Leonard Stanley C of E Primary School

Class Yearly Overview

Learning and Loving for Lfe

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Trips	**Royal Banquet Day**	**Guy Fawkes Bonfire Day**			**We the curious**	**Local Area – Village walk**
Maths						
Quick Maths (Mastery Maths)	***4 days a week for 10-20mins in the afternoon***		***4 days a week for 10-20mins in the afternoon***		***4 days a week for 10-20mins in the afternoon***	
	Mastery Maths - NCETM 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. ***Pupils will:*** • review the composition of the numbers 6 to 9 as '5 and a bit' • compare numbers using the language of comparison and use the symbols < > = • 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 of 6, 8 and 10 • 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 • consolidate their understanding of the numbers 10 and 20 as '10 and a bit'		**Mastery Maths - NCETM** 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. **Pupils will:** • explore how the numbers 6 to 9 can be doubled using the '5 and a bit' and '10 and a bit' structure • use doubles to calculate near doubles • use bonds of 10 to reason about bonds of 20, in which the given addend is greater than 10 • use known number bonds within 10 to calculate within 20, working within the 10-boundary • use their knowledge of bonds of 10 to find three addends that sum to 10 • use their knowledge of the composition of numbers within 20 to add and subtract across the 10-boundary		**Mastery Maths - NCETM** 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. **Pupils will:** • continue to explore a range of strategies to subtract across the 10-boundary • 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 • practise previously explored strategies to support their reasoning about inequalities and equations • review doubles and near doubles and transform additions in which two addends are adjacent odd/ even numbers into doubles. • consolidate previously taught facts and strategies through continued, varied practice	

	o consolidate their understanding of the linear number system to 20 and reason about midpoints		• 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			
Topic	**Place Value** • Numbers to 20 • Count objects to 100 by making 10s Recognise tens and ones • Use a place value chart • Partition numbers to 100 • Write numbers to 100 in words Flexibly partition numbers to 100 Write numbers to 100 in expanded form • 10s on the number line to 100 • 10s and 1s on the number line to 100 Estimate numbers on a number line Compare objects • Compare numbers • Order objects and numbers • Count in 2s, 5s and 10s • Count in 3s	Geometry – Shape • 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 • 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	**Multiplication and Division** • recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs • show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	**Measurement – money** • 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	**Measurement – time** • compare and sequence intervals of time • tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times • Know the number of minutes in an hour and the number of hours in a day. **Measurement – capacity, mass, length and temperature** • choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit,	**Geometry- position and direction** • order and arrange combinations of mathematical objects in patterns and sequences • Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise). **Statistics** • interpret and construct simple pictograms, tally charts, block diagrams and simple tables

		everyday objects Addition and Subtraction • Bonds to 10 • Fact families - addition and subtraction bonds within 20 • Related facts • Bonds to 100 (tens) • Add and subtract 1s • Add by making 10 • Add three 1-digit numbers • Add to the next 10 • Add across a 10 • Subtract across 10 • Subtract from a 10 • Subtract a 1-digit number from a 2-digit number (across a 10) • 10 more, 10 less • Add and subtract 10s • Add two 2-digit numbers (not across a 10) • Add two 2-digit numbers (across a 10)	• Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. **Fractions** • recognise, find, name and write fractions 1/3, ¼, 2/4 and 3/4 of a length, shape, set of objects or quantity • Write simple fractions for example, ½ of 6 = 3 and recognise the equivalence of 2/4 and ½.		using rulers, scales, thermometers and measuring vessels • compare and order lengths, mass, volume/capacity and record the results using >, < and =	• ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity Ask and answer questions about totalling and comparing categorical data.

