

Whitley Abbey Primary School

Hand in hand we learn Year 2 Curriculum



Curriculum Drivers			
Possibilities and Citizenship	Reading and Vocabulary	Health and Wellbeing	Celebrating Diversity
<p>Our curriculum is designed to promote aspirations by preparing children for a changing world by making links between their learning and careers and opportunities in adult life. The curriculum enables children to make connections between what is learnt in school and open-up possibilities for them in later life.</p> <p>Teachers support children to be good citizens through the development of British Values and the core learning values of; Commitment, Opportunity, Respect and Excellence.</p>	<p>Our curriculum is designed to meet the needs of the children we serve placing great emphasis on the development of tier 2 and tier 3 vocabulary and fluency in reading. At Whitley Abbey we recognise that vocabulary development helps children to communicate effectively and to understand what they hear.</p> <p>Reading enables pupils to develop independent learning skills – skills that will serve them well in later life.</p>	<p>Our curriculum is designed to promote children's health, wellbeing and resilience through the promotion of Whitley Character Values, friendship, kindness, courage, resilience, gratitude and honesty. We want our children to make good choices about their own health and wellbeing.</p> <p>Research suggested that better emotional wellbeing is associated with higher achievement in primary school. When children feel safe they are able to better access learning in the classroom.</p>	<p>Our curriculum is designed to celebrate diversity. This means understanding that each individual is unique and recognising and celebrating our individual differences. The concept of diversity encompasses community, acceptance and respect. We foster the exploration of these differences in a safe, positive, and nurturing environment.</p> <p>We believe that by practicing mutual respect for qualities and experiences that are different from our own we build alliances across differences so that we can work together to eradicate all forms of discrimination.</p>

Curriculum Organisation

The curriculum at Whitley Abbey Primary School is planned to meet the needs of the diverse school community, placing great focus on vocabulary development and exploiting opportunities to read. The curriculum determines what children will know and do, but also helps them discover possibilities by making links to employment and helping pupils to identify their talents and passions. Throughout our curriculum, we promote our C.O.R.E learning values: Commitment, Opportunity, Respect and Excellence and 'The Whitley Abbey Character Values' (Friendship, Kindness, Gratitude, Honesty, Resilience and Courage) which support children in becoming confident people, able to take their place in society as happy, healthy, responsible citizens who care for others in the diverse world they live in.

Whilst our curriculum is not organised into 'themes' we exploit natural links between subjects to support children in making connections- when logical and practical to do so. We believe that this approach facilitates the promotion of 'depth of knowledge' surrounding a subject or idea and as such the development of Cultural Capital. Despite these links, each subject still retains its autonomy and is taught explicitly to support the development of semantic memory. Teachers plan opportunities for knowledge retrieval at spaced intervals to support the creation of long term memories and knowledge.

We intentionally plan visits, visitors and special events at midway or end points so that pupils have developed the language and knowledge they need to help them to fully immerse in the experience. Our 'Everyone D.O.E.S Promise' provides a programme of extra-curricular and enrichment opportunities to ensure that all children, regardless of their socio-economic status, have a wealth of experiences and memorable events which bring the curriculum to life.

Our curriculum is planned to allow pupils to consolidate learning through regularly revisiting skills (deliberate practise); skills which are framed within the development of new knowledge. The consolidation of these skills allowing children to master key learning that can then be independently applied.

The curriculum delivers Programmes of Study from the National Curriculum 2014 and allows children to embrace a wide range of exciting, challenging and opportunity rich learning experiences that celebrate the differences and diversity in our school community whilst promoting SMSC development and British Values.

