

## Progression in Year 2

Links to Wider Curriculum				
<ul style="list-style-type: none"> <li>➤ PCSO Bonfire and Halloween Safety Night</li> <li>➤ Anti-Bullying Week</li> <li>➤ Safer Internet Day</li> <li>➤ PCSO Road Safety Visit</li> <li>➤ Internet Safety Assembly</li> <li>➤ PCSO Visit Anti-bullying and Hate Crime</li> <li>➤ Music Tuition</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pupil Parliament</li> <li>➤ Black History Month</li> <li>➤ Class Community Deed</li> <li>➤ World Autism Acceptance Week – Neurodiversity Celebration</li> <li>➤ World Book Day</li> <li>➤ Before and After School Clubs</li> </ul>			
British Values				
<b>Democracy</b> <i>Consider how citizens can influence decision making through democratic process, encourage respect for and participation in democratic processes</i>	<b>Rule of Law</b> <i>Distinguish right from wrong. Develop a respect and an understanding that it protects what is essential for wellbeing a safety. The role of the police and courts in maintaining the rule of law</i>	<b>Individual Liberty</b> <i>The freedom to choose and hold other faiths and beliefs is protected in law</i>	<b>Mutual Respect</b> <i>The importance of identifying and combatting discrimination</i>	<b>Tolerance of those with Different Faiths and Beliefs</b> <i>Other people having different faiths and beliefs to us (or having none) should be accepted and tolerated, and should not be the cause of discriminatory behaviour</i>
<b>RHSE Relationships</b> <i>To understand how views and opinions can be shared</i>  <b>RHSE Living in the Wider World</b> <i>How can we look after our community?</i>	<b>RHSE Relationships</b> <i>I can recognise different behaviours I know how bodies and feelings can be hurt</i> <b>RHSE Living in the Wider World</b> <i>I know who can help me</i> <b>RHSE Drugs and Alcohol</b> <i>To know when something is too risky</i> <i>To know some rules about keeping safe</i> <i>To be able to follow safety instructions at home and in school</i> <b>RHSE Health and Well-Being</b> <i>To know how to stay safe online</i> <i>To know how to stay safe outside</i>	<b>RHSE Relationships</b> <i>To understand the difference between appropriate and inappropriate touch</i> <b>RHSE Sex and Relationships</b> <i>To understand that some people have fixed ideas of what boys and girls can do</i> <b>RHSE Health and Well-being</b> <i>To recognise my feelings and describe them</i> <i>To recognise what I am good at and set myself goals</i>	<b>RHSE Relationships</b> <i>To think about what makes a good friend</i> <i>I understand that bullying and teasing can be hurtful</i> <b>RHSE Living in the Wider World</b> <i>How do I make others welcome?</i>	<b>RHSE Relationships</b> <i>To understand what diversity is</i> <i>To understand the importance of showing respect for the differences and similarities between people</i> <b>RHSE Living in the Wider World</b> <i>I know what groups and communities I belong to</i> <i>The importance of respecting others, even when they are different from them</i>
Visits				
<b>Geography:</b> World Museum, Liverpool	<b>Art and Drama:</b> Storyhouse	<b>History/Science:</b> Manchester Airport / Weaver Museum (Great Fire of London workshop)		
Expeditionary Learning				
<b>STEAM:</b> Building Structures	<b>Community Cafe</b>	<b>Summer Production</b>		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	We're all in the Same Boat		My World Kitchen		'Bright Sparks' (Great Fire of London)	
<b>Reading</b>	Geography – Rivers, Seas and Ocean Pollution	Reading Breadth: Fairy Stories and Poetry Classics	Science - Habitats and Living Things/Plants (including humans)	Reading Breadth: Traditional Tales and Contemporary Poems	History – Events Beyond Living Memory: Great Fire of London	Reading Breadth: Stories, Plays and Contemporary Poems.
