

Whitley Abbey Primary School

Hand in hand we learn Year 2 Curriculum



Curriculum Drivers			
Possibilities and Citizenship	Reading and Oracy	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>.</p>	<p>Our curriculum is carefully designed to meet the needs of the children we serve, placing strong emphasis on the development of oracy skills and fluency in reading. At Whitley Abbey, we recognise that strong oracy underpins effective communication, enabling children to express themselves clearly and to understand others with confidence.</p> <p>Reading remains a cornerstone of our curriculum, supporting pupils in developing the independent learning skills they will need to thrive 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, oracy 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 		
	Knowledge Assessment questions:	Castles <u>Assessment questions</u> <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? 	Land Ahoy – Titanic <u>Assessment Questions</u> <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? 	Beach Combers <u>Assessment Questions</u> <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	Features, buildings, change, castle, moat, ramparts, dungeon, portcullis, drawbridge, knight, shield.	Collision, first class, second class, third class, captain, crew, passenger, ice burg, Atlantic, ocean, lifeboat, rich, poor, sinking, luxury, survivor, disaster	Punch and Judy, bathing suit, promenade, pier, brass band, donkey ride, beach, penny farthing, costume, bathing machine, deck chair

Deliberate practise vocabulary:

Long ago, in the past, year, old, new, modern, year, similar, different, first hand, second hand, before, yesterday, years ago, decade, century, living memory.

	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. 		
	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?
	Vocabulary	<p>locality, land use, aerial view, symbol, , human features, physical features, urban, rural.</p> <p>United Kingdom, island, England, Scotland, Wales, Northern Ireland, capital city, Belfast, Cardiff, Edinburgh, London, landmarks</p> <p>North sea, Irish sea, North Atlantic Ocean, English Channel</p>	<p>Aerial photograph, United Kingdom, island.</p> <p>Physical features; beach, cliff, coast, ocean, sea, river, vegetation</p> <p>Human features – city, town, village, factory, farm, house, office, shop, skyscraper, road, railway</p> <p>Continents, Asia, Africa, North America, South America, Africa, Europe, Australasia, Antarctica</p>	<p>seaside, holiday, popular, protect, environment</p> <p>Physical/Natural features; sand dunes, beach, cliff, bay shingle, sea, ocean, waves , coast</p> <p>Human/Man-made features; pier, lighthouse, fairground, harbour, caravan site.</p>

Deliberate practise vocabulary:

Plan, map, atlas, globe, place, compass, North, South, East and West, near and far, left and right

	Term	Autumn		Spring	Summer
Science	Deliberate Practice (Skills)	<div>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</div> <ul style="list-style-type: none">ask simple questions and recognise that they can be answered in different waysobserve closely, using simple equipmentperform simple testsidentify and classifyuse observations and ideas to suggest answers to questions • gather and record data to help in answering questions			
	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 <u>Assessment Questions:</u> <ul style="list-style-type: none">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 <u>Assessment Questions:</u> <ul style="list-style-type: none">Can children notice that animals, including humans, have offspring which grow into adults<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.	Living things and their habitats <u>Assessment Questions</u> <ul style="list-style-type: none">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?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?<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?	Plants – Locality Study <u>Assessment Questions:</u> <ul style="list-style-type: none">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>(flexible term teaching)</p>

	Vocabulary	<ul style="list-style-type: none"> • Soft, hard, rough, smooth, stretchy, stiff, shiny, dull, flexible, waterproof, absorbent, opaque, transparent, translucent Squash, bend, twist, stretch	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	<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 	Seeds, bulbs, grow, healthy, water, light, temperature, soil, nutrients
	Term	Autumn	Spring	Summer	
Art	Deliberate Practice (Skills)	<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 			Deliberate practise vocabulary: Colour, Pattern, Texture, Line, Shape, Form, Space, <i>Same, Different, Similar, Compare, Record, Drawing,</i>
	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/</p> <p>https://www.accessart.org.uk/the-minibeast-project/</p>	<p>https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-1/landscapes-using-different-media/lesson-2-landscapes-beach-textures/</p> <p>Toon Joosen</p> <ul style="list-style-type: none"> Can children create texture in their work by using rubbings/ 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 – horizon, foreground, background? <p>https://www.accessart.org.uk/monoprinting-with-carbon-paper/</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, Pressure, Texture , landscape, foreground, background, horizon. materials</i>



