

Maths

Number and Place Value / Addition and Subtraction

- ♦ Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- ♦ Read and write numbers to at least 100 in numerals and in words
- ♦ Recognise the place value of each digit in a two-digit number (tens, ones)
- ♦ Identify, represent and estimate numbers using different representations, including the number line
- ♦ Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs
- ♦ Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- ♦ Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems
- ♦ Add and subtract numbers mentally, sometimes using concrete objects, pictorial representations
- ♦ Show that addition of two numbers can be done in any order and subtraction of one number from another cannot

Year 2 Curriculum Map

Kingsley Primary School

Autumn 1



Be Kind Be Safe Be Respectful

English

Text—The Bog Baby by Jeanne Willis

Writing Outcomes— Finding Narrative & Instructions

- ♦ Make inferences on the basis of what is being said and done
- ♦ Answer and ask questions about the book
- ♦ Plan and say aloud what they will write
- ♦ Write sequenced, coherent narratives
- ♦ Encapsulate what they want to say sentence by sentence
- ♦ Demarcate most sentences with capital letters and full stops
- ♦ Join words/clauses using and
- ♦ Make phonically plausible attempts at unfamiliar words
- ♦ Form lower-case letters in the correct direction, starting and finishing correctly
- ♦ Use appropriate spacing between words
- ♦ Re-read writing to check that it makes sense

Religious Education

Who is Muslim and What Do they Believe?

- ♦ What do we think about God?
- ♦ Who was the Prophet Muhammad and why is he important?
- ♦ What stories of the Prophet do Muslims love to tell?
- ♦ What is a Mosque and what happens at a Mosque?
- ♦ How and why do Muslims pray and worship at the mosque?
- ♦ What can we learn from Muslim holy words?

Geography

Topic: Local Area Study – Local Area (Toxteth)

Geographical Focus: Knowing my local area well including landmarks

- ♦ Know and name key landmarks in the local area.
- ♦ Describe the local area and nearby green spaces.
- ♦ Recognise human and physical features.
- ♦ Draw simple maps using symbols and pictures.
- ♦ Use simple compass directions: North, South, East and West.

Science

Living Things and Their Habitats

- ◆ Explore and compare the differences between things that are living, dead, and things that have never been alive
- ◆ Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- ◆ Identify and name a variety of plants and animals in their habitats, including microhabitats.
- ◆ Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Work scientifically by Year 2:

- ◆ Performing simple tests.
- ◆ Identifying and classifying.
- ◆ Using their observations and ideas to suggest answers to questions.

Be Kind Be safe Be Respectful

P.E.

Fundamentals

Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength.

Team Building

Pupils develop key skills of communication and problem solving. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play. They also begin to use basic map skills.

Art and Design

Painting— Claude Monet

- ◆ Understand how to make tints using white and tones by adding black to make darker and lighter shades.
- ◆ Have secure knowledge of primary colours and be able to mix all the secondary colours confidently.
- ◆ Introduce the mixing of tertiary colours by mixing a primary and secondary colour.
- ◆ Continue to control the types of marks made with the range of media.
- ◆ Understand the colour wheel and identify warm and cool colours.
- ◆ Select a suitable brush to produce marks appropriate to work. E.g. small brush for small marks.
- ◆ Experiment with brush effects (blending with wet brush and stippling with a dry brush).
- ◆ Compare the works of Monet, particularly looking at his use of warm and cool colours and how he relates these to the seasons.

PSHE

Relationships—What Makes a Good Friend?

- ◆ How to make friends with others
- ◆ How to recognise when they feel lonely and what they could do about it
- ◆ How people behave when they are being friendly and what makes a good friend
- ◆ How to resolve arguments that can occur in friendships
- ◆ How to ask for help if a friendship is making them unhappy

Music

Animals: Call and Response

- ◆ Use different volumes and sounds when playing instruments.
- ◆ Play and clap sound patterns in time with a group.
- ◆ Copy and create simple sound patterns.
- ◆ Perform call-and-response patterns with others.
- ◆ Perform a simple musical composition.

Computing

Information Technology

What is a Computer?

Pupils will learn how to identify a computer's different parts and talk about the role computers play in our society.