	Term	Autumn	Spring	Summer
History	Deliberate Practice (Skills)	<ul style="list-style-type: none"> Use common words and phrases relating to the passing of time. Identify similarities and differences between ways of life in different periods. Sequence events in chronological order. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Know some ways in which we can find out about the past, documents, stories, letters, pictures, photographs, first hand accounts, newspapers, articles, museums, recordings etc.. They should use a wide vocabulary of everyday historical terms. They should know where the people and events they study fit within a chronology 		<p>Deliberate practise vocabulary:</p> <p>Long ago, in the past, year, old, new, modern, year, similar, different, first hand, second hand, before, yesterday, years ago, decade, century, living memory.</p>
	Knowledge Assessment questions:	<p>Castles</p> <p><u>Assessment questions</u></p> <ul style="list-style-type: none"> Can children explain how places change over time and give examples? Can children talk about castles and their previous use? Know that Coventry has a castle and that there are other local castles? Can children describe how castles have changed and how they were used or how they are used today? Children can discuss how things change? Can children name a famous person from the locality and why they are famous? Can children sequence events in time and use language that demonstrates their understanding of the passage of time? Can children name parts of a castle? Can children locate the site of the former Coventry Castle and its use now? Can children compare two contrasting castles? 	<p>Land Ahoy – Titanic</p> <p><u>Assessment Questions</u></p> <ul style="list-style-type: none"> Can children sequence events leading up to and ending in the sinking of the titanic? Can children name the date that the Titanic sank? Can children give the location of the sinking of the Titanic? Can children give some information about the passengers of the titanic? Can children compare the Titanic to modern day ships?. Can children identify the cause of the Titanic sinking? Can children give reasons for the many deaths following the sinking of the titanic? Can children name some of the people who built or made up the crew of the titanic? (Herbert Haddock) Can children use a range of sources of information? Can children place these time periods on a time-line? Can children place key events in chronological order? 	<p>Beach Combers</p> <p><u>Assessment Questions</u></p> <ul style="list-style-type: none"> Do children know that they can find out information about the past from photographs? Can children use photographs to find out clues about what seaside holidays were like in the past? Can children order photographs chronologically? Do children know that seaside holidays have not always been popular? Do children know when seaside holidays started to become popular? Can children give reasons for why seaside holidays became popular in the 19th century? Can children describe some of the features of seaside holidays 100 years ago? Can children display knowledge of Victorian seaside holidays in a variety of ways? Can children identify ways in which holidays in the past and holidays today are similar? Can children identify ways in which holidays in the past and holidays today are different? Can children make deductions about the past from a variety of sources?
	Vocabulary	<p>Features, buildings, change, castle, moat, ramparts, dungeon, portcullis, drawbridge, knight, shield.</p>	<p>Collision, first class, second class, third class, captain, crew, passenger, ice burg, Atlantic, ocean, lifeboat, rich, poor, sinking, luxury, survivor, disaster</p>	<p>Punch and Judy, bathing suit, promenade, pier, brass band, donkey ride, beach, penny farthing, costume, bathing machine, deck chair</p>

	Term	Autumn	Spring	Summer	
Geography	Deliberate Practice (Skills)	<ul style="list-style-type: none"> • use world maps, atlases and globes • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features • devise a simple map; and use and construct basic symbols in a key • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 			<p>Deliberate practise vocabulary:</p> <p>Plan, map, atlas, globe, place, compass, North, South, East and West, near and far, left and right</p>
	Knowledge Assessment questions:	<p>Whitley Area</p> <p><u>Assessment Questions</u></p> <ul style="list-style-type: none"> • Can children explain what a map is? • Can children explain what a map is used for? • Can children find a location on a map? • Can children use a simple atlas? • Can children name the 4 compass points? • Can children identify North, East, South and West on a compass? • Can children name the capital cities of the UK? • Can children tell you their address? • Can children tell you the address of the school? • Where is our school? Street? Postcode? • What are physical features? • Can you name some physical features in our locality? • What are human features? • Can you name some human features in our locality? • Can you explain some of the advantages and disadvantages of living in a city or village? • Can you follow a route of a map using left and right below next to? 	<p>Oceans/ (Atlantic)</p> <p><u>Assessment Questions</u></p> <ul style="list-style-type: none"> • Can children explain what a map is? • Can children explain what a map is used for? • Can children find a location on a map? • Can children name the 4 compass points? • Can children identify North, East, South and West on a compass? • Can children use a simple atlas? • Can children plot a route from the UK to New York? • Can children recognise the difference between seas and oceans? • Can children name and locate the 7 continents? • Can children name and locate the 5 oceans? • Can children provide reasons for why the oceans are important? • Can children identify human and physical features? • Can children compare the physical and human features of Whitley and New York? • Can children compare what it would be like to live in both areas? • Can children compare the climate of the UK and New York? 	<p>Coastal</p> <p><u>Assessment Questions</u></p> <ul style="list-style-type: none"> • Can children explain what a map is? • Can children explain what a map is used for? • Can children find a location on a map? • Can children name the 4 compass points? • Can children identify North, East, South and West on a compass? • Can children use a simple atlas? • Can children name the seas surrounding the UK? • Can children locate beaches on a map? • Do children know that beaches are found at the coast? • What are physical features? • Can children name some physical features of a beach? • What are human features? • Can children name some human features of a beach? • Can children spot some physical and human features on an aerial photograph? • Can children name some popular seaside towns in the UK and locate them on a map? • What do we need to do to protect the environment? 	

