of Pearls'</li> <li>Know what jobs people did in the mills</li> <li>Know the role of the canals</li> <li>Know the impact of the railways</li> </ul>        |
| <b>GEOGRAPHY</b> |                                                                                                                                                                                                                                                                                                                                                                                                             | <b>GEOGRAPHY:</b> What makes the United Kingdom a beautiful place?                                                                                                                                          | <b>GEOGRAPHY:</b> What is it like to live in the Polar regions?                                                                                                                                         |                                                                                                                                                                                                                                                          | <b>GEOGRAPHY:</b> What is weather?                                                                                                                                                                                                                                                  |
| Key Facts        |                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Name and locate the 4 countries and capital cities of the UK (using maps, atlases and globes).</li> <li>Name and locate surrounding seas of the UK (using</li> </ul> | <ul style="list-style-type: none"> <li>Name and locate the world's 7 continents on a simple world map.</li> <li>Name and locate countries in the 7 continents (using maps atlases and globes</li> </ul> |                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Explain what weather is</li> <li>Know how the weather affects the things we do</li> <li>Know how to forecast the weather</li> <li>Know how we stay safe in the sun</li> <li>Know and compare What are hot and cold countries like</li> </ul> |

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|                  |                                                                                                                                                                                                         | maps, atlases and globes). <ul style="list-style-type: none"> <li>• Know what a landmark is</li> <li>• Know the difference between a human and physical feature?</li> <li>• know foods are linked to each country in the UK,</li> </ul> | <ul style="list-style-type: none"> <li>• Name and locate the world's 5 oceans using a simple world map.</li> <li>• Identify weather patterns in cold and hot areas of the world.</li> <li>• Know where Antarctica is</li> <li>• Know which animals live in the polar regions</li> <li>• Similarities and differences of the polar regions</li> </ul> |                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• Draw a plan map of the school grounds, using a simple key.</li> <li>• Draw a simple map of the local area, including a simple key.</li> <li>• Identify physical features around the UK (cliffs, beach etc.) and animals that live near in those areas.</li> <li>• identify and compare seasonal and daily weather patterns in different areas of the United Kingdom.</li> </ul> |                                                                                                                                                                                                                  |
| <b>PSHE</b>      |                                                                                                                                                                                                         |                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                  |
| Topic            | <b>Relationships - Be Yourself</b>                                                                                                                                                                      | <b>Growing Up</b>                                                                                                                                                                                                                       | <b>It's My Body</b>                                                                                                                                                                                                                                                                                                                                  | <b>One World</b>                                                                                                                                                                                                              | <b>Money Matters</b>                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Digital wellbeing</b>                                                                                                                                                                                         |