	Term	Autumn	Spring	Summer
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DT	Deliberate Practice (Skills)	<div> Deliberate practise vocabulary: evaluate, evaluation, product, design, suitable, suitability, investigate, design criteria, function </div> <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 		
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	Knowledge Assessment questions:	<u>Castles</u> <u>Assessment Questions</u> <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 	First Class Meals <u>Assessment Questions</u> <p>https://www.kapowprimary.com/subjects/design-technology/key-</p>	Fairgrounds (construction materials mechano etc) <u>Assessment Questions</u> <p>https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year</p> <p>https://www.kapowprimary.com/subjects/design-</p>
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	<ul style="list-style-type: none"> 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>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</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>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 means? Can the children explain how the Ferris Wheel spins? Can the children explain what strong and weak means and give examples of this? What happens when a structure is
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		<ul style="list-style-type: none"> make changes to their design to ensure it is stable? Can the children offer ways to make their structure stronger? Can children explore suitability of materials e.g. waterproof? 	<ul style="list-style-type: none"> what foods you may find in one? 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? 	<ul style="list-style-type: none"> strong or weak? 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	<i>Strong, stable, structure, client, design criteria, structure, test, weak, strong, features</i>	<i>Carbohydrate, dairy, fat, sugar, fruits and vegetables, protein, diet, balanced diet, nutrients, ingredients, healthy, unhealthy</i>	<i>Axle, mechanism, stable, strong, test, waterproof, weak, strong, Ferris Wheel, Ferris Wheel pod, base</i>

	Term	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: Appropriate/inappropriate sites Cyber-bullying Digital footprint 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 <u>Assessment Questions</u> 2.2 Digital Photography	National Online Safety Unit – Managing Online information <u>Assessment Questions</u> 2.3 Robot algorithms	National Online Safety Unit – Health wellbeing and lifestyle <u>Assessment Questions</u> 2.6 Programming quizzes
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		<ul style="list-style-type: none"> • Explain the key requirements of the task • Explain some aspects of taking a good photograph Know that a photo can be portrait or landscape • Take a photograph using a simple camera or device that has been set up in camera mode • Identify some of the reasons why a photograph may be good or bad • Experiment when taking photos with different light sources • Identify a photo that has been enhanced using tools when asked questions use different tools to change how a photograph looks • Evaluate how successful they were in meeting the task requirements 	<ul style="list-style-type: none"> • Plan and execute a program onto a floor robot to reach a given point • Understand a series of instructions Understand different algorithms by changing the sequence of commands • Predict what a sequence of commands will do • Follow sequences of instructions including moving forwards and backwards, and turning left and right. • Plan a series of instructions for someone else to follow Plan a mat layout with several possible routes • Plan and execute a program to reach a goal and debug as needed • Evaluate how successful they were in meeting the task requirements 	<ul style="list-style-type: none"> • Plan a project including changing backgrounds • Know that a sequence can be started using a variety of event blocks • Know that a sequence has an outcome, and identify different programs that have the same outcome • Know the backgrounds can be changed through the programming blocks • Understand the role of the numbers on ScratchJr blocks • Write and run a simple program with a start block, and an end block which changes the background • Adapt a given design to create a program with multiple sprites and backgrounds which uses the blocks given in the example • Create and program a quiz with at least two backgrounds which switch based on an action Identify errors in their program, and debug them • Test a program created and evaluate how successful it has been Identify how closely a plan matches the outcome
	Vocabulary	Device, camera, photograph, capture, image, digital,	Instruction Sequence clear, unambiguous, algorithm, order,	Sequence, command, run, blocks, sprite, algorithm, debug,