Writing						
Genre:	**Writing to Entertain:** Tell me a Dragon descriptions **Writing to Inform (instructions):** How to catch a Dragon **Writing to entertain (short story):** Rapunzel	**Writing to entertain (journey story)**: The Papaya That Spoke **Writing to inform (recount)**: Tinsel diary	**Writing to inform (Report):** Write a report about an imaginary polar animal and also either a polar bear/penguin or snow leopard. **Writing to entertain (description):** Setting descriptions: Antarctica.	**Writing to entertain (description):** Character descriptions Mr Fox. **Writing to inform (diary)** Diary entry written as Robert Falcon Scott	**Writing to inform (Instructions):** How to play a prank (The Twits) **Writing to inform (Report):** Write a report about hedgehogs. **Writing to entertain (description):** Setting descriptions of the house from The Twits.	**Writing to entertain (story):** Own version of The Disgusting Sandwich x2. **Writing to inform/persuade (letter):** persuade the school community to protect the environment. **Writing to entertain (poetry):** descriptive poetry based on the Sound Collector – linked to nature and the outdoors.
Grammar:	See progression of skills through genres of writing					
Phonics (Twinkl)	*Revision of Level 5 sounds* New Learning Y2 Phonics (Twinkl) Level 6 sounds • 'y' saying /igh/ • 'dge' and 'ge' saying /j/ • Adding –es to words ending in 'y' • 'gn' saying /n/ • 'kn' saying /n/ • Adding –ing and –ed to words ending in 'y' • 'wr' saying /r/ • 'le' saying /l/ • Adding –er and –est to words		New Learning Y2 Phonics (Twinkl) Level 6 sounds • 'al' and 'il' saying /l/ • Adding –ed and –er to words ending in e • 'eer' saying /ear/ • 'ture' saying /cher/ • Adding –est and –y to • words ending in e • 'mb' saying /m/ • 'a' and 'al' saying /or/ • Adding –ing and –ed to CVC and CCVC words		New Learning Y2 Phonics (Twinkl) Level 6 sounds • Adding –er, –est and –y to CVCC and CVC words • Contractions • 'war' saying /wor/ and 'wor' saying /wur/ • Adding suffixes –ment and –ness to words • 's' saying /zh/ • wa saying /wo/, qua saying /quo/ • 'tion' saying /shun/ • Adding the suffixes –ful, –less and –ly to	

	ending in 'y' • 'el' saying /l/ **Phonic and Spelling** - Alphabetical order - Expanded noun phrases - Conjunctions - Poper nouns - Commas in list - Commands and questions - Y2 Common exception words		• 'o' saying /u/ • 'ey' saying /ee/ **Phonics and Spelling** - Alphabetical order - Expanded noun phrases - irregular past tense - Commands, questions, statements -Y2 Common exception words		words • Homophones/near homophones • Adding the prefix dis– **Phonics and Spelling** • Alternate graphemes • Suffix ment and ness • Synonyms • Apostrophes • Speech marks • Homophones • Y2 Common exception words	
Spellings (Twinkl Phonics)	door floor bought favourite autumn gone know colour other does	talk two four eight world work poor great break steak	busy clothes whole listen build earth delicious fruit learn search	famous shoe pretty neighbour England tongue group country heart dangerous	special enough aunt father prove improve hour move sure sugar	half quarter straight touch caught daughter journey area heard early
Reading						
	1 x weekly group GR (using Rhino Readers Level books) 1 x individual read with adult Daily Reading in Phonics lessons		4x Weekly Whole Class GR (using Rhino Readers) 1 x individual read with adult Daily Reading in Phonics lessons		4x Weekly Whole Class GR (using Rhino Readers) 1 x individual read with adult Daily Reading in Phonics lessons	
Class Book	• Tell me a dragon • Rapunzel	• Christmasaurus	• The Penguin Who Wanted to Find Out by Jill Tomlinson	• Fantastic Mr Fox by Roald Dahl • The Twits by Roald Dahl	• The Hodgeheg by Dick King-Smith • The Ugly Five by Julia Donaldson • The Disgusting Sandwich by Gareth Edwards and Hannah Shaw.	