<p>Vocabulary</p>	<p>locality, land use, aerial view, symbol, key, building, landmarks, human features, physical features, urban, rural. Key human features city, town, village, farm, factory, house, office, shop, capital city, country. Key physical features, wood, hill, river, soil, vegetation, season, weather. Prepositions and direction-finding terms such as, above, around, below, left, right, forward, near, inside, opposite, outside United Kingdom, island, England, Scotland, Wales, Northern Ireland, capital city, Belfast, Cardiff, Edinburgh, London, landmarks North sea, Irish sea, North Atlantic Ocean, English Channel</p>	<p>Aerial photograph, United Kingdom, island. Physical features; beach, cliff, coast, ocean, sea, river, vegetation Human features – city, town, village, factory, farm, house, office, shop, skyscraper, road, railway Continents, Asia, Africa, North America, South America, Africa, Europe, Australasia, Antarctica</p>	<p>seaside, holiday, popular, protect, environment Physical/Natural features; sand dunes, beach, cliff, bay shingle, sea, ocean, waves , coast Human/Man-made features; pier, lighthouse, fairground, harbour, caravan site. Popular seaside towns; Scarborough, Skegness, Great Yarmouth.</p>
-------------------	---	--	---

	Term	Autumn	Spring	Summer	
Science	Deliberate Practice (Skills)	<ul style="list-style-type: none"> ask simple questions and recognise that they can be answered in different ways observe closely, using simple equipment perform simple tests identify and classify use observations and ideas to suggest answers to questions • gather and record data to help in answering questions 			Deliberate practise vocabulary: Question, find out, observe, describe, test, compare • Measure, length, height, mass/weight, time, temperature • Record, results, table, chart, pictograph, block graph, bar chart
	SC1	During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: <ul style="list-style-type: none"> Can children ask simple questions, recognising that they can be answered in different ways? Can children observe closely, using simple equipment ? Can children perform simple tests? Can children identify and classify? can children use their observations and ideas to suggest answers to questions? Can children gather and record data to help in answering questions ? 			

Knowledge Assessment questions:

Materials – Around the home
Assessment Questions:

Year 1

- Can children identify the material and object is made from?
- Can children identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock ?
- Can children describe the simple physical properties of a variety of everyday materials ?

• Can children compare and group together a variety of everyday materials on the basis of their simple physical properties.? Year 2

- Can children identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses ?
- An children find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.?

Animals and humans
Assessment Questions:

Year 1

- Can children identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Can children describe what a mammal is?
- Can children identify and name a variety of common animals that are carnivores, herbivores and omnivores
- Can children describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- Can children identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2

- Can children notice that animals,

Living things and their habitats
Assessment Questions

Year 1

- Can children name and identify some ocean animals?
- Can children describe some basic differences between mammals, reptiles, fish and birds?
- Can children describe a variety of ocean animals?
- Can children describe some features of mammals, fish, reptiles and birds?
- Can children label various features of some different ocean animals?
- Can children describe the functions of these different features?
- Do children know that animals live in different habitats depending on

Year 2

- Can children identify ways in which different ocean animals have adapted to their environment?
- Can children suggest reasons why different habitats are suitable for some animals but not others?
- Do children know what a habitat is?
- Do children know that animals and plants need to live in habitats they are suited to?
- Can children match animals and plants to suitable habitats?
- Can children name some different types of habitats?
- Can children describe different types of habitats?
- Can children compare habitats and the animals and plants that live in them?
- Do children know what a micro-habitat is?
- Can children name some micro-habitats?
- Can children identify and describe some of the animals that live in micro-habitats?

Plants – Locality Study
Assessment Questions:

Year 1

- Can children identify and name a variety of common wild and garden plants, including deciduous and evergreen trees ?
- Can children describe the difference between a deciduous and evergreen tree?
- Can children identify, describe and label the basic structure of a variety of common flowering plants, including trees?

Year 2

- Can children observe and describe how seeds and bulbs grow into mature plants?
- Can children find out and describe how plants need water, light and a suitable temperature to grow and stay healthy?
- Complete a series of science investigations why which children learn to plan, collect and analyse data.