<b>Vocabulary</b>	<i>Word Reading – Throughout Year 2</i>					
<b>Discussion</b>	<ul style="list-style-type: none"> <li>⊕ Read most words containing all common suffixes</li> <li>⊕ Read all common exception words with automaticity</li> <li>⊕ Read sufficiently fluently to allow a focus on understanding</li> </ul>					
<b>Connect knowledge</b>	<i>Comprehension - Throughout Year 2</i>					
<b>Reference the text</b>	<ul style="list-style-type: none"> <li>⊕ Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently</li> <li>⊕ Discuss their favourite words and phrases using some of them in their writing</li> </ul>					
<b>Skimming</b>	<ul style="list-style-type: none"> <li>⊕ Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> <li>⊕ Make some inferences on the basis of what is being said and done across the book and drawing on other books they have read</li> </ul>					
<b>Scanning</b>	<i>Skills and Strategies - Apply the following reading strategies with increasing independence:</i>					
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>⊕ Building on phonics subject skills and knowledge</li> <li>⊕ Connect prior knowledge with context</li> <li>⊕ Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families</li> <li>⊕ Locate and discuss words and pre-taught vocabulary to find out what the text is about</li> <li>⊕ Connect prior knowledge to context</li> </ul>					
<b>Writing</b>	A River	Grandad's Island	The Bog Baby	The Night Gardener	The King Who Banned the Dark	Rosie Revere Engineer
<b>Immerse</b>	Revision of alternative graphemes and pronunciations following Floppy's Phonics Programme of Study	Year 2 Spelling Patterns: /j/ spelled -dge /j/ spelled -ge /s/ spelled c before e, l, y /n/ spelled -gn & kn /r/ spelled -wr /l/ or /ul/ spelled -le /l/ or /ul/ spelled -el /l/ or /ul/ spelled -al Words ending in il Common Exception	Year 2 Spelling Patterns: /i/ spelled -y at the end of a word Adding -es (y ending) Adding -ed (y to i) Adding -er (y to i) Adding -ing Adding -er Adding -ing (double last letter) Adding -ed (double last	Year 2 Spelling Patterns: /or/ spelled 'a' Short vowel 'o' /ee/ spelled -ey /a/ after a 'w' and 'qu' /er/and /or/ spelled -or, ar /z/ spelled -s Suffix - ment & ness Suffix - ful & less Homophones/near	Year 2 Spelling Patterns: Apostrophes – contraction Apostrophes – possessive Common Expectations Revision	Year 2 Spelling Patterns: Revision of Year 2 Spelling Patterns taken from assessments.
<b>Purpose</b>						
<b>Audience</b>						
<b>Language Features</b>						
<b>Plan</b>						

Draft, revise and edit		Words	letter) Common Exception Words	homophones		
Phonics and Spelling	<i>Writing at the Expected Standard in Year 2</i>					
	For Working Towards and Greater Depth expectations please see the Padlet - <a href="https://millviewprimary.padlet.org/jessthomson2/rwubetzch2f1079v">https://millviewprimary.padlet.org/jessthomson2/rwubetzch2f1079v</a>					
	Composition					
	<ul style="list-style-type: none"> <li>⊕ Plan and say out loud what they will write about</li> <li>⊕ Write poetry and write for different purposes</li> <li>⊕ Write ideas and key words including vocabulary</li> <li>⊕ Encapsulate what they want to say sentence by sentence to aid coherence</li> <li>⊕ Write simple, coherent narratives about personal experiences and those of others (real or fictional)</li> <li>⊕ Write about real events, recording these simply and clearly</li> <li>⊕ Read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>					
	Grammar & Punctuation					
	<ul style="list-style-type: none"> <li>⊕ Demarcate most sentences in their writing with capital letters and full stops, and use question and exclamation marks correctly when required (with increasing accuracy)</li> <li>⊕ Use sentences with different forms: statement, question, exclamation, command</li> <li>⊕ Use some expanded noun phrases to describe and specify</li> <li>⊕ Use the singular apostrophe for possession</li> <li>⊕ Use commas in a list</li> <li>⊕ Use apostrophes for possession and contractions Use present and past tense mostly correctly and consistently Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses</li> <li>⊕ Use the progressive form of verbs in the present and past tense to mark actions in progress (e.g. he is drumming, she is shouting)</li> <li>⊕ Understand and use specific Year 2 terminology (noun, noun phrase, statement, question, exclamation, command, suffix, adjective, adverb, verb, past tense, present tense, apostrophe, comma).</li> </ul>					
Handwriting						
<ul style="list-style-type: none"> <li>⊕ Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>⊕ Use spacing between words that reflects the size of the letters</li> </ul>						
Evaluate & Edit						
<ul style="list-style-type: none"> <li>⊕ Make simple additions, revisions and corrections to their own writing by: evaluating their writing with a teacher and other pupils</li> <li>⊕ Re-read to check their writing makes sense and that verbs to indicate time are used to correctly and consistently</li> </ul>						
Maths  Computing fluently  Solving problems  Reasoning logically	For full progression of skills see Padlet - <a href="https://millviewprimary.padlet.org/laurarobinson5/g7v3mon81njjy6no">https://millviewprimary.padlet.org/laurarobinson5/g7v3mon81njjy6no</a>					
	Numbers to 100 Addition and Subtraction (1) Addition and subtraction (2) Money Multiplication and Division (1)	Multiplication and Division (2) Statistics Length and Height Properties of Shapes Fractions	Position and direction Problem Solving and Efficient Methods Time Weight, Volume and Temperature			

Justifying and explaining				
Flexible thinking				