Trip / Visitor

Religious Education

Visit Al Rahma Mosque

Maths

Multiplication and Division

- ◆ Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables including recognising odd and even numbers
- ◆ Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ($\times$), division ($\div$) and equals ($=$) signs
- ◆ Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- ◆ Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity
- ◆ Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$

Year 2 Curriculum Map Kingsley Primary School Autumn 2



Be Kind Be Safe Be Respectful

English

Text— A River by Marc Martin

Writing Opportunities— Circular Story and Letters

- ◆ Recognise simple recurring literary language in stories and poetry
- ◆ Discuss and clarify the meanings of words, linking new meanings to known vocabulary
- ◆ Discuss their favourite words and phrases
- ◆ Children will learn to use sentences with different forms: statement, question, exclamation, command and expanded noun phrases to describe and specify
- ◆ Form lower-case letters in the correct direction, starting and finishing correctly
- ◆ Use appropriate spacing between words
- ◆ Plan or saying out loud what they are going to write about
- ◆ Write down ideas and/or key words, including new vocabulary.

Religious Education

Who is Muslim and What Do they Believe?

- ◆ What do we think about God?
- ◆ Who was the Prophet Muhammad and why is he important?
- ◆ What stories of the Prophet do Muslims love to tell?
- ◆ What is a Mosque and what happens at a Mosque?
- ◆ How and why do Muslims pray and worship at the mosque?
- ◆ What can we learn from Muslim holy words?

History

Historical Focus: Study the lives of significant individuals

Florence Nightingale and Mary Seacole

- ◆ Recount the main events from a significant event in history.
- ◆ Look at evidence to give and explain reasons why people in the past may have acted in the way they did.
- ◆ Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.
- ◆ Describe objects, people or events in history.

Science

Living Things and Their Habitats

- ◆ Explore and compare the differences between things that are living, dead, and things that have never been alive
- ◆ Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- ◆ Identify and name a variety of plants and animals in their habitats, including microhabitats.
- ◆ Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Work scientifically by Year 2:

- ◆ Performing simple tests.
- ◆ Identifying and classifying.
- ◆ Using their observations and ideas to suggest answers to questions.

Be Kind Be Safe Be Respectful

P.E.

Ball Skills

Pupils will develop their ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet. Pupils will be given opportunities to work with a range of different sized balls. Pupils will be asked to evaluate and recognise improvements for their own and others skills.

Gymnastics

Pupils learn, explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions.

Art and Design

Topic: Sketching – Self-portraits

Artist: Frida Kahlo

- ◆ 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
- ◆ About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

PSHE

Relationships- What is Bullying?

- ◆ Understand how words and actions can affect others.
- ◆ Know how to give or refuse permission for physical contact.
- ◆ Understand that bullying, teasing and excluding others are unacceptable.
- ◆ Know how to respond to hurtful or unsafe behaviour.
- ◆ Tell a trusted adult about bullying or hurtful behaviour, including online.

Computing

Computer Science Coding & Algorithms

Pupils build on their knowledge of what an algorithm is and how we can program computers to use algorithms. They will use a variety of block based coding programs to create algorithms, solve programs and debug errors.

Trip / Visitor

History

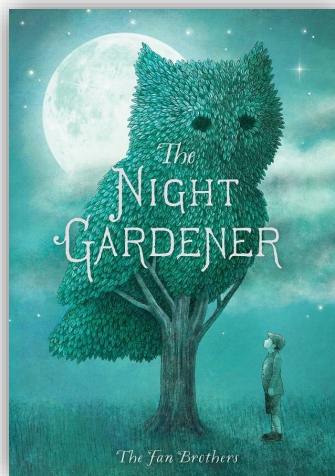
As Creatives—Nurturing Nurses
Florence Nightingale Workshop

Maths

Measurement

- ◆ Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- ◆ Compare and order lengths, mass, volume/capacity and record the results using >, < and =
- ◆ Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- ◆ Find different combinations of coins that equal the same amounts of money
- ◆ Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- ◆ Compare and sequence intervals of time
- ◆ Know the number of minutes in an hour and the number of hours in a day.
- ◆ Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- ◆

Year 2 Curriculum Map Kingsley Primary School Spring 1



Be Kind Be Safe Be Respectful

English

Text— The Night Gardener by The Fan Brothers

Writing Outcomes- Setting Description & Diary

- ◆ Discussing the sequence of events in books and how items of information are related
- ◆ Make inferences on the basis of what is being said and done
- ◆ Answer and ask questions
- ◆ Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- ◆ Write narratives about personal experiences and those of others (real and fictional)
- ◆ Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- ◆ Learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

Religious Education

How and Why do We Celebrate Special and Sacred Times?