| <b>Key Facts</b> | <u>Key learning points:</u> <ul style="list-style-type: none"> <li>• Talk about what makes me special.</li> <li>• Name some of the different feelings I have and can describe how they feel.</li> </ul> | <u>Key learning points:</u> <ul style="list-style-type: none"> <li>• Name the main parts of boys' and girls' bodies.</li> <li>• Know how to respect my own and other people's bodies.</li> <li>• Know that we are all</li> </ul>        | <u>Key learning points:</u> <ul style="list-style-type: none"> <li>• Know I can choose what happens to my body.</li> <li>• Make healthy choices about sleep and exercises.</li> <li>• Make healthy choices about food and</li> </ul>                                                                                                                 | <u>Key learning points:</u> <ul style="list-style-type: none"> <li>• Know how to stay safe and who can help if I feel unsafe.</li> <li>• Know how to stay safe at home.</li> <li>• Know how to stay safe when I am</li> </ul> | <u>Key learning points:</u> <ul style="list-style-type: none"> <li>• Explain the different forms money comes in.</li> <li>• Explain where money comes from.</li> <li>• Explain how to keep money safe</li> </ul>                                                                                                                                                                                                         | <u>Key learning points:</u> <ul style="list-style-type: none"> <li>• Talk about ways in which the Internet is useful.</li> <li>• Know how to balance screen time with other activities and understand</li> </ul> |

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|           | <ul style="list-style-type: none"> <li>• Talk about things I like that make me feel happy.</li> <li>• Talk about the things that make me feel unhappy or cross and have ideas about what to do when I have these feelings.</li> <li>• Discuss how change and loss make me feel.</li> <li>• Share what I think and feel with confidence.</li> </ul> | <p>different and different people like different things.</p> <ul style="list-style-type: none"> <li>• Describe how I will change as I get older.</li> </ul> <p>Describe things that might change in a person's life and how it might make them feel</p> | <p>drink</p> <ul style="list-style-type: none"> <li>• Know how to keep my body clean.</li> <li>• Know what is safe to eat and drink</li> <li>• Chose to keep my mind and body healthy and safe</li> </ul>             | <p>out and about.</p> <ul style="list-style-type: none"> <li>• Keep myself safe in different situations with people I don't know.</li> <li>• Know what I can share and what I should keep private to keep myself and others safe.</li> <li>• Know who to go to if I need help.</li> </ul> | <p>and why this is important.</p> <ul style="list-style-type: none"> <li>• Explain choices I have about spending money and why it is important to keep track of what I spend.</li> <li>• Explain the difference between things we want and things we need.</li> <li>• Explain what happens when we go shopping.</li> </ul> | <p>why this is important.</p> <ul style="list-style-type: none"> <li>• Know how to stay safe online</li> <li>• Explain why we keep personal information private.</li> <li>• Know how to communicate online in ways that show kindness and respect.</li> <li>• Understand that not everything on the Internet is true.</li> </ul> |
| <b>PE</b> | <p><b>Fundamentals of movement (Atlas)</b><br/><u>Key learning points:</u></p> <ul style="list-style-type: none"> <li>• Use scanning techniques</li> <li>• Running</li> <li>• Boundary skills</li> </ul>                                                                                                                                           | <p><b>Endball (Atlas)</b><br/><u>Key learning points:</u><br/>Develop a range of basic rolling and receiving skills and consistently replicate. Accurately pass the ball in a variety of ways.</p>                                                      | <p><b>Gymnastics (Atlas)</b><br/><u>Key learning points:</u></p> <ul style="list-style-type: none"> <li>• Perform travelling actions.</li> <li>• Perform jumping actions with different shapes in the air.</li> </ul> | <b>Judo Dance</b>                                                                                                                                                                                                                                                                         | <p><b>Striking and Fielding Games (Atlas)</b><br/><u>Key learning points:</u></p> <ul style="list-style-type: none"> <li>• Throw overarm for distance.</li> <li>• Strike a ball for distance.</li> <li>• Play a simple striking and fielding game</li> </ul>                                                               | <p><b>Swimming</b><br/><u>Key learning points:</u></p> <ul style="list-style-type: none"> <li>• Develop confidence in the water.</li> <li>• Know how to stay safe in water.</li> <li>• Begin to swim in different ways (front crawl,</li> </ul>                                                                                  |