			<p>including humans, have offspring which grow into adults</p> <ul style="list-style-type: none"> Can children describe the basic needs of animals, including humans, for survival (water, food and air) Can children describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<ul style="list-style-type: none"> Do children know that animals and plants in a habitat are dependent on each other for food? Can children construct a simple food chain? Can children construct food chains that include humans? 	
Vocabulary	<p>Year 1 Wood, plastic, glass, metal, water, rock, brick, paper, card, rubber, fur, fleece, cotton, wool, polyester, cotton wool • Names of common objects made from these materials e.g. door, building block, window, pencil sharpener, teddy etc. • Soft, hard, rough, smooth, stretchy, stiff, shiny, dull, flexible, waterproof, absorbent, opaque, transparent, translucent</p> <p>Year 2 (Year 1 +) Squash, bend, twist, stretch</p>	<p>Year 1 Fish, amphibian, reptile, bird, mammal • Common names of fish, amphibians, reptiles, birds, mammals including pets and those found in the local environment • Common structure of animals and humans including: head, face, ears, hair, eyes, nose, mouth, teeth, cheek, chin, neck, body, arms, hands, fingers, paws, fins, wings, legs, feet, toes, tail, skin, scales, fur, feathers • Herbivore, carnivore, omnivore • See, look, hear, listen, touch, feel, taste, smell</p> <p>Year 2 (Year 1+) Reproduce, offspring, grow, adults (fish, amphibian, reptile, bird, mammal, humans) • Survival, water, food, air, shelter • Exercise, fit, healthy, food, fruit, vegetables, meat, fish, eggs, nuts, pulses, beans, milk, cheese, bread, pasta, rice, butter, vegetable oil, olive oil</p>	<p>Year 2 (Year 1 pupils to begin to learn the vocabulary)</p> <ul style="list-style-type: none"> Living, dead, non-living • Habitat, micro habitat, food chain • Field, hedgerow, pond, woodland, seashore, ocean, rainforest, Arctic, desert • Air, food, water, shelter, heat, warmth, sun 	<p>Year 1 Leaves, flowers, blossom, petals, fruit, roots, bulb, seed, trunk, branches, stem • Names of plants in their local environment for example grass, clover, daisy, buttercup, dandelion, oak, holly, daffodil, tulip etc. and plants we grow to eat such as lettuce, tomatoes, cucumber, radish, herb etc.</p> <p>Year 2 (Year 1+) Seeds, bulbs, grow, healthy, water, light, temperature, soil, nutrients</p>	

	Autumn	Spring	Summer
--	---------------	---------------	---------------

Art	<p>Deliberate Practice (Skills)</p>	<ul style="list-style-type: none"> use a range of materials creatively to design and make products use drawing, painting and sculpture to develop and share their ideas, experiences and imagination develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Compare and describe, differences and similarities between different practices and disciplines, and make links to their own work <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Art Transitional Unit: Create a portrait in the style of Acrimboldo</p> <ul style="list-style-type: none"> Can children comment on the work of other artist giving an opinion? Can children identify techniques used? Can children create a self-portrait in the style of a well-known artist? </div>	<p>Deliberate practise vocabulary: Colour, Pattern, Texture, Line, Shape, Form, Space, <i>Same, Different, Similar, Compare, Record, Drawing,</i></p>
------------	--	--	--

Knowledge Assessment	Shield (design)	Matisse – Mini Beast (linked to locality study)	The Seaside – Textures <u>Assessment Questions</u>
----------------------	-----------------	---	---

questions:	<u>Assessment Questions</u> <ul style="list-style-type: none"> Can children create observational drawings? Can children recognise simple shapes to support their drawings? Can children create simple sketches? Can children use their sketches as a starting point to design a shield ? Can children use materials to make a 3D – papier mache? Can children comment on the work of other artist giving an opinion? Can children comment on the materials and techniques used by an artist? Can children identify similarities and difference between pieces of work? Can children evaluate their own work and the work of others? 	<u>Assessment Questions</u> <ul style="list-style-type: none"> Can children mix colours to create new colours? Can children name primary colours? Can children name secondary colours? Can children purposefully combine primary colours to create secondary colours? Can children comment on the tone of colours? Can children work together to make a collaborative art piece? Can children take inspiration from nature? Can children comment on the work of other artist giving an opinion? Can children comment on the materials and techniques used by an artist? Can children identify similarities and difference between pieces of work? Can children evaluate their own work and the work of others? <p>https://www.accessart.org.uk/colour-wheel-for-infants-and-juniors/juniors/</p> <p>https://www.accessart.org.uk/the-minibeast-project/</p>	<p>https://www.kapowprimary.com/subjects/art-design/key-stage-1-1/landscapes-using-different-media/lesson-2-landscapes-beach-te</p> <p>Toon Joosen</p> <ul style="list-style-type: none"> Can children create texture in their work by using sand or other scrap materials? Can children create texture using simple printing techniques? Can children comment on the work of other artist giving an opinion? Can children comment on the materials and techniques used by an artist? Can children identify similarities and difference between pieces of work? Can children evaluate their own work and the work of others? Can children identify features of a landscape – foreground, background? <p>https://www.accessart.org.uk/monoprinting-with-carb</p>
Vocabulary	<i>Shields, , joining techniques, design, papier mache, sketch. Sword, chariot, disc, dragon, lance, knight, cup, crown, throne, axe, horse</i>	<i>Painting: Secondary (colours), Light, Dark, Thick, Thin, Tone, Warm, Cold, Bright, Colour wheel, Collage; Colour Pattern, Shape, Mixed media, Collage, Layers Combine, Opinion, artist,</i>	<i>Print, Rubbing, Smudge, Image, Shapes, Surface, Press landscape, foreground, background, horizon. materials</i>

