

Year 2 Curriculum map 2021/22 (Subject to changes as needs arise)

<u>Subject</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>Cultural Capital</u>
<u>English</u>	See Nelson Academy Writing Scheme of Work.	See Nelson Academy Writing Scheme of Work.	See Nelson Academy Writing Scheme of Work.	See Nelson Academy Writing Scheme of Work.	See Nelson Academy Writing Scheme of Work.	See Nelson Academy Writing Scheme of Work.	
<u>Maths</u>	See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19	See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19	See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19	See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19	See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19	See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19.	
<u>Science</u>	The Human body. Scientist focus: Edward Jenner (found a way to stop smallpox) <u>Knowledge:</u> THE HUMAN BODY: SYSTEMS AND PREVENTING ILLNESS BODY SYSTEMS Pupils to be introduced to the idea of body systems, and be able to identify basic parts of	Matter to include measurements of matter. <u>Knowledge:</u> MATTER Children to be introduced to the idea that everything is made of matter, and that all matter is made up of parts too small to see.	Introduction to Astronomy <u>Knowledge:</u> INTRODUCTION TO ASTRONOMY Sun: source of energy, light, heat Moon: phases of the moon (full, half, crescent, new) The eight planets (Mercury, Venus,	The Earth <u>Knowledge:</u> THE EARTH GEOGRAPHICAL FEATURES OF THE EARTH'S SURFACE The shape of the Earth, the horizon Oceans and continents	Living things and their environment. Scientist: Louis Pasteur (made milk safe to drink) <u>Knowledge:</u> LIVING THINGS AND THEIR ENVIRONMENTS HABITATS Living things live in environments to which	Living things and their environment. Scientist: Louis Pasteur (made milk safe to drink) <u>Knowledge:</u> LIVING THINGS AND THEIR ENVIRONMENTS HABITATS Living things live in environments to which they are particularly suited.	Amazonia Zoo- Animals and their habitats.

<p>the following body systems: Skeletal system: skeleton, bones, skull Muscular system: muscles Digestive system: mouth, stomach Circulatory system: heart and blood Nervous system: brain and nerves</p> <p>GERMS, DISEASES, AND PREVENTING ILLNESS</p> <p>Taking care of your body: exercise, cleanliness, healthy foods, rest Vaccinations</p>	<p>Basic concept of atoms Names and common examples of three states of matter: Solid (for example, wood, rocks) Liquid (for example, water) Gas (for example, steam) Water as an example of changing states of matter of a single substance</p> <p>PROPERTIES OF MATTER: MEASUREMENT</p> <p>Children will describe and classify objects according to what they are made of, and according to their physical properties (colour, shape, size, weight, texture, etc.)</p> <p>Units of measurement: Length: centimetre, metre Volume: millilitre, litre Temperature: degrees Celsius</p>	<p>Earth, Mars, Jupiter, Saturn, Uranus, Neptune) Note that, in 2006, Pluto was classified as a dwarf planet. Stars Constellations: The Plough The sun is a star. Earth and its place in the solar system The Earth moves around the Sun; the sun does not move The Earth revolves (spins); one revolution takes one day (24 hours) Sunrise and sunset When it is day where you are, it is night for people on the opposite side of the Earth</p>	<p>North Pole and South Pole, Equator</p> <p>WHAT'S INSIDE THE EARTH</p> <p>Inside the Earth Layers: crust, mantle, core High temperatures Volcanoes and geysers Rocks and minerals Formation and characteristics of different kinds of rocks: metamorphic, igneous, sedimentary Important minerals in the Earth (such as quartz, gold, sulphur, coal, diamond, iron ore)</p>	<p>they are particularly suited. Specific