		landscape, portrait, subject, compose, focus, edit, filter	design, debugging.	decomposition, code.
	Term	Autumn	Spring	Summer
RE	Deliberate Practice (Skills)	<ul style="list-style-type: none">• Pupils can read simple passages from sacred texts and engage in simple exegesis (annotating and analysing) to explain what a sacred text might mean.• Pupils can develop a simple survey (2-3 questions) to better understand the lived expression and beliefs of different worldviews.• Pupils are beginning to ask ultimate questions and sharing their own possible answers to these.• Pupils are beginning to use simple frameworks for logic and justifying their own position/beliefs.• Pupils are beginning to make links between passages from sacred texts and examples of ritual and practice (such as those linked to ceremonies and festivals).• Pupils can observe individual and communal worldviews in action within the context of a local place of worship and use this to better explain phenomena from organised worldviews (e.g. how different festivals are celebrated or how different ceremonies are conducted) and comment on what this might mean to individuals and the community)		
	Layover Unit	Christianity Enquiry Questions: <ul style="list-style-type: none">• How is God understood by those with Christian worldviews?• What is the incarnation and why is that so important in Christian worldviews?• Do all Christians use the Bible in the same way?		
	Knowledge Assessment questions:	<p><u>Assessment Questions</u></p> <p>Unit K1.4</p> <p><u>Who is Jesus? (1)</u></p> <ul style="list-style-type: none">• Do pupils know that sacred texts are sources of beliefs about special people (e.g. Jesus) and they are beginning to understand the authority and power these can hold for some people?• Do pupils know that people can have similar beliefs about Jesus but live them out in different ways?	<p><u>Assessment Questions</u></p> <p>Unit K1.5</p> <p><u>What is most important for different people?</u></p> <ul style="list-style-type: none">• Do pupils know that sacred texts are sources of beliefs and are beginning to understand the authority and power these can hold for some people?• Do pupils know that people may interpret sacred texts differently (leading to different things being important for different people) and that the way in which sacred texts are understood can change over time?• Do pupils know that people give different reasons (including logic) for what is important to them, in answer to the ultimate questions about life? (e.g. such as about God or what is most important in life).• Do pupils know that ideas about right and wrong/good and evil often come from ancient texts or the ideas of philosophers of the past?	<p><u>Assessment Questions</u></p> <p>Unit K1.6</p> <p><u>Why has the Coventry Blitz shaped Christian worldviews locally and globally?</u></p> <ul style="list-style-type: none">• Do pupils know that religious art and symbols can have theological and spiritual meanings?• Do pupils know that asking individuals questions about their practices/lived expressions can reveal more about their beliefs and why they do things and are beginning to understand the benefits and limitations of questioning methods?(e.g. surveys and interviews).

Deliberate Practice Vocabulary
Worldviews Theology, Philosophy, Social and human science, discipline, concept

		(including sources of inspiration and guidance for those with Humanist worldviews).	
Vocabulary	Jesus Christ faith Incarnation mystery Salvation Nativity Miracle Christian	faith God guidance value human rights right wrong inspiration importance	Cathedral Blitz Reconciliation Forgiveness Peace

	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 games, developing simple tactics for attacking and defending Perform dances using simple movement patterns. 		<div> 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. </div>
	Knowledge	<u>Assessment Questions</u> Dance <ul style="list-style-type: none"> Can children evaluate and improve a dance 	<u>Assessment Questions</u> <ul style="list-style-type: none"> Can children identify rules and tactics for different invasion games? 	<u>Assessment Questions</u> <ul style="list-style-type: none"> Can children change direction whilst running? Can children show movement techniques with control?

	Assessment questions:	performance? <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? Gymnastics <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)	<div>Deliberate practise vocabulary: pitch, high, low, pulse, perform, opinion, listen, respond.</div> <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.		
	Knowledge Assessment questions:	<u>Assessment Questions</u> Unit 1 – <i>Hands, Feet, Heart</i> - 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?	<u>Assessment Questions</u> Unit 4 – <i>Zoo Time</i> - 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?<ul style="list-style-type: none">• Can children compose a simple melody using C? <p>Can children compose a simple melody using C and D?</p>	<u>Assessment Questions</u> Unit 5 – <i>Friendship Song</i> - 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
	Knowledge Assessment questions:	<p>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.</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 	<p>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.</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 	<p>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.</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>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.</p> <ul style="list-style-type: none"> Know what their body needs to stay healthy Know what the correct names for body parts are if someone is hurting 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 	<p>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.</p> <ul style="list-style-type: none"> Know that there are lots of things people are worried or frightened about Know that some changes are different to what they are used to Know how to stay safe Know that ageing is a natural process including old age Know that some changes are out of individual's control Know that secrets are important to share 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 	<p>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.</p> <ul style="list-style-type: none"> 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

		<ul style="list-style-type: none">• Recognise own feelings and know when and where to get help• Recognise the feeling of being worried	<ul style="list-style-type: none">• Know how to stand up for themselves when they need to• Understand that everyone’s differences make them special and unique• 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">• Have a healthy relationship with food• Desire to make healthy lifestyle choices• Identify when a feeling is weak and when a feeling is strong• Express how it feels to share healthy food with their friends	<p>problem-solving methods</p> <ul style="list-style-type: none">• Can identify the different roles and responsibilities in their family• 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>people who are older</p> <ul style="list-style-type: none">• Can recognise the independence and responsibilities they have now compared to being a baby or toddler• Can say what greater responsibilities and freedoms they may have in the future• 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	