Science	Working Scientifically			
Asking questions	<ul style="list-style-type: none"> <li>⊕ Asking simple questions and recognising that they can be answered in different ways</li> <li>⊕ Observing closely, using simple equipment</li> <li>⊕ Performing simple tests</li> <li>⊕ Identifying and classifying</li> </ul>			
Making predictions	<ul style="list-style-type: none"> <li>⊕ Using their observations and ideas to suggest answers to questions</li> <li>⊕ Gathering and recording data to help in answering questions.</li> </ul>			
Observing closely over time	Everyday Materials	Animals' needs for survival & Humans	Plants – Light and Dark	Plants – Bulbs and Seeds
Taking measurements	<ul style="list-style-type: none"> <li>• identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>• find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>	<ul style="list-style-type: none"> <li>• find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>⊕ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>• find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>	<ul style="list-style-type: none"> <li>• observe and describe how seeds and bulbs grow into mature plants</li> </ul>
Seeking patterns				
Recording data				
Interpreting and communicating				
Evaluating				
	Plastic		Living Things and their Habitats	Wildlife (Outdoor Learning)
	<ul style="list-style-type: none"> <li>• Identify ways we can reduce our use of plastic in school</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 that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify ways wildlife helps us</li> </ul>

			<p>depend on each other</p> <ul style="list-style-type: none"> <li>• identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>• describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</li> </ul>		
Key Questions	<p>Can I perform simple tests with equipment to make comparisons between materials and their suitability for different uses?</p> <p>Can I test and record how different solids can be changed?</p>	<p>Can I identify the basic needs of human and animals and explain why they are important?</p>	<p>Can I carry out a simple test to find out what plants need to grow and stay healthy?</p> <p>Can I record my findings to question one in two different ways?</p>	<p>Can I observe how plants mature over time and explain what happens?</p>	<p>Can I explain the life cycle of some animals and humans?</p>
	<p>Can I identify ways we can reduce our use of plastics in school?</p>		<p>Can I identify and classify things that are living, dead or never lived?</p> <p>Can I explain why habitats meet the needs of different animals and plants?</p> <p>Can I describe a simple food chain?</p>		
Geography	We're All in the Same Boat		My World Kitchen	Green Cities	
	<p>⊕ use basic geographical vocabulary to refer to: key physical features including: beach, cliff, coast, forest, hill, mountain etc. and human features: city, town, village, factory, shops, port, harbour etc. Locate these on maps of local area and begin to find on maps of other areas.</p>				
<p>Observing patterns</p> <p>Making connections</p> <p>Developing a sense of place, space and scale</p> <p>Conducting fieldwork</p>	<p>⊕ Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles;</p> <p>⊕ Ask simple questions about an area or theme e.g. oceans/seas</p> <p>⊕ Name and locate the world's seven continents and five oceans - use world maps, atlases and globes to identify the countries, continents and oceans;</p> <p>⊕ Present their ideas clearly to persuade other people of their view.</p> <p>⊕ Suggest reasons that areas are polluted and ways this can be helps</p> <p>⊕ Use fieldwork of the local area including thinking about how an area is used and suggest ways this can be improved;</p>	<p>⊕ Suggest ways we are connected to other people in our community and round the world;</p> <p>⊕ Name and locate the world's seven continents and five oceans - use world maps, atlases and globes to identify the countries, continents and oceans;</p> <p>⊕ Use simple compass directions (N, S, E, W) and locational and directional language (e.g. near, far, left, right) to describe the location of features and routes on a world map.</p>	<p>⊕ use aerial photographs to recognise landmarks and basic human/physical features;</p> <p>⊕ devise a simple map, use and contrast symbols in a key;</p> <p>⊕ name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas;</p> <p>⊕ Use fieldwork of the local area including thinking about how an area is used and suggest ways this can be improved;</p>		

<p>Big Ideas and Key Assessment Questions</p>	<p><b>pollution</b>          Where are the big oceans and seas in the world?          What would it be like to be on top of and under the ocean?          What is pollution and how are humans harming the seas and oceans?          What actions can we take to stop this?</p>	<p><b>interdependence</b>          Where does the food on my plate come from?          Who grows it and how does it get here?          Are there better ways we could eat to help save our planet?</p>	<p><b>space</b>          Can I use aerial photographs to recognise landmarks and features of London?          Can I devise a simple map of my 'green city'?          Can I use fieldwork of our local area to suggest ways we could make it more 'green'?          Can I name and identify characteristics of the capital cities of the UK?</p>