habitats and what lives there, for example: Forest (for example: oak trees, squirrels, foxes, badgers, snails, mice) Meadow and plains (for example: wildflowers, grasses, prairie dogs) Underground (for example: fungi, moles, worms) Desert (for example: cacti, lizards, scorpions) Water (for example: fish, oysters, starfish) The food chain: a way of picturing the relationships between living things Animals: big animals can be eaten by little ones, big animals die and are eaten by little ones. Plants: nutrients, water, soil, air, sunlight</p> <p>OCEANS AND UNDERSEA LIFE</p> <p>Most of the Earth is covered with water. Locate oceans: Pacific, Atlantic, Indian, Arctic Oceans are salt water (unlike fresh water rivers and lakes) Coast, shore, waves, tides (high and low) Currents, the Gulf Stream Landscape of the ocean floor: mountain peaks and deep valleys (trenches) Diversity of ocean life: from organisms too small for the</p>	<p>Specific habitats and what lives there, for example: Forest (for example: oak trees, squirrels, foxes, badgers, snails, mice) Meadow and plains (for example: wildflowers, grasses, prairie dogs) Underground (for example: fungi, moles, worms) Desert (for example: cacti, lizards, scorpions) Water (for example: fish, oysters, starfish) The food chain: a way of picturing the relationships between living things Animals: big animals can be eaten by little ones, big animals die and are eaten by little ones. Plants: nutrients, water, soil, air, sunlight</p> <p>OCEANS AND UNDERSEA LIFE</p> <p>Most of the Earth is covered with water. Locate oceans: Pacific, Atlantic, Indian, Arctic Oceans are salt water (unlike fresh water rivers and lakes) Coast, shore, waves, tides (high and low) Currents, the Gulf Stream Landscape of the ocean floor: mountain peaks and deep valleys (trenches) Diversity of ocean life: from organisms too small for the</p>	<p>Specific habitats and what lives there, for example: Forest (for example: oak trees, squirrels, foxes, badgers, snails, mice) Meadow and plains (for example: wildflowers, grasses, prairie dogs) Underground (for example: fungi, moles, worms) Desert (for example: cacti, lizards, scorpions) Water (for example: fish, oysters, starfish) The food chain: a way of picturing the relationships between living things Animals: big animals can be eaten by little ones, big animals die and are eaten by little ones. Plants: nutrients, water, soil, air, sunlight</p> <p>OCEANS AND UNDERSEA LIFE</p> <p>Most of the Earth is covered with water. Locate oceans: Pacific, Atlantic, Indian, Arctic Oceans are salt water (unlike fresh water rivers and lakes) Coast, shore, waves, tides (high and low) Currents, the Gulf Stream Landscape of the ocean floor: mountain peaks and deep valleys (trenches) Diversity of ocean life: from organisms too small for the</p>	
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					<p>Landscape of the ocean floor: mountain peaks and deep valleys (trenches)</p> <p>Diversity of ocean life: from organisms too small for the eye to see (plankton), to giant whales</p> <p>Dangers to ocean life (for example, overfishing, pollution, oil spills)</p> <p>ENVIRONMENTAL CHANGE AND HABITAT DESTRUCTION</p> <p>Environments are constantly changing, and this can sometimes pose dangers to specific habitats, for example: Effects of population and development</p> <p>Rainforest clearing, pollution, litter</p>	<p>eye to see (plankton), to giant whales</p> <p>Dangers to ocean life (for example, overfishing, pollution, oil spills)</p> <p>ENVIRONMENTAL CHANGE AND HABITAT DESTRUCTION</p> <p>Environments are constantly changing, and this can sometimes pose dangers to specific habitats, for example: Effects of population and development</p> <p>Rainforest clearing, pollution, litter</p>	