					• The Sound Collector (poem) by Roger McGough.	
Science						
Topic	***Uses of Everyday Materials***	***Living thing and their habitats***	***Living Things and Their Habitats - Habitats from around the world***	***Animals, including humans - Health & survival***	***Animals, including humans 2 - Life cycles***	***Plants***
Key Facts	• Identify different materials and their uses. • Understand how to select the right materials to build a bridge. • Explore and test the stretchiness of materials. • Understand that materials can change their shape by twisting, bending, squashing or stretching. • Find out about Charles Macintosh and explore how materials are suitable for different purposes. • Discover which materials change	• Explore and compare the differences between things that are living, dead, and things that have never been alive • Identify and name a variety of plants and animals in a microhabitat • Design a suitable microhabitat where living things could survive • Find out what animals eat to survive in their habitats • Understand a food chain • Understand the journey food	• Learn about habitats • Appreciate that environments are constantly changing • Explore the rainforest and its problems • Describe life in the ocean • Discover the Arctic and Antarctic habitat • Create a model of a habitat	• Describe the needs of animals for survival • Describe the needs of humans, for survival • Explore the importance of eating the right food • Describe what a healthy, balanced diet looks like • Investigate the impact of exercise on our bodies • Investigate the importance of hygiene	• Order the stages of the human life cycle • Describe the stages of a human life cycle • Identify the offspring and parent of an animal • Explore the life cycle of a chicken • Describe the life cycle of a butterfly • Explore the life cycle of a frog	• Know the difference between seeds and bulbs • Design an experiment to find out what plants need to grow • Describe what plants need to grow and stay healthy • Describe the life cycle of a plant • Observe and record the growth of plants over time • Understand that plants adapt to suit their environment

	shape when making a road with John McAdam.	makes from the farm to the supermarket				
Humanities						
HISTORY	**HISTORY**: What is a Monarch?	**HISTORY**: Why did the Gunpowder Plot happen?		**HISTORY**: Significant individual – Robert Falcon Scott	**HISTORY**: Local History	
Key Facts	• Know what a monarchy is and explain what makes a good one. • Name significant British monarchs of the past (William the Conqueror, Henry VIII, Elizabeth I, Queen Victoria and Elizabeth II). • Position known British monarchs on a timeline. • Know key facts about significant monarch (**Queen Victoria**, **Elizabeth I,** Richard III, Charles I) • Know what Kings and Queens ate during medieval banquets.	• Know how and why we celebrate Guy Fawkes Night. • Sequence key events from the Gunpowder Plot. • Know what happened after the gunpowder plot. • Know how we celebrate Guy Fawkes.		• Know that Robert Falcon Scott was the first British man to reach the South Pole. • Sequence the events of Robert Falcon Scott's expedition to the South Pole using role play • Know facts about Robert Falcon Scott's expedition to the South Pole (diary entry) • Know that scientists today use Scott's evidence to learn about Antarctica	• Know how Leonard Stanley Village has changed over time. • 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). • Know how Leonard Stanley is connected to Queen Victoria and Henry VIII. W • Know facts about the Great fire of Leonard Stanley • Explain Stroud String of Pearls' • Know what jobs people did in the mills • Know the role of the canals • Know the impact of the railways	

	• Compare the lives of Elizabeth I and Queen Victoria.				
GEOGRAPHY		**GEOGRAPHY**: What makes the United Kingdom a beautiful place?	**GEOGRAPHY**: What is it like to live in the Polar regions?		**GEOGRAPHY**: What is weather? **Geography: Local area**
Key Facts		• Name and locate the 4 countries and capital cities of the UK (using maps, atlases and globes). • Name and locate surrounding seas of the UK (using maps, atlases and globes). • Know what a landmark is • Know the difference between a human and physical feature? • know foods are linked to each country in the UK,	• Name and locate the world's 7 continents on a simple world map. • Name and locate countries in the 7 continents (using maps atlases and globes • Name and locate the world's 5 oceans using a simple world map. • Identify weather patterns in cold and hot areas of the world. • Compare human and physical features of an Inuit village with Leonard Stanley village. • Know where Antarctica is • Know which animals live in the polar regions		• Explain what weather is • Know how the weather affects the things we do • Know how to forecast the weather • Know how we stay safe in the sun • Know and compare What are hot and cold countries like • Draw a plan map of the school grounds, using a simple key. • Draw a simple map of the local area, including a simple key. • Identify physical features around the UK (cliffs, beach etc.) and animals that live near in those areas. • identify and compare seasonal and daily weather patterns in different areas of the United Kingdom.