<p>History</p> <p>Making interpretations and raising questions</p> <p>Explaining significance</p> <p>Finding similarities and differences</p> <p>Seeing change and continuity</p> <p>Identifying causes and consequences</p> <p>Develop a sense of chronology</p>	<p>Significant People – David Attenborough, Guy Fawkes</p> <ul style="list-style-type: none"> <li>⊕ Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time</li> <li>⊕ use dates where appropriate.</li> <li>⊕ use artefacts, pictures, stories, online sources and databases to find out about the past</li> <li>⊕ Understand some ways in which we find out about the past</li> <li>⊕ Begin to explain how a source is useful in telling us about the past</li> <li>⊕ Observe or handle evidence to ask questions and find answers to questions about the past.</li> </ul> <p>⊕ Place events and artefacts in order on a time line.</p> <p>⊕ Describe historical people and be able to explain why they are considered 'significant'.</p>	<p>History of Chocolate</p> <ul style="list-style-type: none"> <li>⊕ I can identify some ways cooking has changed over the years;</li> <li>⊕ I can put key events from the history of chocolate on a timeline;</li> <li>⊕ I know some ways chocolate has changed over time;</li> <li>⊕ I know some facts about the life of John Cadbury;</li> <li>⊕ I know some of the ways he has impacted the world today.</li> </ul> <p>⊕ Label time lines with words or phrases such as: past, present, older and newer</p> <p>⊕ show an understanding of concepts such as 'change' and 'continuity'</p>	<p>Great Fire of London – Life of Rich and Poor</p> <ul style="list-style-type: none"> <li>⊕ I know some ways that London was different in the past to today;</li> <li>⊕ I know some features of life in Stuart London;</li> <li>⊕ I can place the events of the Great Fire in order;</li> <li>⊕ I know some reasons why the fire spread so quickly;</li> <li>⊕ I know some key facts about Thomas Farinor and Samuel Pepys;</li> <li>⊕ I know some ways life changed in London after the Great Fire.</li> </ul> <p>⊕ Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>⊕ show an understanding of concepts such as 'nation,' 'change' and 'continuity'</p> <p>⊕ Recognise that there are reasons why people in the past acted as they did;</p> <p>⊕ Describe historical events and be able to explain why they are considered 'significant'</p> <p>⊕ Be able to explain why some people might think things are more or less significant than others.</p>
<p>Big Ideas and Key Assessment Questions</p>	<p>What is significant?          What kind of person they are and explain how you know this?          why these people are significant?</p>	<p>What is significant?          How has chocolate changed over time?          How did cocoa get to the UK?          Why did chocolate become a popular food?</p>	<p>What is significant?          What would it be like to live in London at this time?          How was London the same and different to what it is now?</p>

	Name significant events in each person's life				How do we know about what happened? Would all people say the same about what happened?	
Computing Code Connect Communicate Collect	<i>Online Safety – 1 session per half term</i> ⊕ Understanding that personal information should not be shared on the internet. ⊕ Learning how to be respectful to others when sharing content online					
	Computing Systems and Networks – What is a Computer?	Computing Systems and Network – Word Processing	Programming 1: Algorithms and debugging	Programming 2: Scratch Jr	Creating Media: Stop Motion	Data Handling: International Space Station
	⊕ Understanding what a computer is and that it's made up of different components ⊕ Understanding that personal information should not be shared on the internet ⊕ Learning how computers are used in the wider world	⊕ Developing confidence with the keyboard and the basics of touch typing ⊕ Developing word processing skills, including altering text, copying and pasting and using keyboard shortcuts ⊕ Using word processing software to type and reformat text	⊕ Recognising that buttons cause effects and that technology follows instructions ⊕ Learning how we know that technology is doing what we want it to do via its output ⊕ Articulating what decomposition is ⊕ Decomposing a game to predict the algorithms used to create it ⊕ Learning what abstraction is ⊕ Learning that there are different levels of abstraction ⊕ Explaining what an algorithm is ⊕ Following an algorithm ⊕ Creating a clear and precise algorithm ⊕ Learning that computers use algorithms to make predictions ⊕ Learning that programs execute by following precise instructions ⊕ Incorporating loops within algorithms ⊕ Using logical thinking to explore software, predicting, testing and explaining what it does ⊕ Using an algorithm to write a basic computer program ⊕ Learning what loops are ⊕ Incorporating loops to make code more efficient		⊕ Using greater control when taking photos with tablets or computers ⊕ Using decomposition to explore the code behind an animation ⊕ Using software to create story animations ⊕ Creating and labelling images ⊕ Using decomposition to decompose a story into smaller parts	⊕ Collecting and inputting data into a spreadsheet ⊕ Interpreting data
Key Assessment Questions	Can I say what a computer is made up from? Can I say what personal information should and should not be shared on the internet? I can say how	Can I show the basic skills of touch typing? Can I copy and paste text, and using shortcuts?	Can I explain that buttons cause effects? Can I explain what decomposition is? Can I explain what abstraction is? Can I create a clear algorithm? Can I use loops to make my code more efficient?		Can I take photos with good control? Can I use software to create animations? Can I create and label images?	Can I collect and input data? Can I interpret my data?

	computers and used in the wider world?				