	Term	Autumn	Spring	Summer	
DT	Deliberate Practice (Skills)	<ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics explore and evaluate a range of existing products evaluate their ideas and products against design criteria build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products 			<p>Deliberate practise vocabulary: evaluate, evaluation, product, design, suitable, suitability, investigate, design criteria, function</p>

Knowledge Assessment questions:	<p>Castles</p> <p>Assessment Questions</p> <p>https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-1/ks1-y1-design-and-technology-constructing-windmills/assessment-dt-y1-windmills/stage-1/year-1/ks1-y1-design-and-technology-constructing</p> <p>https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-1/ks1-y1-design-and-technology-constructing-windmills/assessment-dt-y1-windmills/windmills/assessment-dt-y1-windmills/</p> <ul style="list-style-type: none"> • Can the children what a structure is? • Can the children can explain who a client is and why they are important? • Can the children explain what design criteria is and why it is important? • Can the children evaluate their product saying that they like and dislike about their design? • Can the children explain what the term stable means and 	<p>First Class Meals</p> <p>Assessment Questions</p> <p>https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-2/food-a-balanced-diet/assessment-dt-y2-a-balanced-diet/stage-1/year-2/food-a-balanced-diet/assessment-dt-y2-a-balanced-diet/</p> <p>https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-2/food-a-balanced-diet/assessment-dt-y2-a-balanced-diet/diet/</p> <ul style="list-style-type: none"> • Can the children explain where some of the ingredients come from? • Can the children explain what a balanced diet is and what foods may/may not appear? • Can the children say what a refrigerator is used for and 	<p>Fairgrounds</p> <p>(construction materials mechano etc)</p> <p>Assessment Questions</p> <p>https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-2/mechanisms-fairground-wheel/assessment-dt-y5-fairground-wheel/2/mechanisms-fairground-wheel/assessment-dt-y5-fairground-wheel/</p> <ul style="list-style-type: none"> • Can the children explain what a structure is? • Can the children explain what a mechanism is? • Can the children explain what the world stable • Can the children explain how the Ferris Wheel • Can the children explain what strong and weak give examples of this? What happens when a s
--	---	---	--

		<p>make changes to their design to ensure it is stable?</p> <ul style="list-style-type: none"> • Can the children offer ways to make their structure stronger? • Can children explore suitability of materials e.g. waterproof? 	<p>what foods you may find in one?</p> <ul style="list-style-type: none"> • Can the children say what nutrients are and why they are good for the body? • Can children design a meal/ snack for a first class passenger? • Can children evaluate their meal/ snack choices? • Can children write a menu for first class passenger? 	<p>strong or weak?</p> <ul style="list-style-type: none"> • Can the children distinguish between fixed and freely moving axles? • Can the children give examples of materials which are strong and weak? Which materials are the most and least suitable for their structure? • Can the children list the main parts of the Ferris Wheel and explain what each part does?
Vocabulary		<p><i>Strong, stable, structure, client, design criteria, structure, test, weak, strong, features</i></p>	<p><i>Carbohydrate, dairy, fat, sugar, fruits and vegetables, protein, diet, balanced diet, nutrients, ingredients, healthy, unhealthy</i></p>	<p><i>Axle, mechanism, stable, strong, test, waterproof, weak, strong, Ferris Wheel, Ferris Wheel pod, base</i></p>

		Autumn	Spring	Summer
Computing	Deliberate Practice (Skills)	<ul style="list-style-type: none"> • create and debug simple programs • use logical reasoning to predict the behaviour of simple programs • use technology purposefully to create, organise, store, manipulate and retrieve digital content • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies 		<p>Deliberate practise vocabulary:</p> <p>Appropriate/inappropriate sites</p> <p>Cyber-bullying</p> <p>Digital footprint</p> <p>Keyword searching</p>
	Continuous provision	<p>Our computing curriculum aims to explicitly teach Computer Science Skills.</p> <p>Digital literacy and Information Technology will be delivered in a cross curricular approach. Therefore, children will be given regular opportunities to practise word processing skills, use search engines, save and edit their work and present ideas in a variety of forms through other areas of the curriculum.</p>		