Geography	<p>Geography of the British Isles</p> <p><u>Knowledge:</u> →</p> <p>Name the continent, country and county in which you live.</p> <p>Identify regional differences between England, Scotland, Wales and Northern Ireland.</p> <p>For example: identify the flags, major mountain ranges, major rivers, lakes, capital cities and</p>	<p>Geography of the British Isles continued</p>	<p>World Geography</p> <p><u>Knowledge:</u> →</p> <p>GLOBE/WORLD MAP</p> <p>Terms: Peninsula, boundary, equator, hemisphere, climate.</p> <p>Identify the major oceans and the seven continents.</p>	<p>World Geography continued</p>	<p>Climate</p> <p><u>Knowledge:</u> →</p> <p>Understand the difference between weather and climate</p> <p>Weather is day to day atmospheric conditions</p> <p>Climate is the average weather conditions measured over years</p> <p>How does the weather vary from day to day and why? Keep a daily record of temperature, wind</p>	<p>Climate continued</p>	<p>Climate- Amazonia Zoo- looking at different climates for different animals.</p>

	<p>other distinguishing characteristics.</p> <p>England: identify cultural symbols, famous people and cultural differences. For example: St. George's Day, the Tower of London, Windsor Castle, Anglo-Saxons, football, Stratford-upon-Avon, Shakespeare, Chaucer</p> <p>Scotland: identify cultural symbols, famous people and cultural differences. For example: Loch Ness, Ben Nevis, Scottish Gaelic, tartan, kilts, haggis, highland games, Robert Burns, Scottish dancing</p> <p>Wales: identify cultural symbols, famous people and cultural differences. For example: Welsh language, rugby, Dylan Thomas, St. David's Day, Welsh folk songs</p> <p>Ireland: identify cultural symbols, famous people and cultural differences. For example: Irish Gaelic, St. Patrick's Day, shamrock, leprechaun, James Joyce, Gaelic football</p>		<p>Find the equator, the northern hemisphere, the southern hemisphere and the North/South Poles on a globe.</p> <p>Identify the UK as one of many countries in Europe, with neighbours such as France, Spain, Germany, Italy, Norway, the Netherlands, Belgium, Norway, Sweden, Finland, Denmark, Iceland and Ireland.</p> <p>Identify the spatial distribution of the Roman Empire (Cross-curricular connection with Roman History).</p> <p>Non-European Countries</p> <p>Pupils will be introduced to a part of the world that is different from the UK and illustrate the ways in which it is similar and different from the UK. The geography of</p>		<p>direction, wind speed and precipitation</p> <p>Discuss how the weather changes and why, for example with wind direction</p> <p>Show how the climate varies across the UK</p> <p>Changes in temperature, precipitation, wind, seasons</p> <p>Discuss latitude as a reason for this variation</p>		
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			<p>Northern Europe should be taught alongside the history of the Vikings.</p> <p>Climate (average weather conditions over an extended period of time) Climate of Northern Europe v Non-European countries: mild in the south; cold and snowy further north. Northern Europe is covered in snow and ice for much of the winter. Vegetation: coniferous forest adapts to the cold and snowy climate. Landscape: mixture of lowlands, mountains and lakes. Non-European Countries Languages spoken Settlement: the capital cities Discuss what it is like to live in a cold and snowy climate. How do</p>				
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			people keep warm? How do they travel around? How do they clear snow?				