<b>DT</b>	Structures – Baby Bear’s Chair	Food – A Balanced Diet	Textiles - Pouches	Mechanisms – Fairground Wheel	Mechanisms – Making a Moving Monster
<b>Knowledge of tools</b>  <b>Responsible designers and makers</b>  <b>Show innovation</b>  <b>Work safely</b>  <b>Knowledge of brief</b>	<ul style="list-style-type: none"> <li>⊕ Following a design brief</li> <li>⊕ Evaluating own designs against design criteria</li> <li>⊕ Using peer feedback to modify a final design</li> <li>⊕ Evaluating different designs</li> <li>⊕ Testing and adapting a design</li> <li>⊕ Troubleshooting scenarios posed by teacher</li> <li>⊕ Identifying aspects of their peers’ work that they particularly like and why</li> </ul>				
	<ul style="list-style-type: none"> <li>⊕ Generating and communicating ideas using sketching and modelling</li> <li>⊕ Learning about different types of structures, found in the natural world and in everyday objects</li> <li>⊕ Making a structure according to design criteria</li> <li>⊕ Creating joints and structures from paper/card and tape</li> <li>⊕ Exploring the features of structures</li> <li>⊕ Comparing the stability of different shapes</li> <li>⊕ Testing the strength of own structures</li> <li>⊕ Identifying the weakest part of a structure</li> <li>⊕ Evaluating the strength, stiffness and stability of own structure</li> <li>⊕ Identifying natural and man-made structures</li> <li>⊕ Identifying when a structure is more or less stable than another</li> <li>⊕ Knowing that shapes and structures with wide, flat bases or legs are the most stable</li> <li>⊕ Understanding that the shape of a structure affects its strength</li> <li>⊕ Using the vocabulary: strength, stiffness and stability</li> <li>⊕ Knowing that materials can be manipulated to improve strength and stiffness</li> <li>⊕ Building a strong and stiff structure by folding paper</li> </ul>	<ul style="list-style-type: none"> <li>⊕ Designing a healthy wrap based on a food combination which work well together</li> <li>⊕ Slicing food safely using the bridge or claw grip</li> <li>⊕ Constructing a wrap that meets a design brief</li> <li>⊕ Describing the taste, texture and smell of fruit and vegetables</li> <li>⊕ Taste testing food combinations and final products</li> <li>⊕ Describing the information that should be included on a label</li> <li>⊕ Evaluating which grip was most effective</li> <li>⊕ Understanding what makes a balanced diet</li> <li>⊕ Knowing where to find the nutritional</li> </ul>	<ul style="list-style-type: none"> <li>⊕ Designing a pouch</li> <li>⊕ Selecting and cutting fabrics for sewing</li> <li>⊕ Evaluating the quality of the stitching on others’ work</li> <li>⊕ Decorating a pouch using fabric glue or running stitch</li> <li>⊕ Troubleshooting scenarios posed by teacher</li> <li>⊕ Discussing as a class, the success of their stitching against the success criteria</li> <li>⊕ Identifying aspects of their peers’ work that they particularly like and why</li> <li>⊕ Discussing as a class, the success of their stitching against the success criteria</li> </ul>	<ul style="list-style-type: none"> <li>⊕ Selecting a suitable linkage system to produce the desired motions</li> <li>⊕ Designing a wheel</li> <li>⊕ Selecting appropriate materials based on their properties</li> <li>⊕ Making linkages using card for levers and split pins for pivots</li> <li>⊕ Experimenting with linkages adjusting the widths, lengths and thicknesses of card used</li> <li>⊕ Cutting and assembling components neatly</li> <li>⊕ Selecting materials according to their characteristics</li> <li>⊕ Following a design brief</li> <li>⊕ Exploring wheel mechanisms</li> <li>⊕ Learning how axels</li> </ul>	<ul style="list-style-type: none"> <li>⊕ Creating a class design criteria for a moving monster</li> <li>⊕ Designing a moving monster for a specific audience in accordance with a design criteria</li> <li>⊕ Learning that mechanisms are a collection of moving parts that work together in a machine</li> <li>⊕ Learning that there is an input and output in a mechanism</li> <li>⊕ Identifying mechanisms in everyday objects</li> <li>⊕ Learning that a lever is something that turns on a pivot</li> <li>⊕ Learning that a linkage is a system of levers that are connected by pivot</li> </ul>



		information on packaging ⊕ Knowing the five food groups		help wheels to move a vehicle	
Key Assessment Questions	Can I generate and communicate my ideas? Do I know about different structures in the natural world and everyday objects? Can I evaluate the strength, stiffness and stability of my structure?	Can I design a healthy wrap based on food combinations? Can I use equipment safely? Can I meet a design brief? Can I explain what makes a balanced diet?	Can I select and cut fabric for sewing? Can I evaluate the quality of stitching on other's work? I can explain what I like and why in my peer's work?	Can I select and apply linkages? Can I cut and assemble components? Can I identify and explore wheel mechanisms? Can I test and adapt a design?	Can I design a moving monster for a specific audience? Can I identify mechanisms in everyday objects? Can I explain that a level moves on a pivot and how this helps movement?