Knowledge Assessment questions:	National Online Safety Unit – Online Bullying Assessment Questions <ul style="list-style-type: none"> Do children know how to keep themselves safe online? Year 1 Unit 1.8 <ul style="list-style-type: none"> Can children enter data into cells Can children save files? Can children manipulate data? Can children explain what a spreadsheet is and how it might be used? 	National Online Safety Unit – Managing Online information Assessment Questions <ul style="list-style-type: none"> Do children know how to keep themselves safe online? 2Question - Unit 2.4 <ul style="list-style-type: none"> Can children create a pictogram to represent data? Can children organise data in a data base? Can children use a binary tree to sort information, manipulate data and answer questions? Can children design their own binary tree? Can children run searches on a data set? 	National Online Safety Unit – Health wellbeing and lifestyle Assessment Questions <ul style="list-style-type: none"> Do children know how to keep themselves safe online? Year 1 2Code –Unit 1.7 <ul style="list-style-type: none"> Can children understand that an algorithm is a set of instructions? Can children use an algorithm to solve a problem of achieve an objective? Do children know that an algorithm written for a computer is called a program?
	Year 2 Unit 2.3 Spreadsheets <ul style="list-style-type: none"> Can children enter data into cells? Can children allocate a value to an image? Can children manipulate data using copy and paste to solve puzzles? Can children create a spreadsheet which includes a graph? Can children add labels to their spreadsheets and graphs? Can children answer questions about data? 	Year 2 2Code – Unit 2.1 <ul style="list-style-type: none"> Can children create algorithms of more than 1 step? Can children translate algorithms into code? Can children make predictions about what will happen? Can children debug a program? Can children test their own programs and make modifications? 	

Vocabulary	Data, spreadsheet, graph, label, copy, paste, cut, value	Pictogram, data, database, binary tree, binary, search, sort, present.	Algorithm, code, debug, program, design, test, translate.



	Autumn	Spring	Summer
--	---------------	---------------	---------------

RE	Deliberate Practice (Skills) <ul style="list-style-type: none"> Develop tolerance and respect for the beliefs and practices of others To respectfully express their ideas and values and appreciate those of others 	Deliberate practise vocabulary: understanding, respect, tolerance, community, values, British values.
-----------	--	---

Knowledge Assessment questions:	Assessment Questions Autumn 1: Who is Jewish and what do they believe? Who do Jewish people believe in? Can you explain one way that Jewish people remember God? Can you name some objects in a Jewish person's home? What are the objects used for? What is Shabbot? Autumn 2: How and why do we celebrate special and sacred times? (part 2) Can you tell me about the festival of Pesach? Why is Pesach celebrated? What are the similarities between Pesach and Eid-ul-Fitr and/ or Easter? What are the differences between Pesach and Eid-ul-Fitr and/ or Easter?	Assessment Questions Spring1: Who is a Muslim and what do they believe? (part 2) Where do Muslims worship? How do Muslims pray and worship? Why do Muslims fast during Ramadan? How does this make them feel? Why is the Qur'an important to Muslims? How does the Qur'an affect the way Muslims behave? Spring 2: Who is Christian and what do they believe? (part 2) Can the children retell a story about Jesus with visual aids? What does the story tell us about bad and good, right and wrong? How do Christians try to behave? How do Christians show that they believe in God?	Assessment Questions Summer 1: How can we learn from scared books? Can you retell a story from the bible or another sacred book? What does the story teach us about good and bad, right and wrong? Do all people believe in the same stories? Is that okay? How and why are the sacred books cared for? Can you name the sacred books for someone of the Christian faith, Muslim faith and Jewish faith? Summer 2: How should we care for the world and others and why does it matter? What did Jesus say about the importance of people? Can you give me an example of how people from a particular faith help/care for others? What does the Torah teach people about caring for others? What would it be like if no one cared for one another? Can you describe the behaviour of someone who is following the golden rule?
	Vocabulary	Autumn 1: Jewish, shabbot, Star of David, seder plate, mezuzah, challah bread Autumn 2: Ramadan, Eid, fasting, Mosque, charity. Synagogue, Passover, Pesach, freedom, sacrifice. Easter, feast, celebration, family.	Autumn 1: Mosque, fast, Ramadan, Eid, holy Qur'an. Autumn 2: behaviours, worship, conscience, The Good Samaritan, strength, justice.



	Term	Autumn	Spring	Summer
PE	Deliberate Practice (Skills)	<ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, Develop balance, agility and co-ordination, and begin to apply these in a range of activities developing simple tactics for attacking and defending Perform dances using simple movement patterns. 	Participate in team games,	Deliberate practise vocabulary: run, jump (star, tuck, bunny hop, leap, hop, straight, half) throw (over arm, underarm) catch, balance, counter balance, warm up, cool down, healthy, exercise, fitness., agility, co-ordination, team, attack and defend, movement pattern warm up, cool down, healthy, exercise, fitness.
	Knowledge	Assessment Questions Dance <ul style="list-style-type: none"> Can children evaluate and improve a dance 	Assessment Questions <ul style="list-style-type: none"> Can children identify rules and tactics for different invasion games? 	Assessment Questions <ul style="list-style-type: none"> Can children change direction whilst running? Can children show movement techniques with control?