History	<p>Ancient Egypt</p> <p>Knowledge:</p> <p>Children to be encouraged to examine the nature of a 'civilisation', what defines a settled culture as opposed to a nomadic lifestyle. Settlements, agriculture, laws and customs and communications all form important parts of civilisation, and children should see what modern culture and society owes to these ancient civilisations.</p> <p>Identify the African continent on a map or globe.</p> <p>Understand the climate in Africa and its influence on vegetation, particularly in the Sahara Desert</p> <p>Understand the importance of the Nile River, floods and farming</p> <p>Identify key pharaohs Rameses II</p>	<p>Ancient Egypt continued</p>	<p>Roman Britain</p> <p>Knowledge:</p> <p>Children to know the vast extent of Roman influence from the Middle East and North Africa to Northern Europe. Pupils will understand how the Romans exported ideas, innovations and language all over Europe, and led to the development of the idea of Christendom. In Britain, the Romans brought literacy and extended trade and contact with continental Europe, as well as vast technological developments.</p> <p>A. THE ROMANS INVADE 43AD</p>	<p>Roman Britain</p> <p>Knowledge:</p>	<p>Post Roman Britain Inc Anglo Saxons</p> <p>Knowledge:</p> <p>After the departure of the Romans, the British Isles were subject to successive waves of invasions from Northern Europe and Scandinavia. The Anglo-Saxon immigrations and invasions mixed with the Romano-British to modify native culture. Encourage children to think about the significance of waves of immigrations in forming cultures in the British Isles. Use maps to ensure children can understand where early Kingdoms existed in Britain.</p> <p>ANGLOS AND THE SAXONS, INVASIONS FROM 490 Legend of King Arthur</p> <p>Children to be encouraged to compare the arrival of the Anglo-Saxons with the influence of the Vikings. Children should understand the different</p>	<p>Post Roman Britain continued Vikings</p> <p>Knowledge:</p> <p>THE VIKINGS, SCANDINAVIAN EXPLORERS AND INVADERS</p> <p>Viking culture, known for invasion and violence Culture of exploration and seafaring; extensive trading routes; migration and settlement</p> <p>Viking invasions of Britain Viking settlements of Jorvik (York) and Dublinia (Dublin) The Danelaw: dominated Northumbria, East Anglia and parts of Mercia Kingdom of Wessex under Alfred the Great was the only native English Kingdom Alfred victorious over the Vikings</p> <p>NORMAN INVASION, 1066 Succession dispute, Harold Godwinson (Earl of Wessex), Harald III of Norway and William of Normandy Battle of Stamford Bridge Battle of Hastings, October 1066 William of Normandy defeats Harold Godwinson</p>	<p>Fitzwilliam Museum- Egypt and Romans.</p>

	<p>Tutankhamun [Cross-curricular connection with Visual Arts Year 2]</p> <p>Identify key features in the Ancient Egyptian culture and religion</p> <p>Pyramids</p> <p>Mummies</p> <p>Great Sphinx</p> <p>Animal gods</p> <p>Hieroglyphic writing</p>		<p>Invasion under Emperor Claudius</p> <p>Boudicca,</p> <p>Rebellion of the Iceni, in 60AD.</p> <p>Destroyed Roman settlements at Colchester, London and St Albans; Romans considered leaving.</p> <p>Romans fail to conquer Scotland (Caledonia)</p> <p>Hadrian's Wall</p> <p>Large Roman Settlements</p> <p>Londinium</p> <p>Eboracum</p> <p>Technological advances</p> <p>Road networks</p> <p>Sewage and water supply systems</p> <p>Literacy and written records</p> <p>Roman archaeology</p> <p>Roman baths at Bath</p> <p>ROMANS LEAVE, 410</p>		<p>ways in which Viking attack, invasion, settlement and interaction influenced Britain, as well as the extent of Viking exploration and its importance in Viking culture.</p>	<p>Submission of the Anglo-Saxon ruling elites; crowned King of England</p> <p>The Bayeux Tapestry</p>	
<u>Visual Arts/ Art and DT</u>	ELEMENTS OF ART: COLOUR	KINDS OF PICTURES: PORTRAITS AND SELF-PORTRAITS	MONUMENTS OF ROME AND BYZANTIUM	ELEMENTS OF ART: SHAPE AND TEXTURE	TYPES OF ART: MURAL <u>Knowledge:</u>	Healthy wrap pizzas (cutting veg for toppings)	West Norfolk Art.