PE	FMS	Gymnastics	Dance	Athletics	Cricket
Skill	Evaluate ⊕ Watch and describe performances, and use what they see to improve their own performance. ⊕ Talk about the differences between their work and that of others.				
agility balance co-ordination health and fitness co-operative and competitive	Balance/Stability: ⊕ Develop some basic balance and co-ordination skills.  Locomotor: ⊕ Move at different speeds. ⊕ Move along different pathways. ⊕ Jump for height. ⊕ Jump for distance. ⊕ Jump in different ways. ⊕ Perform a jumping sequence. ⊕ Change direction. ⊕ Move at different speeds.  Object/ball skills: ⊕ Track and receive a ball. ⊕ Bounce a ball with control. ⊕ Throw and catch a ball with a partner. ⊕ Throw overarm with some control.	⊕ Copy, explore and remember actions and movements to create their own sequence. ⊕ Link actions to make a sequence. ⊕ Travel in a variety of ways, including rolling. ⊕ Hold a still shape whilst balancing on different points of the body. ⊕ Jump in a variety of ways and land with increasing control and balance. ⊕ Climb onto and jump off the equipment safely. ⊕ Move with	⊕ Copy, remember and repeat actions. ⊕ Create a short motif inspired by a stimulus. ⊕ Use different transitions within a dance motif. ⊕ Move in time to music. ⊕ Improve the timing of their actions.	Running: ⊕ Run at different paces, describing the different paces. ⊕ Use a variety of different stride lengths. ⊕ Begin to select the most suitable pace and speed for distance. ⊕ Run with basic techniques following a curved line.  Jumping: ⊕ Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite	⊕ To hold a cricket bat correctly to hit a ball with a good level of control and accuracy. ⊕ To hit a ball that has been thrown overarm. ⊕ To catch with accuracy and control. ⊕ To use a variety of cricket skills (throwing, catching and hitting) to complete a competitive team game. ⊕ To throw overarm with control and accuracy. ⊕ To practice increasingly complex striking, sending and receiving skills

		increasing control and care		<p>foot.</p> <ul style="list-style-type: none"> <li>⊕ Combine different jumps together with some fluency and control.</li> <li>⊕ Jump for distance from a standing position with accuracy and control.</li> </ul> <p>Throwing:</p> <ul style="list-style-type: none"> <li>⊕ Throw different types of equipment in different ways, for accuracy and distance.</li> </ul> <p>Investigate ways to alter their throwing technique to achieve greater distance.</p>		
Key Assessment Questions	<p>Can you demonstrate balance and co-ordination skills?</p> <p>Can you change the direction of movements with control?</p> <p>Can you use and combine different types of jumps and skills to complete an activity?</p> <p>Can you perform movements with control and accuracy?</p> <p>Can you bounce, throw, roll and catch a ball with control?</p>	<p>Can you apply skills and techniques learnt to a sequence?</p> <p>Can you travel in different ways?</p> <p>Can you hold a simple balance?</p> <p>Can you use equipment safely?</p>	<p>Can you demonstrate imagination and creativity in movements?</p> <p>Can you compose individual, partner and group dances?</p> <p>Can you move in time to the music?</p>	<p>Can you show me how to run, jump and throw using a variety of techniques?</p>	<p>Can you throw overarm and catch with control and accuracy?</p> <p>Can you use a variety of cricket skills (throwing, catching and hitting) to complete a competitive team game?</p> <p>Can you understand more complex rules within cricket?</p>	
RE	Judaism		Christianity		Free Choice	
Religious tolerance	What do Jews believe about God?	How do Jews show faith through practices and celebrations?	Why is the Bible a special book for Christians?	Who was Jesus and why is he important today?	Why did Jesus teach people through stories?	What is a humanist?
Reflection	⊕ I can retell and suggest meanings to some religious	⊕ I can ask and respond to questions about what	⊕ I can retell a religious story using prompts and know	⊕ I have started to share my opinions and say what is	⊕ I can retell a religious story using prompts and know	⊕ I can say ideas which are important to me and can say what I

<p><b>Self-Understanding</b></p> <p><b>Wonder</b></p> <p><b>Sense of Community</b></p> <p><b>Open-mindedness</b></p>	<p>and moral stories.</p> <p>⊕ I can explore and discuss sacred writings and sources of wisdom and recognising the communities from which they come.</p> <p>⊕ I can recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities</p> <p>⊕ I can find out about questions of right and wrong and begin to express my own ideas and opinions</p>	<p>communities do, and why.</p> <p>⊕ I can identify what difference belonging to a community might make.</p> <p>⊕ I notice and respond sensitively to some similarities between different religions and worldviews.</p>	<p>that it is from a sacred text and is special to some people.</p> <p>⊕ I can recognise some religious symbols and words.</p> <p>⊕ I ask questions about belonging, meaning and truth and can express my own ideas and opinions in response.</p>	<p>important to myself and to others.</p> <p>⊕ I can say ideas which are important to me and can say what I think to be right and wrong.</p>	<p>that it is from a sacred text and is special to some people.</p> <p>⊕ I can see how I can work together with others even if we have differences.</p>	<p>think to be right and wrong.</p> <p>⊕ I can ask 'who', 'what' and 'when' questions when exploring a worldview.</p>