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|                            | <ul style="list-style-type: none"> <li>Team work/ tagging</li> <li>Know spatial awareness</li> </ul> <p><b>Dance (Twinkl)</b><br/> <u>Key learning points:</u><br/>         To perform and improve upon balances on different parts of the body. Create matching balances with a partner.<br/>         Roll in different ways while showing control.<br/>         To jump safely in a variety of ways, including on and off apparatus.<br/>         To combine a selection of movements to create a gymnastic sequence.<br/>         Work with a partner to create a matching sequence.</p> | Perform core skills in a small sided game situation.<br>Understand the importance of movement into space and awareness.<br>Demonstrate the ability to dodge, evade and anticipate<br>Understand about dribbling and moving with an object. | <ul style="list-style-type: none"> <li>Perform travelling actions using hands and feet.</li> <li>Balance on large body parts with stillness.</li> <li>Perform a roll (egg, teddy bear, pencil).</li> <li>Create a sequence using rolling, jumping, balancing and travelling.</li> </ul>     |  | using a simple tactic.                                                                            | backstroke and breaststroke).<br><br><p><b>Athletics (Atlas)</b><br/> <u>Key learning points:</u></p> <ul style="list-style-type: none"> <li>Throw underarm accurately.</li> <li>Throw overarm accurately.</li> <li>Throw overarm for distance.</li> <li>Throw using a push and two-handed throw for distance.</li> <li>Jump for distance with control.</li> </ul> |
| <b>Religious Education</b> | <p><b>1.8 What is it like to be part of a Muslim community in Britain?</b></p> <ul style="list-style-type: none"> <li>Find out about Muslim communities</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>1.6 What is it like to be brought up in a Jewish home in the UK today?</b></p> <ul style="list-style-type: none"> <li>Know what we might find out about living in a</li> </ul>                                                       | <p><b>Unit 1.4 What is it like to be brought up in a Christian home in Britain?</b></p> <ul style="list-style-type: none"> <li>Know what clues there might be that a home is lived in by Christians.</li> <li>Know actions or rituals Christians might carry out in their homes.</li> </ul> |  | <p><b>1.10 How can someone's worldview be seen in the choices they make?</b><br/>         TBC</p> | <p><b>1.10 How can someone's worldview be seen in the choices they make?</b><br/>         TBC</p>                                                                                                                                                                                                                                                                  |

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|  | <p>from different sources.</p> <ul style="list-style-type: none"> <li>• Know how the mosque building shows the importance of being part of a Muslim community.</li> <li>• Know kinds of things Muslims do at a mosque and why.</li> <li>• Know how Muslims engage with local communities.</li> <li>• Know how and why Muslims engage with the widest community.</li> <li>• Know benefits and challenges of being part of a Muslim community.</li> </ul> | <p>Jewish home from looking at photos.</p> <ul style="list-style-type: none"> <li>• Know how Jewish people might mark a day of rest.</li> <li>• Know what might happen in a Jewish home on Shabbat.</li> <li>• Know what we can find out from pictures and interviews about how many Jewish people show care for others.</li> <li>• Explore the story of Chanukah and find out how Jewish people might remember it.</li> <li>• Explore what might be an important message from</li> </ul> | <ul style="list-style-type: none"> <li>• Know some stories Christians might read that tell us what is important to them.</li> <li>• Know why some Christian families in Gloucestershire go to church, and what happens there.</li> <li>• Evaluate what we have found out about being brought up in a Christian home in the UK today.</li> </ul> <p><b>1.3 Why does Easter matter to Christians, and how do people celebrate it?</b></p> <ul style="list-style-type: none"> <li>• Know what the story of Holy EWeek shows Christians about Jesus.</li> <li>• Know how Christians might celebrate Easter.</li> <li>• Know how Christians in Gloucestershire might celebrate Easter.</li> <li>• Know how Easter is celebrated by Christians around the world.</li> <li>• Explore whether Easter is about salvation for everyone who celebrates it.</li> </ul> |  |  |