			• Similarities and differences of the polar regions			
PSHE						
Topic	**Relationships - Be Yourself**	**Growing Up**	**It's My Body**	**One World**	**Money Matters**	**Digital wellbeing**
Key Facts	<u>Key learning points:</u> • Talk about what makes me special. • Name some of the different feelings I have and can describe how they feel. • Talk about things I like that make me feel happy. • Talk about the things that make me feel unhappy or cross and have ideas about what to do when I have these feelings. • Discuss how change and	<u>Key learning points:</u> • Name the main parts of boys' and girls' bodies. • Know how to respect my own and other people's bodies. • Know that we are all different and different people like different things. • Describe how I will change as I get older. Describe things that might change in a person's life and how it might make them feel	<u>Key learning points:</u> • Know I can choose what happens to my body. • Make healthy choices about sleep and exercises. • Make healthy choices about food and drink • Know how to keep my body clean. • Know what is safe to eat and drink • Chose to keep my mind and body healthy and safe	<u>Key learning points:</u> • Know how to stay safe and who can help if I feel unsafe. • Know how to stay safe at home. • Know how to stay safe when I am out and about. • Keep myself safe in different situations with people I don't know. • Know what I can share and what I should keep private to keep myself and others safe.	<u>Key learning points:</u> • Explain the different forms money comes in. • Explain where money comes from. • Explain how to keep money safe and why this is important. • Explain choices I have about spending money and why it is important to keep track of what I spend. • Explain the difference between things we want and	<u>Key learning points:</u> • Talk about ways in which the Internet is useful. • Know how to balance screen time with other activities and understand why this is important. • Know how to stay safe online • Explain why we keep personal information private. • Know how to communicate online in ways that show kindness and respect.

	loss make me feel. • Share what I think and feel with confidence.			• Know who to go to if I need help.	things we need. • Explain what happens when we go shopping.	• Understand that not everything on the Internet is true.
PE	**Fundamentals of movement (Atlas)** Key learning points: • Use scanning techniques • Running • Boundary skills • Team work/ tagging • Know spatial awareness **Dance (Twinkl)** Key learning points: To perform and improve upon balances on different parts of the body. Create matching balances with a partner. Roll in different ways while showing control. To jump safely in a variety of ways, including on and off apparatus.	***Endball (Atlas)*** Key learning points: Develop a range of basic rolling and receiving skills and consistently replicate. Accurately pass the ball in a variety of ways. Perform core skills in a small sided game situation. Understand the importance of movement into space and awareness. Demonstrate the ability to dodge, evade and anticipate Understand about dribbling and moving with an object.	***Gymnastics (Atlas)*** Key learning points: • Perform travelling actions. • Perform jumping actions with different shapes in the air. • Perform travelling actions using hands and feet. • Balance on large body parts with stillness. • Perform a roll (egg, teddy bear, pencil). • Create a sequence using rolling, jumping, balancing and travelling.	**Judo** **Dance**	***Striking and Fielding Games (Atlas)*** Key learning points: • Throw overarm for distance. • Strike a ball for distance. • Play a simple striking and fielding game using a simple tactic.	**Swimming** Key learning points: • Develop confidence in the water. • Know how to stay safe in water. • Begin to swim in different ways (front crawl, backstroke and breaststroke). ***Athletics (Atlas)*** Key learning points: • Throw underarm accurately. • Throw overarm accurately. • Throw overarm for distance. • Throw using a push and two-handed throw for distance. • Jump for distance with control.