- ◆ What do you celebrate and why? What stories do your family tell?
- ◆ What happened at Easter and how does it make people feel?
- ◆ How do Christians celebrate Easter?
- ◆ Why do Jewish people tell the story of Passover (Pesach) every year?
- ◆ What do Muslims celebrate at Id-ul-Fitr?

History

Topic: Food long ago and now

Historical Focus: Changes within living memory

- ◆ Look at evidence to explain why people in the past acted as they did.
- ◆ Describe the differences between then and now.
- ◆ Understand and use the words **past** and **present** when talking about an event.
- ◆ Recount changes in my own life over time.
- ◆ Communicate ideas about people, objects or events from the past through speaking, writing, drawing, role-play, storytelling and ICT.

Science

Animals Including Humans

- ♦ Notice that animals, including humans, have offspring which grow into adults
- ♦ Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- ♦ Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Working Scientifically in Year 2

- ♦ Performing simple tests.
- ♦ Identifying and classifying.
- ♦ Using their observations and ideas to suggest answers to questions.
- ♦ Gathering and recording data to help in answering questions.

Be Kind Be Safe Be Respectful

P.E.

Sending and Receiving

Pupils will develop their sending and receiving skills such as throwing and catching, rolling, kicking and stopping a ball. Pupils will be given opportunities to work with a range of different sized balls and apply their skills individually, in pairs and in small groups.

Gymnastics

Pupils learn, explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions.

Design and Technology

Topic: Textiles **Focus:** Templates and Joining techniques

Investigative Question: Make and evaluate a bag for William to carry his secateurs in.

- ♦ Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- ♦ Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.
- ♦ Critique, evaluate and test their ideas and products and the work of others.
- ♦ Explore and use wheels, axles and axle holders.
- ♦ Distinguish between fixed and freely moving axles.
- ♦ Know and use technical vocabulary relevant to the project.

PSHE

Living in the Wider World– What jobs do people do?

- ♦ Understand that jobs help people earn money.
- ♦ Know about different jobs in the community.
- ♦ Recognise that people have different strengths and interests.
- ♦ Understand that different skills are needed for different jobs.
- ♦ Know how the internet and digital devices are used at work and in everyday life.

Computing

Computer Science Programming using Scratch Jr

Pupils will use the Scratch Jr app to write their own block code for several different projects. These can easily be made cross curricular.

Trip / Visitor

Science

Knowsley Safari Park

Maths

Properties of Shape

- ◆ Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- ◆ Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- ◆ Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
- ◆ Compare and sort common 2-D and 3-D shapes and everyday objects.
- ◆ Order and arrange combinations of mathematical objects in patterns and sequences
- ◆ Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three quarter turns (clockwise and anti-clockwise).

Year 2 Curriculum Map Kingsley Primary School Spring 2



Be Kind Be Safe Be Respectful

English

Text— Grandad's Island by Benji Davies

Writing Opportunities— Return Narrative & Non-chronological Report

- ◆ Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
- ◆ Draw on what they already know or on background information and vocabulary provided by the teacher
- ◆ Make inferences on the basis of what is being said and done
- ◆ Write for different purposes
- ◆ Continue to use sentences with different forms: statement, question, exclamation, command
- ◆ Expanded noun phrases to describe and specify
- ◆ Use the present and past tenses correctly and consistently including the progressive form

Religious Education

How and Why do We Celebrate Special and Sacred Times?

- ◆ What do you celebrate and why? What stories do your family tell?
- ◆ What happened at easter and how does it make people feel?
- ◆ How do Christians celebrate Easter?
- ◆ Why do Jewish people tell the story of Passover (Pesach) every year?
- ◆ What do Muslims celebrate at Id-ul-Fitr?

Geography

Topic: Oceans, Continents and Equator

Geographical Focus: Place knowledge and human and physical geography

- ◆ Name and locate the world's 7 continents and 5 oceans
- ◆ Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas
- ◆ Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

Science

Plants

Pupils should be taught to:

- ♦ Observe and describe how seeds and bulbs grow into mature plants
- ♦ Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

♦ Working Scientifically

- ♦ Performing simple tests.
- ♦ Identifying and classifying.
- ♦ Using their observations and ideas to suggest answers to questions.
- ♦ Gathering and recording data to help in answering questions.

Be Kind Be Safe Be Respectful

P.E.

Net and Wall

Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills. They will learn to play against an opponent and over a net.

Dance

Pupils will explore space and how their body can move to express an idea, mood or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner.

Design Technology

Design technology— Mechanisms

During this unit children will design, make and evaluate a wheeled vehicle for Grandad so that he can get about on the island.