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|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | the Chanukah story for many Jewish people.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Art &amp; Design</b> | <p><b>Drawing:</b> Kings and Queens self portraits<br/> <b>Painting:</b> Firework art – Guy Fawkes<br/> <b>Artists:</b> Royal Portrait<br/> <b>Examples</b></p> <p><u>Key learning:</u><br/> <b>Sketch a self-portrait and colour using pastels (royal-themed).</b></p> <ul style="list-style-type: none"> <li>• Compare similarities and differences between self-portraits of famous artists (Van Gogh, Picasso).</li> <li>• Trace a portrait of a monarch to learn about pattern, texture, line, shape, form and space.</li> <li>• Evaluate my work.</li> </ul> | <p><b>Sculpture:</b> clay Diwali diya lamps<br/> <b>Artist:</b> Andy Goldsworthy.</p> <p><u>Key learning:</u><br/> <b>Make a clay Diya lamp (Diwali)</b></p> <ul style="list-style-type: none"> <li>• Compare similarities and differences between the works of well-known clay sculpture artists.</li> <li>• Use clay to make a model of a Diya lamp.</li> <li>• Use acrylic paint to add colour to Diya lamp.</li> <li>• Evaluate my work.</li> <li>• <i>Use materials creatively to make Christmas cards and Christmas decorations.</i></li> </ul> | <p><b>Drawing:</b> Polar animals using pastels and chalk<br/> <b>Painting:</b> Acrylic paint animals<br/> <b>Painting:</b> Arctic sunset using watercolours<br/> <b>Sculpture:</b> clay penguins</p> <p><u>Key learning:</u><br/> <b>Make a clay model of a polar animal.</b></p> <ul style="list-style-type: none"> <li>• Compare similarities and differences between the works of well-known clay sculpture artists.</li> <li>• Use clay to make a model of a polar animal.</li> </ul> <p>Use acrylic paint to add colour to clay model.<br/> Evaluate my work.</p> <ul style="list-style-type: none"> <li>• <b>Use watercolour techniques and acrylic paint to</b></li> </ul> | <p><b>Painting</b></p> <p><u>Key learning:</u></p> <ul style="list-style-type: none"> <li>• Use paint and colour to create and make Mother's Day Cards.</li> <li>• <i>Use materials creatively to make Easter cards.</i></li> </ul> | <p><b>Sculpture:</b> art using natural materials<br/> <b>Drawing:</b> Hedgehogs using charcoal or chalk<br/> <b>Artist:</b> Van Andy Goldsworthy.</p> <p><u>Key learning:</u></p> <ul style="list-style-type: none"> <li>• <b>Create a sketch using charcoal and chalk</b> (hedgehogs) <ul style="list-style-type: none"> <li>o Evaluate my work.</li> </ul> </li> <li>• <b>Make a sculpture using materials found in nature.</b> <ul style="list-style-type: none"> <li>o Learn about the work of Andy Goldsworthy.</li> <li>o Create a sculpture using materials found in nature.</li> <li>o Evaluate my work.</li> </ul> </li> <li>• <b>Weave using natural materials.</b> <ul style="list-style-type: none"> <li>o Evaluate my work.</li> </ul> </li> <li>• <b>Use printing techniques and fabric paint to print a pattern (on a reusable cotton bag).</b> <ul style="list-style-type: none"> <li>o Evaluate my work.</li> </ul> </li> </ul> |

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|              |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>create a picture</b><br/>(of a snow leopard, penguin or polar bear).</p> <ul style="list-style-type: none"> <li>Evaluate my work.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                    |
| <b>DT</b>    | <p><i>(Royal Banquet Day)</i><br/><b>Design, make and evaluate a crown/shield</b></p> <ul style="list-style-type: none"> <li>Design a crown/shield (based on design criteria).</li> <li>Develop ideas using mock-ups.</li> <li>Use a range of materials to cut, shape, join and finish.</li> <li>Evaluate their model against the design criteria.</li> </ul> | <p><b>Design, make and evaluate a Christmas decoration, using sewing techniques.</b></p> <ul style="list-style-type: none"> <li>Design a fabric Christmas decoration (based on design criteria).</li> <li>Develop ideas by practising sewing techniques.</li> <li>Use a range of tools and equipment to cut, join and finish.</li> <li>Sew textiles and other materials together.</li> <li>Evaluate their fabric decoration against the design criteria.</li> </ul> |                                                                                                                                                    | <p><b>Design, make and evaluate a healthy pasta salad.</b></p> <ul style="list-style-type: none"> <li>Explore and evaluate existing products (food tasting).</li> <li>Design a pasta salad (based on design criteria).</li> <li>Choose from a range of ingredients.</li> <li>Use tools safely to prepare food.</li> <li>Evaluate their product against the design criteria.</li> </ul> | <p><i>(with English instructions)</i><br/><b>Disgusting Sandwiches</b></p> <ul style="list-style-type: none"> <li>Design a disgusting sandwich (based on design criteria).</li> <li>Choose from a range of ingredients.</li> <li>Evaluate their product</li> </ul> |