	Assessment questions:	<p>performance?</p> <ul style="list-style-type: none"> Can children use vocabulary to describe how dances make them feel? Can children perform a dance using simple movement patterns? <p>Gymnastics</p> <ul style="list-style-type: none"> Can children show you how they put a variety of different movement patterns together? E.g. roll, jump, balance, jump, roll. Can children show you a roll? (could be a log roll, forward roll, backwards roll, teddy-bear roll) Can children show you a safe way to land? (bending both knees on landing with two feet) Can children develop short sequences? Do children show a clear start, middle and end? Can children evaluate their performance? Can children say what they need to do improve their performance? Can children talk about the importance of exercise and some of the effects it has on their body? 	<ul style="list-style-type: none"> Can children show you ways to defend? Can children receive a ball in different ways with control? Can children show you how to pass a ball with accuracy? Can children evaluate their performance? Can children say what they need to do improve their performance? Can children talk about the importance of exercise and some of the effects it has on their body? 	<ul style="list-style-type: none"> Can children show co-ordination? E.g. catching a ball with accuracy, throwing a ball to a target. Can children evaluate their performance? Can children say what they need to do improve their performance? Can children talk about the importance of exercise and some of the effects it has on their body?
	Vocabulary	Dance repeat, starting, finishing, positions, performing. Gymnastics aerobic, cool down, routine, arches, bridges, tense, oxygen, muscles, lungs.	invasion games, score, tactics, skills, pass, receive, accuracy.	Active, space, skills, actions, combination, accuracy, control, control, co-ordination



	Term	Autumn	Spring	Summer
Music	Deliberate Practice (Skills)	<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. <div data-bbox="1559 879 2063 1026" style="border: 2px solid black; padding: 5px; margin-top: 10px;"> <p>Deliberate practise vocabulary:</p> <p>pitch, high, low, pulse, perform, opinion, listen, respond.</p> </div>		

Knowledge Assessment questions:	Assessment Questions	Assessment Questions	Assessment Questions
	Unit 1 – Hands, Feet, Heart - To learn about South Africa and South African music <ul style="list-style-type: none"> • Can children play accurately and in time? • Can children play G A and C? • Can children play G, A, B and C? • Can children add high and low sounds in tempo with Afro-Pop and South African Music? 	Unit 4 – Zoo Time - To understand and perform reggae music and to keep the pulse <ul style="list-style-type: none"> • Can children appreciate that ‘pitch’ means high and low when using our voices or instruments? • Can children compose a simple melody using rhythms? • Can children compose a simple melody using C? Can children compose a simple melody using C and D?	Unit 5 – Friendship Song - To understand that songs have a musical style and can express feelings <ul style="list-style-type: none"> • Can children sing a song in 2 parts? • Can children sing a song in 2 parts and keep the pulse? • Can children sing a song in 2 parts and add a rhythm? • Can children recognise keyboard, bass, guitar, trumpets and saxophones? Unit 6 - Reflect, Rewind and Replay <ul style="list-style-type: none"> • Can children listen and respond to music of different styles and genres? • Can children listen and respond to music from different eras? • Can children apply appropriate vocabulary to describe

	Vocabulary	Unit 1 - Keyboard, drums, bass, electric guitars, saxophone, trumpet. Pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo	Unit 4 - keyboard, drums, bass, electric guitar ,Reggae, improvise, compose, perform, audience, rap, improvise, melody, dynamics, tempo, melody	

	Term	Autumn		Spring		Summer	
PSHE	Theme	Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