- ♦ Design purposeful, functional, appealing products for themselves and other users based on a 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
- ♦ Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.
- ♦ Evaluate their ideas and products against a design criteria

PSHE

Health and Well Being– What helps us to stay safe

- ♦ Understand how rules help keep us safe at home, outside and online.
- ♦ Recognise risky or unsafe situations and know how to avoid them.
- ♦ Know how to say no to things that feel unsafe or uncomfortable.
- ♦ Understand that not everything online is trustworthy and know when to tell a safe adult.

Music

Musical Story Telling: instruments

- ♦ Identify and describe fast and slow music.
- ♦ Identify and describe loud and soft music.
- ♦ Explain how music represents characters, events and feelings.
- ♦ Choose suitable tempo and dynamics for a story.
- ♦ Rehearse and perform confidently as part of a group.

Computing

Information Technology

Data collection and representation using Pictograms

Pupils will explore how to transfer physical data from a tally chart into a digital pictogram. They will compare the difference with creating a physical pictogram.

Trip / Visitor

Science

Ness Botanic Gardens

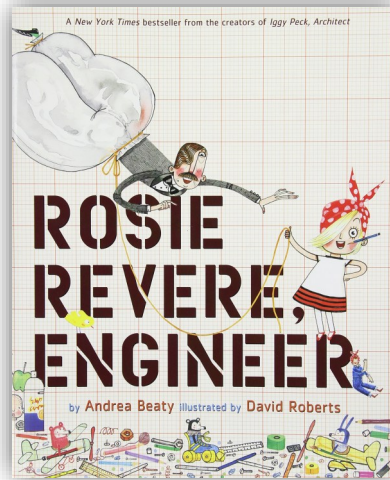
KS1 seed sowers explorers trek

Maths

Statistics

- ♦ Interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- ♦ Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- ♦ Ask and answer questions about totalling and comparing categorical data.

Year 2 Curriculum Map Kingsley Primary School Summer 1



Be Kind Be Safe Be Respectful

English

Text-Rosie Revere by Andrea Beaty

Writing Opportunities- Invention Narrative and Explanation

- ♦ Read words containing common suffixes
- ♦ Read accurately words of two or more syllables that contain the graphemes taught so far.
- ♦ Discuss and clarify meanings of words, linking new meanings to known vocabulary
- ♦ Ask and answer questions
- ♦ Discuss the sequence of events in books and how items of information are related.
- ♦ Make inferences on the basis of what is being said and done.
- ♦ Spell common exception words and apply spelling rules taught
- ♦ Write for different purposes
- ♦ Evaluate and proof read their own writing. Checking for errors in spelling, grammar and punctuation.
- ♦ Use the past and present tense correctly and consistently including the progressive form

Religious Education

How should we care for others and the world, and why does it matter?

- ♦ Should we care for everyone?
- ♦ What do Christians believe about caring for people?
- ♦ What do some religions say about caring for other people?
- ♦ How have some people shown they cared?
- ♦ How is the golden rule an encouragement to care?
- ♦ What stories do Christians and Jewish people tell about the beginning of the world and how to treat the world.

History

Topic: Rosa Parks

Historical Focus: Study the lives of significant individuals in the past who have contributed to national and international achievements

- ♦ Use information to describe the past.
- ♦ Use timelines to order events or objects or place significant people.
- ♦ Describe objects, people or events in history.
- ♦ Identify different ways in which the past is represented.

Science

Revisit and Review

Living Things and Their Habitats

Animals Including Humans

Plants

Be Kind Be Safe Be Respectful

P.E.

Striking and Fielding

In this unit, pupils develop their understanding of the principles of defending (fielding) and attacking (batting) for striking and fielding games. They use and develop skills such as throwing and catching, tracking a ball and striking a ball. They learn how to score points in these types of games, how to play to the rules and use simple tactics.

Dance

Pupils will explore space and how their body can move to express and idea, mood or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner.

Design Technology

Topic: Food **Focus:** Preparing fruit and vegetables

Investigative Question: Design, make and evaluate roasted apples and oats

- ◆ Design appealing products for a particular user based on simple design criteria
- ◆ Generate initial ideas and design criteria through investigating a variety of fruit and vegetables.
- ◆ Communicating their ideas through talk and drawings.
- ◆ Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.
- ◆ Select from a range of apples according to their characteristics e.g. colour, texture and taste to create a chosen product.
- ◆ Taste and evaluate a range of fruit and vegetables to determine the intended user's preference.