| <b>Music</b> | <p><b>Charanga – Hands, Feet, Heart</b><br/>Key learning:</p> <ul style="list-style-type: none"> <li>Listen to and comment on recorded music.</li> <li>Learn about pulse, rhythm and pitch.</li> </ul>                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                    | <p><b>Charanga – Zootime</b><br/>Key learning:</p>                                                                                                                                                                                                                                                                                                                                     | <p><b>Charanga – I Wanna Play In A Band</b><br/>Key learning points:</p>                                                                                                                                                                                           |

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|                  | <ul style="list-style-type: none"> <li>• Play an instrument up to 3 notes – GAC.</li> <li>• Improvise (using notes C and D).</li> <li>• Compose a simple melody, using simple rhythms.</li> </ul> <p>Perform and evaluate a performance.</p> <p><b>Singing</b><br/>Key learning points:</p> <ul style="list-style-type: none"> <li>• Use voices expressively and creatively when singing Christmas songs.</li> </ul> |                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• Listen to and comment on recorded music.</li> <li>• Learn about pulse, rhythm and pitch.</li> <li>• Play an instrument up to 3 notes – GAC.</li> <li>• Improvise (using notes C and D).</li> <li>• Compose a simple melody, using simple rhythms.</li> <li>• Perform and evaluate a performance.</li> </ul>                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Listen to and comment on recorded music.</li> <li>• Learn about pulse, rhythm and pitch.</li> <li>• Play an instrument up to 3 notes – F or D and C.</li> <li>• Improvise (using notes F and G).</li> <li>• Compose a simple melody, using simple rhythms.</li> <li>• Perform and evaluate a performance.</li> </ul>                                                                                                                                  |  |
| <b>Computing</b> | <p><b>E-Safety</b> – Smartie the Penguin</p> <p><b>Twinkl – Online Safety</b></p> <ul style="list-style-type: none"> <li>• Understand that the information I put online leaves a digital footprint.</li> <li>• Use keywords in an online search to find key information about a topic.</li> <li>• Recognise</li> </ul>                                                                                               | <p><b>Twinkl – Using the Internet</b></p> <ul style="list-style-type: none"> <li>• Search the Internet using one word.</li> <li>• Say safe when using the Internet.</li> <li>• Search the Internet to find results suitable for children.</li> <li>• Search for information safely online.</li> <li>• Follow links to</li> </ul> | <p><b>Twinkl - Using Computing Art</b></p> <ul style="list-style-type: none"> <li>• Create computer art.</li> <li>• Use a range of tools in a computer program to reproduce a style of art.</li> <li>• Make and edit shapes to create a piece of art.</li> <li>• Change the shade of a colour for effect</li> <li>• Retrieve a file to edit in a computer program.</li> <li>• Use a range of skills to create a piece of art.</li> </ul> <p><b>Presentation Skills</b></p> <ul style="list-style-type: none"> <li>• Use basic computer skills. I can use folders.</li> </ul> | <p><b>Twinkl - Movement</b></p> <ul style="list-style-type: none"> <li>• Create an algorithm to move or rotate the turtle.</li> <li>• Create an algorithm using the repeat command.</li> <li>• Create an algorithm that includes movement and sound.</li> <li>• Create an algorithm and use the repeat and say command.</li> <li>• Create an algorithm and use the green flag to start.</li> <li>• Create an algorithm and use the commands to change the backdrop and add sprites.</li> </ul> |  |

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|  | <p>whether a website is appropriate for children.</p> <ul style="list-style-type: none"> <li>• Rate and review informative websites.</li> <li>• Identify kind and unkind behaviour online.</li> <li>• Apply knowledge of safe and sensible online activities to different situations.</li> <li>• Know e-safety rules.</li> <li>• Explain what they mean.</li> </ul> | <p>another web page.</p> <ul style="list-style-type: none"> <li>• Create content for an online blog.</li> <li>• Use a camera to take safe photos to use online.</li> <li>• Create content for an online blog.</li> <li>• Use an online blog safely and respectfully.</li> <li>• Post positive comments and responses on a blog.</li> </ul> | <ul style="list-style-type: none"> <li>• Organise ideas for a presentation.</li> <li>• Create a simple presentation with text. I can add and format an image.</li> <li>• Reorder slides and present a presentation.</li> <li>• Search and print.</li> </ul> | <p><b><i>Using and Applying</i></b></p> <ul style="list-style-type: none"> <li>• Use a specific computer skill to reproduce a style of art.</li> <li>• Compare skills needed to reproduce different style of art.</li> <li>• Create a presentation including text and images.</li> <li>• Retrieve, edit and organise a presentation.</li> <li>• Create precise instructions for a character, on a particular theme.</li> <li>• Create code for a pair of characters, involving speech and movement.</li> </ul> |
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