	<p><u>Knowledge:</u></p> <p>COLOUR</p> <p>Primary colours: Know that red, yellow and blue are commonly referred to as the primary colours, meaning they are colours that cannot be made from mixing other colours together Mixing primary colours—know that: Blue + yellow = green Blue + red = purple Red + yellow = orange Secondary colours: Know that green, purple and orange (colours made from mixing primary colours) are commonly referred to as the secondary colours Observe and discuss the use of colour in: Claude Monet, <i>The Beach at Trouville</i>, 1870 (The National Gallery, London) James A. McNeill Whistler, <i>Arrangement in Grey and Black No. 1</i> (also called ‘Portrait of the Artist’s Mother’),</p>	<p><u>Knowledge:</u></p> <p>RECOGNISE AS A PORTRAIT (an artwork depicting a real person):</p> <p>Leonardo da Vinci, <i>Mona Lisa (Portrait of Lisa Gherardini)</i>, 1503-06 (Louvre, Paris) Hans Holbein the Younger, <i>Edward VI as a Child</i>, 1538 (National Gallery of Art, Washington DC) Additional works: Sir Anthony van Dyck, <i>Equestrian Portrait of Charles I</i>, 1637-38 (National Gallery, London) RECOGNISE AS A SELF-PORTRAIT (an artwork made by an artist of him/herself): Rembrandt van Rijn, <i>Self-portrait in a Flat Cap</i>, 1642 (Royal Collection, London) William Hogarth, <i>Self-Portrait at an</i></p>	<p><u>Knowledge:</u></p> <p>Become familiar with the public monuments of ancient Rome such as: Trajan’s Column (113 AD) [Note: there is a cast in the Victoria and Albert Museum, London.] The Pantheon (126 AD) The Arch of Constantine (dedicated in 315 AD) Become familiar with the public monuments of ancient Byzantium such as: Hagia Sofia (537 AD) The Great Palace of Constantinople (330 AD) The Walls of Constantinople</p>	<p><u>Knowledge:</u></p> <p>SHAPE</p> <p>Recognise basic geometric shapes—square, rectangle, triangle, circle, oval—in nature, man-made objects, and artworks including: in the work of Pablo Picasso, such as his images of Sylvette David from 1954 (various) and additionally: old masters such as Leonardo da Vinci’s <i>Vitruvian Man</i> of 1492 (Gallerie dell’Accademia, Venice) in the work of Alexander Calder, such as <i>Standing Mobile</i> of 1937 (Tate Modern, London) Look at and discuss the use of shape in: David Hockney, <i>The Road to York Through Sledmere</i>, 1997</p>	<p>RECOGNISE AS A MURAL (a painting on a wall):</p> <p>Leonardo da Vinci, <i>The Last Supper</i>, 1495-98 (Refectory, Santa Maria delle Grazie, Milan) Paula Rego, <i>Crivelli’s Garden</i>, 1990 (Sainsbury wing restaurant, National Gallery, London) Additionally: William Hogarth, <i>The Pool of Bethesda</i> (1736) and <i>The Good Samaritan</i> (1737), Staircase hallway, St Bartholomew’s Hospital, London</p> <p>Sealife textiles: Printing and weaving</p> <p>ELEMENTS OF ART: SHAPE AND TEXTURE</p> <p><u>Knowledge:</u></p> <p>SHAPE</p> <p>Recognise basic geometric shapes—square, rectangle, triangle, circle, oval—in nature, man-made objects, and artworks including: in the work of Pablo Picasso, such as his images</p>		
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	<p>1871 (Musée d'Orsay, Paris)</p> <p>Art of ancient Egypt</p> <p><u>Knowledge:</u></p> <p>Look at and discuss: The Great Sphinx (Giza, outside Cairo) A bust of Queen Nefertiti (head and shoulder portrait sculpture): examples in New York (Metropolitan Museum) and London (British Museum) Mummy cases: Sarcophagus of King Tutankhamun, circa 1323 BC</p> <p>(National Museum of Egyptian Antiquities, Cairo) or Nesperennub's (British Museum, London) Animal gods in Egyptian art: such as Bronze statuette of a cat (Pitt Rivers Museum, Oxford) Find out about: The Rosetta Stone, Ptolemaic Period, 196 BC</p> <p>Essential for the deciphering of hieroglyphics, British Museum, London)</p>	<p><i>Easel</i>, 1757 (National Portrait Gallery, London) Vincent van Gogh, <i>Self-portrait</i>, 1889 (Musée d'Orsay, Paris)</p>	<p>(4th to 5th centuries AD)</p> <p>Explore how Emperors used and adapted these monuments to display their images, show power</p> <p>and represent history.