<p>Knowledge Assessment questions:</p>	<p><i>The children discuss their hopes and fears for the year ahead. They learn about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. The children learn about choices and the consequences of making different choices.</i></p> <ul style="list-style-type: none"> • Understand the rights and responsibilities of class members • Know about rewards and consequences and that these stem from choices • Know that it is important to listen to other people • Understand that their own views are valuable • Know that positive choices impact positively on self-learning and the learning of others • Identifying hopes and fears for the year ahead • Know how to make their class a safe and fair place • Show good listening skills • Be able to work co-operatively • Recognise own feelings and know when and where to get help • Recognise the feeling of being worried 	<p><i>The children learn about gender stereotypes, that boys and girls can have differences and similarities. The children share feelings associated with bullying and how and where to get help. They explore similarities and differences and that it is OK for friends to have differences without it affecting their friendship.</i></p> <ul style="list-style-type: none"> • Know the difference between a one-off incident and bullying • Know that sometimes people get bullied because of difference • Know that friends can be different and still be friends • Know there are stereotypes about boys and girls • Know where to get help if being bullied • Know that it is OK not to conform to gender stereotypes • Know it is good to be yourself • Know the difference between right and wrong and the role that choice has to play in this • Explain how being bullied can make someone feel • Know how to stand up for themselves when they need to • Understand that everyone's differences make 	<p><i>The children explore setting realistic goals and how they can achieve them. They discuss perseverance when they find things difficult as well as recognising their strengths as a learner. They also reflect on sharing success with other people.</i></p> <ul style="list-style-type: none"> • Know how to choose a realistic goal and think about how to achieve it • Know that it is important to persevere • Know how to recognise what working together well looks like • Know what good group-working looks like • Know how to share success with other people • Recognise how working with others can be helpful • Be able to work effectively with a partner • Be able to choose a partner with whom they work well • Be able to work as part of a group • Be able to describe their own achievements and the feelings linked to this • Recognise their own strengths as a learner • Recognise how it feels to be part of a group that succeeds and store this feeling 	<p><i>The children learn about healthy food; they talk about having a healthy relationship with food and making healthy choices. The children consider what makes them feel relaxed and stressed. They learn about medicines, how they work and how to use them safely. The children make healthy snacks and discuss why they are good for their bodies.</i></p> <ul style="list-style-type: none"> • Know what their body needs to stay healthy • Know what relaxed means • Know why healthy snacks are good for their bodies • Know which foods given their bodies energy • Know that it is important to use medicines safely • Know what makes them feel relaxed/stressed • Know how medicines work in their bodies • Know how to make some healthy snacks • Feel positive about caring for their bodies and keeping it healthy • Have a healthy relationship with food • Desire to make healthy lifestyle choices 	<p><i>Children consider the importance of trust in relationships and what this feels like. They also learn about two types of secret, and why 'worry secrets' should always be shared with a trusted adult. Children reflect upon different types of physical contact in relationships, which are acceptable and which ones are not. They also learn about who can help them if they are scared.</i></p> <ul style="list-style-type: none"> • Know that there are lots of forms of physical contact within a family • Know how to stay stop if someone is hurting them • Know there are good secrets and worry secrets and why it is important to share worry secrets • Know what trust is • Know that families function well when there is trust, respect, care, love and co-operation • Know some reasons why friends have conflicts • Know that friendships have ups and downs and sometimes change with time • Know how to use the Mending Friendships or Solve it together problem-solving methods • Can identify the different roles and responsibilities in their family 	<p><i>Children compare different life cycles in nature. Children discuss how independence, freedoms and responsibility can increase with age. As part of a school's safeguarding duty, pupils are re-taught the correct words for private parts of the body. Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened.</i></p> <ul style="list-style-type: none"> • Know male and female bodies and that no one has the right to be touched or frightened and that some are acceptable and some are not • Know the correct words for private parts of the body • Know that some people are older and that some are younger • Know that some people have more control over their bodies than when they were a baby and some have less • Can say who they would go to for help if worried or scared • Can say what types of touch they find comfortable/uncomfortable • Be able to confidently ask someone to stop if they are being hurt or frightened • Can appreciate that changes will happen and that some can be controlled and others not • Be able to express how they feel about changes • Show appreciation for people who are older • Can recognise the independence and responsibilities they have now compared to being a baby or toddler • Can say what greater responsibilities and
---	--	---	--	--	--	---

		<p>them special and unique</p> <ul style="list-style-type: none"> · Understand that boys and girls can be similar in lots of ways and that is OK · Understand that boys and girls can be different in lots of ways and that is OK · Can choose to be kind to someone who is being bullied · Recognise that they shouldn't judge people because they are different 		<ul style="list-style-type: none"> • Identify when a feeling is weak and when a feeling is strong • Express how it feels to share healthy food with their friends 	<ul style="list-style-type: none"> • Can recognise the value that families can bring • Can recognise and talk about the types of physical contact that is acceptable or unacceptable • Can identify the negative feelings associated with keeping a worry secret • Can identify who they trust in their own relationships • Can use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict • Can identify the feelings associated with trust • Can give and receive compliments • Can say who they would go to for help if they were worried or scared 	<p>freedoms they may have in the future</p> <ul style="list-style-type: none"> · Can say what they are looking forward to in the next year
Vocabulary	Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices, Co-Operate, Problem-Solving	Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Unique, Value	Realistic, Achievement, Goal, Strength, Persevere, Difficult, Easy, Learning Together, Partner, Product	Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Dangerous, Medicines, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious	Similarities, Special, Important, Co-operate, Physical contact, Communication, Hugs, Acceptable, Not acceptable, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate	Change, Grow, Control, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Vagina, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Nervous, Happy