	To combine a selection of movements to create a gymnastic sequence. Work with a partner to create a matching sequence.					
Religious Education	**Understanding Christianity : What is the 'good news' Christians say Jesus brings?** • Understand that Christians believe that Jesus brings Good News for all people • Understand that forgiveness from God is 'good news' for Christians • Understand that peace is part of the Good News Jesus brings • Know why Christians pray and what do they say • How do Christians try to bring 'good	**Why does Christmas matter to Christians?** • Know who Jesus was and why he came • Know where you can you find the story of Jesus' birth • Know what Incarnation means • Know and sequence The Nativity Story • Know what Advent • Know what Christians do at Christmas because of what they believe about the story	**Unit 1.6 Who is Muslim and how do they live?** • Recognise the Muslim religion and understand that it is a different region to Christianity • Recognise the words of The Shahadah and understand that it is very important for Muslims • Recognise the Muslim religion and understand that it is a different region to Christinity • Recognise the words of The Shahadah and understand that it is very important for Muslims • Know how Muslims use The Shahadah • Recognise the Muslim religion and understand that it is a different region to Christianity • Know why Muslims use 99 names for Allah and what do some of them mean • Know the story about Muhammad and the Cat • **Unit 1.5 Why does Easter matter to Christians? (Salvation)** • Retell Jesus' entry into Jerusalem • Know facts about the Last Supper • Know about Jesus' betrayal, arrest and crucifixion	**Unit 1.6 Who is Muslim and how do they live?** • Know the story of Muhammad and the Old Woman • Retell the story of Abu Bakr and Bilal • Know why is the Qur'an important to Muslims • Know how and why do Muslims pray • Know what Ramadan is and how and why do Muslims celebrate it	**Agreed Syllabus Unit 1.8: What makes some places sacred to believers?** • Know what sacred or holy mean and what places might be sacred or holy to believers • Identify objects used in Christian worship , say how they are used and what they mean • Identify objects used in Islam, say how they are used and what they mean • Know difference

	news' to others? • Know if friendship, forgiveness and peace good things for everyone or just Christians		• Retell empty tomb and Jesus' appearance to Mary—Easter Sunday			between religious and non-religious special places
Art & Design	**Drawing**: Kings and Queens self portraits **Painting:** Firework art – Guy Fawkes Artists: Royal Portrait Examples <u>Key learning:</u> **Sketch a self-portrait and colour using pastels (royal-themed).** • Compare similarities and differences between self-portraits of famous artists (Van Gogh, Picasso). • Trace a portrait of a monarch to learn about pattern, texture,	**Sculpture:** clay Diwali diya lamps Artist: Andy Goldsworthy. <u>Key learning:</u> **Make a clay Diya lamp (Diwali)** • Compare similarities and differences between the works of well-known clay sculpture artists. • Use clay to make a model of a Diya lamp. • Use acrylic paint to add colour to Diya lamp. • Evaluate my work. • *Use materials creatively to make Christmas cards*	**Drawing:** Polar animals using pastels and chalk **Painting:** Acrylic paint animals **Painting:** Arctic sunset using watercolours **Sculpture:** clay penguins <u>Key learning:</u> **Make a clay model of a polar animal.** • Compare similarities and differences between the works of well-known clay sculpture artists. • Use clay to make a model of a polar animal. Use acrylic paint to add colour to clay model.	**Painting** <u>Key learning:</u> • Use paint and colour to create and make Mother's Day Cards. • *Use materials creatively to make Easter cards.*	**Sculpture:** art using natural materials **Drawing:** Hedgehogs using charcoal or chalk Artist: Van Andy Goldsworthy. <u>Key learning:</u> • **Create a sketch using charcoal and chalk** (hedgehogs) o Evaluate my work. • **Make a sculpture using materials found in nature.** o Learn about the work of Andy Goldsworthy. o Create a sculpture using materials found in nature. o Evaluate my work. • **Weave using natural materials.** o Evaluate my work. • **Use printing techniques and fabric paint to print a pattern (on a reusable cotton bag).** o Evaluate my work.	