<p><b>Key Assessment Questions</b></p>	<p>Can I suggest the meaning of religious stories?</p> <p>Can I discuss sacred writings and recognise communities they come from?</p> <p>Can I recognise different religious symbols?</p>	<p>Can I ask and answer questions about religious communities?</p> <p>Can I notice and respond to differences in religious ideas?</p>	<p>Can I retell a religious story using prompts?</p> <p>Can I ask questions about belongs, truth and meaning?</p> <p>Can I express my own views and opinions with respect?</p>	<p>Can I share my opinions and say what is important to me?</p> <p>Can I explain what is right and wrong?</p> <p>Do I follow ideas on right and wrong in my everyday life?</p>	<p>Can I retell a religious story using prompts?</p> <p>Can I work with a variety of people, ages and faiths?</p>	<p>Can I share my opinions and say what is important to me?</p> <p>Can I explain what is right and wrong?</p>
<p><b>Music</b></p> <p><b>Listen and</b></p>	<p>Hands, Feet, Heart</p> <p>Listen and Appraise</p> <p>⊕ To learn songs by heart</p>	<p>Ho Ho Ho</p> <p>Infant Nativity</p>	<p>I Wanna Play in a Band</p>	<p>Zootime</p> <p>Can I sing some songs by heart?</p> <p>Can I recognise the sound and name of some instruments?</p>	<p>Friendship Song</p> <p>Key Stage 1 Production</p>	<p>Reflect, Rewind and Replay</p> <p>Key Stage 1 Production</p>

<p><b>appraise</b></p> <p><b>Sing and play</b></p> <p><b>Composing</b></p> <p><b>Improvise</b></p> <p><b>Performance</b></p>	<ul style="list-style-type: none"> <li>⊕ To know some songs have a chorus or response</li> <li>⊕ To know that songs have a musical style</li> <li>⊕ To move to music in different ways</li> <li>⊕ To learn how songs can tell a story/describe ideas</li> </ul> <p>Sing and Play</p> <ul style="list-style-type: none"> <li>⊕ To sing songs confidently</li> <li>⊕ To know that unison is everyone singing together</li> <li>⊕ To use voice in different ways eg rapping</li> <li>⊕ To know why we need to warm up our voices</li> <li>⊕ To learn the names of notes in their instrumental part</li> <li>⊕ To learn the names of instruments they play</li> <li>⊕ To treat instruments with respect.</li> <li>⊕ To play a tuned instrumental part</li> <li>⊕ To play a part in time</li> <li>⊕ To follow musical instructions from a leader</li> <li>⊕ To sing at different pitches</li> <li>⊕ To find a comfortable singing position</li> <li>⊕ To stop and start when following a leader</li> </ul> <p>Compose and Improvise</p> <ul style="list-style-type: none"> <li>⊕ To clap and improvise</li> <li>⊕ To sing, play and improvise</li> <li>⊕ To take it in turns to improvise using one or two notes.</li> <li>⊕ To create a simple melody using 1, 3 or 5 notes together</li> <li>⊕ To learn how the notes of a composition can be written down and changed</li> </ul> <p>Perform</p> <ul style="list-style-type: none"> <li>⊕ To perform a song</li> <li>⊕ To express how they felt about a performance</li> </ul>		<p>Can I keep a beat and move to music in an increasing range of ways?</p> <p>Can I tell the story of a song?</p> <p>Can I sing confidently at different pitches?</p> <p>Can I make different sounds with my voice?</p> <p>Can I name the notes of my instrument part?</p> <p>Can I treat instruments with respect?</p> <p>Can I play a tuned instrument part?</p> <p>Can I clap and improvise?</p> <p>Can I create a simple melody with 1,3,5 notes?</p> <p>Can I make simple written recordings of my compositions?</p> <p>Can I perform and express my feelings about a performance?</p>
	<p>Online Safety – link to computing unit</p>		
<p><b>RSHE</b></p> <p><b>manage relationships</b></p> <p><b>how and who to ask for help</b></p> <p><b>unique individuals</b></p> <p><b>recognise beauty in difference</b></p> <p><b>express</b></p>	<p>Personal Development - relationships</p>	<p>Personal Development – Living in the Wider World</p> <p>Sex and Relationships</p>	<p>Personal Development – Health and Wellbeing</p> <p>Drugs and Alcohol</p>
	<ul style="list-style-type: none"> <li>⊕ I can recognise different behaviours</li> <li>⊕ I know how feelings can be hurt</li> <li>⊕ I know the difference between appropriate and inappropriate touch</li> <li>⊕ I recognise what bullying is</li> <li>⊕ I can share my opinion</li> <li>⊕ I can welcome new people</li> <li>⊕ I can communicate in different ways</li> </ul>	<ul style="list-style-type: none"> <li>⊕ I can welcome different people</li> <li>⊕ I can communicate in different ways</li> <li>⊕ I know what groups and communities I belong to</li> <li>⊕ I know who the special people are in my community and how they help me</li> <li>⊕ I can find ways to look after my local environment</li> <li>⊕ I know why it is important to save energy</li> <li>⊕ I understand the difference between things I want and need</li> </ul>	<ul style="list-style-type: none"> <li>⊕ I can show self confidence</li> <li>⊕ I can make informed choices about my health</li> <li>⊕ I can recognise what I am good at and set myself goals</li> <li>⊕ I know how to stay safe online</li> </ul> <p>Drugs and Alcohol</p> <ul style="list-style-type: none"> <li>⊕ I know what is safe or unsafe</li> <li>⊕ I know when something is too risky</li> <li>⊕ I know that some things we put into our bodies can</li> </ul>