PSHE

Health and Wellbeing- What can help us grow and stay healthy

- Understand how healthy food, exercise, sleep and rest help our bodies.
- Know how too much sugar can affect our health and teeth.
- Learn to balance screen time, play and other activities.
- Understand how to cope with change and stay safe and healthy in the sun.

Computing

Information Technology

Modifying Text and Images

Pupils will look at software they can use to present their work. They will expand on previous skills such as using a keyboard, formatting text and how to use images in their work.

Trip / Visitor

History

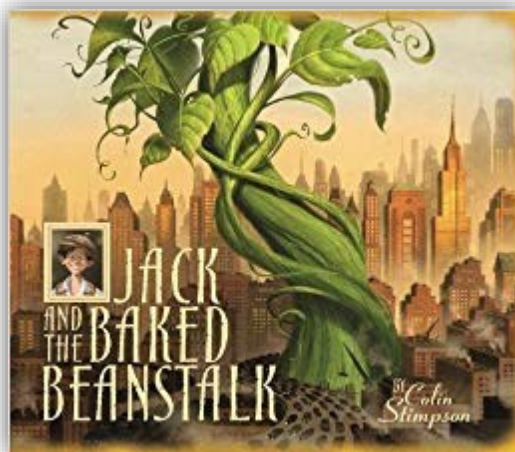
Altru Drama—Rosa Parks Workshop

Maths

Continuous Objectives

- ◆ Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- ◆ Use place value and number facts to solve problems.
- ◆ Use place value and number facts to solve problems.
- ◆ Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods
- ◆ Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems
- ◆ Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
- ◆ Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity

Year 2 Curriculum Map Kingsley Primary School Summer 2



Be Kind Be Safe Be Respectful

English

Text—Jack and the Beanstalk by Colin Stimpson

Writing Opportunities— Persuasive Letters and Twisted Narratives

- ◆ Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- ◆ Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non fiction at a level beyond that at which they can read independently.
- ◆ Become increasingly familiar with retelling a wider range of stories, fairy stories and traditional tales.
- ◆ Discuss their favourite words and phrases
- ◆ Making inferences on the basis of what is being said and done.
- ◆ Plan / say out loud what they are going to write about.
- ◆ Use subordination (when, if, that or because) and co-ordination (Using or, and, but)

Religious Education

How should we care for others and the world, and why does it matter?

- ◆ Should we care for everyone?
- ◆ What do Christians believe about caring for people?
- ◆ What do some religions say about caring for other people?
- ◆ How have some people shown they cared?
- ◆ How is the golden rule an encouragement to care?
- ◆ What stories do Christians and Jewish people tell about the beginning of the world and how to treat the world.

Geography

Topic: Mexico

- ◆ **Geographical Focus:** Understand geographical similarities and differences of an area in Mexico and the UK.
- ◆ Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map.
- ◆ Name and locate the seven continents and five oceans on a globe or atlas.
- ◆ Describe the physical and human geography of a distant place.

Science

Materials

Pupils should be taught to:

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

Work scientifically by Year 2:

- ◆ Performing simple tests.
- ◆ Identifying and classifying.
- ◆ Using their observations and ideas to suggest answers to questions.
- ◆ Gathering and recording data to help in answering questions.

Be Kind Be Safe Be Respectful

P.E.

Target Games

Pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others.

Athletics

Pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently.

Art and Design

Topic: Drawing, Sculptures and Models

Artist: Michelle Reader

- ◆ 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
- ◆ About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

PSHE

Health and Well Being—How do we recognise our feelings?

- ◆ Recognise and describe different feelings.
- ◆ Understand what can cause different feelings.
- ◆ Learn how feelings affect us and how to manage them.
- ◆ Know when and how to ask for help.

Music

Musical Me

- ◆ Move their eyes from left to right to read pitch patterns.
- ◆ Sing high and low notes including the notes in between.
- ◆ Play a pattern of high and low notes on an instrument.
- ◆ Read notation from left to right.
- ◆ Draw high and low sounds using dots at the top and bottom of a page, respectively.
- ◆ Recognise when notes stay the same.

Computing

Digital Literacy / Information Technology

Staying Safe Online

Pupils will use the CEOP Jessie & Friends materials to explore using the online world safely, including sharing pictures and online gaming. They will use the skills developed in other units to create digital content about online safety.

Trip / Visitor

Science

Eureka—Everyday Materials