	line, shape, form and space. • Evaluate my work.	*and Christmas decorations.*	Evaluate my work. • **Use watercolour techniques and acrylic paint to create a picture** (of a snow leopard, penguin or polar bear). • Evaluate my work.		
DT	*(Royal Banquet Day)* **Design, make and evaluate a crown/ shield** • Design a crown/ shield (based on design criteria). • Develop ideas using mock-ups. • Use a range of materials to cut, shape, join and finish. • Evaluate their model against the design criteria.	**Design, make and evaluate a Christmas decoration, using sewing techniques.** • Design a fabric Christmas decoration (based on design criteria). • Develop ideas by practising sewing techniques. • Use a range of tools and equipment to cut, join and finish. • Sew textiles and other materials together. • Evaluate their fabric decoration against the design criteria.		**Design, make and evaluate a healthy pasta salad.** • Explore and evaluate existing products (food tasting). • Design a pasta salad (based on design criteria). • Choose from a range of ingredients. • Use tools safely to prepare food. • Evaluate their product against the design criteria.	*(with English instructions)* **Disgusting Sandwiches** • Design a disgusting sandwich (based on design criteria). • Choose from a range of ingredients. • Evaluate their product
Music	**Charanga – Hands, Feet, Heart** Key learning:			**Charanga – Zootime** Key learning:	**Charanga – I Wanna Play In A Band**

	• Listen to and comment on recorded music. • Learn about pulse, rhythm and pitch. • Play an instrument up to 3 notes – GAC. • Improvise (using notes C and D). • Compose a simple melody, using simple rhythms. Perform and evaluate a performance. **Singing** Key learning points: • Use voices expressively and creatively when singing Christmas songs.			• Listen to and comment on recorded music. • Learn about pulse, rhythm and pitch. • Play an instrument up to 3 notes – GAC. • Improvise (using notes C and D). • Compose a simple melody, using simple rhythms. • Perform and evaluate a performance.	Key learning points: • Listen to and comment on recorded music. • Learn about pulse, rhythm and pitch. • Play an instrument up to 3 notes – F or D and C. • Improvise (using notes F and G). • Compose a simple melody, using simple rhythms. • Perform and evaluate a performance.	
Computing	**E-Safety –** Smartie the Penguin **Twinkl –** ***Online Safety*** • Understand that the information I put online leaves a digital footprint. • Use keywords in an online search to find key information about a topic. • Recognise whether a website	**Twinkl –** ***Using the Internet*** • Search the Internet using one word. • Say safe when using the Internet. • Search the Internet to find results suitable for children. • Search for information safely online. • Follow links to another web	**Twinkl -** ***Using Computing Art*** • Create computer art. • Use a range of tools in a computer program to reproduce a style of art. • Make and edit shapes to create a piece of art. • Change the shade of a colour for effect • Retrieve a file to edit in a computer program. • Use a range of skills to create a piece of art. ***Presentation Skills*** • Use basic computer skills. I can use folders. • Organise ideas for a presentation. • Create a simple presentation with text. I can		**Twinkl -** ***Movement*** • Create an algorithm to move or rotate the turtle. • Create an algorithm using the repeat command. • Create an algorithm that includes movement and sound. • Create an algorithm and use the repeat and say command. • Create an algorithm and use the green flag to start. • Create an algorithm and use the commands to change the backdrop and add sprites. ***Using and Applying*** • Use a specific computer skill to reproduce a	

	is appropriate for children. • Rate and review informative websites. • Identify kind and unkind behaviour online. • Apply knowledge of safe and sensible online activities to different situations. • Know e-safety rules. • Explain what they mean. .	page. • Create content for an online blog. • Use a camera to take safe photos to use online. • Create content for an online blog. • Use an online blog safely and respectfully. • Post positive comments and responses on a blog.	add and format an image. • Reorder slides and present a presentation. • Search and print.	style of art. • Compare skills needed to reproduce different style of art. • Create a presentation including text and images. • Retrieve, edit and organise a presentation. • Create precise instructions for a character, on a particular theme. • Create code for a pair of characters, involving speech and movement.