<p>emotions and opinions respectfully</p> <p>manage risk</p> <p>know rights and responsibilities of my citizenship</p>		<ul style="list-style-type: none"> <li>⊕ I know why it is important to save money</li> </ul> <p>SRE</p> <ul style="list-style-type: none"> <li>⊕ I know that some people have fixed ideas about what boys and girls can do</li> <li>⊕ I can describe the difference between male and female humans</li> <li>⊕ I can describe some differences between male and female animals</li> <li>⊕ I understand that making a new life needs male and female</li> </ul>	<p>harm us</p> <ul style="list-style-type: none"> <li>⊕ I know some rules about keeping safe</li> <li>⊕ I can follow safety instructions and rules at home and at school</li> </ul>
<p>Key Assessment Questions</p>	<p>Can you tell me what some different behaviours are?          How might someone's feelings be hurt?          What is bullying?          How can you welcome a new person?          Can you share your opinion? When have you done this?          Can you tell me the difference between appropriate and inappropriate touch?</p>	<p>How would you welcome different people?          How can you communicate things?          What communities or groups do you belong to?          How do people in your community help you?          How can you look after the local environment?          Why do we need to save energy?          Can you tell me things you want and things you need?          Why should we save money?          What is different between a male and female human?          What is different between a male and female peacock, lion, cow?          Do you need a male and female to make a new life?          Does everyone think boys and girls can do everything?</p>	<p>How are you self-confident?          What are you good at?          What are your goals?          How can you stay safe online?          What does safe and unsafe mean?          Can you tell me some rules about keeping safe?          What might harm your body?          How do you follow safety instructions and rules at school and home?</p>
<p>Art</p> <p>Developing Ideas</p> <p>Master techniques – Drawing</p> <p>Painting</p> <p>Print making</p> <p>3D</p> <p>Textures, pattern, colour, line and tone</p> <p>Taking</p>	<p>Developing ideas</p> <ul style="list-style-type: none"> <li>⊕ Use a sketchbook to plan and develop simple ideas</li> <li>⊕ Colour mixing, colour wheel</li> <li>⊕ Textures and patterns to inform other work</li> </ul> <p>Mastering technique - Drawing</p> <ul style="list-style-type: none"> <li>⊕ Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.</li> <li>⊕ Draw lines/marks from observations.</li> <li>⊕ Demonstrate control over the types of marks made with a range of media</li> <li>⊕ Understand tone through the use of different grades of pencils (HB, 2B, 4B)</li> </ul> <p>Mastering techniques - Painting</p> <ul style="list-style-type: none"> <li>⊕ Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture</li> <li>⊕ Understand how to make tints using white and tones by adding black to make darker and lighter shades</li> <li>⊕ Build confidence in mixing colour shades and tones</li> <li>⊕ Understand the colour wheel and colour spectrums</li> <li>⊕ Be able to mix all the secondary colours using primary colours confidently</li> <li>⊕ Continue to control the types of marks made with the range of media</li> </ul>		

inspiration from the greats.	⊕ Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks			
	Mastering techniques - Print making			
	⊕ Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge			
	⊕ Demonstrate experience at impressed printing: drawing into ink, printing from objects			
	⊕ Use equipment and media correctly and be able to produce a clean printed image			
	⊕ Make simple marks on rollers and printing palettes			
⊕ Take simple prints i.e. mono -printing				
⊕ Experiment with overprinting motifs and colour				
Texture, pattern, colour, line and tone				
⊕ Demonstrate experience in surface patterns/ textures and use them when appropriate.				
⊕ Use line and tone in different media to consider shape, shade, pattern and texture.				
⊕ Use natural materials to consider pattern and texture				
⊕ Express links between colour and emotion				
Taking inspiration from the greats				
⊕ To explore the work of a range of artists, craft makers and designers explain how a piece of art makes them feel				
Key Assessment Questions	Developing ideas	Mastering technique – drawing, painting, print making	Texture, pattern, colour, line and tone	Taking inspiration from the greats
	Does your sketchbook have information you have found out? Can you do Colour mixing and use a colour wheel?	Can you control the types of marks made with the range of media? Can you use a range of painting techniques? Can you use equipment to create a printed image?	Can you show me a range of patterns and texture? How do colours link to our emotion?	Can you tell me about work by.....? How does it make you feel?