</p> <p>Observe examples of Christian art works of the later Roman Empire (or Byzantium), such as the</p> <p>mosaics of Ravenna:</p> <p>Justinian I and Theodora, mosaic panels in the apse of San Vitale, 548 AD (Ravenna, Italy)</p>	<p>(artist's collection, on view Royal Academy of Arts, London, 2012)</p> <p>TEXTURE</p> <p>Describe qualities of texture (as, for example, rough, smooth, ridged, etc.) in: The King's Gold Belt Buckle (early 7th century from Sutton Hoo burial, now British Museum, London) Albrecht Dürer, <i>Young Hare</i>, 1502 (Albertina, Vienna) Johannes Vermeer, <i>The Music Lesson</i>, 1662-65 (The Royal Collection, London)</p> <p>Easter Eggspress (DT wheel which turn).</p>	<p>of Sylvette David from 1954 (various) and additionally: old masters such as Leonardo da Vinci's <i>Vitruvian Man</i> of 1492 (Gallerie dell'Accademia, Venice) in the work of Alexander Calder, such as <i>Standing Mobile</i> of 1937 (Tate Modern, London) Look at and discuss the use of shape in: David Hockney, <i>The Road to York Through Sledmere</i>, 1997 (artist's collection, on view Royal Academy of Arts, London, 2012)</p> <p>TEXTURE</p> <p>Describe qualities of texture (as, for example, rough, smooth, ridged, etc.) in: The King's Gold Belt Buckle (early 7th century from Sutton Hoo burial, now British Museum, London) Albrecht Dürer, <i>Young Hare</i>, 1502 (Albertina, Vienna) Johannes Vermeer, <i>The Music Lesson</i>, 1662-65 (The Royal Collection, London)</p>		
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<p>Music</p>	<p>Hands, Feet, Heart</p> <p><u>Knowledge/Skills</u></p> <p>Find the pulse! What animal can you be finding the pulse?</p> <p>Clapping Rhythms Copy and clap back rhythms, Clap the rhythm of your name, Make up your own rhythm Singing</p> <p>Sing Hands, Feet, Heart in groups</p> <p>Playing instruments using up to three notes – G or G, A + C. Which part did you play?</p> <p>Improvise using the notes C + D: Challenge 1 Clap and Improvise, Challenge 2 Sing, Play and Improvise, Challenge 3 Improvise Which challenge did you get to? Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E. Which notes did you use?</p> <p>Perform & Share A class performance of Hands,</p>	<p>Christmas performances.</p>	<p>Friendship Song</p> <p><u>Knowledge/Skills</u></p> <p>Find the pulse! What animal can you be finding the pulse?</p> <p>Clapping Rhythms Clap the rhythm of your name, Clap the rhythm of your favourite colour, Make up your own rhythms Singing in two-parts</p> <p>Playing instruments using up to three notes – C or E and G. Which part did you play?</p> <p>Improvise using the notes C + D: Challenge 1 Clap and Improvise, Challenge 2 Sing, Play and Improvise, Challenge 3 Improvise Which challenge did you get to?</p>		<p>Zootime</p> <p><u>Knowledge/Skills</u></p> <p>Find the pulse! Be an animal of your choice</p> <p>Clapping Rhythms Copy and clap back rhythms, Clap the rhythm of your name, Clap the rhythm of your favourite animal, Make up your own rhythms</p> <p>Pitch is high and low sounds. We add pitch to the pulse and rhythm when we sing and play an instrument.</p> <p>Singing and dancing and having fun!</p> <p>Playing instruments using up to two notes – C or C + D. Which part did you play?</p> <p>Improvise using the notes C + D: Challenge 1 Clap and Improvise, Challenge 2 Sing, Play and Improvise, Challenge 3</p>		
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	<p>Feet, Heart. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?</p>		<p>Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E. Which notes did you use?</p> <p>Perform & Share A class performance of Hands, Feet, Heart. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?</p>		<p>Improvise Which challenge did you get to?</p> <p>Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E.</p> <p>Perform & Share A class performance of Zootime. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?</p>		
MFL	<p>Bonjour/Au revoir – no recording needed – songs and conversations Numbers to 10 – song on YouTube, bingo, adding, match numbers to pics, number fans End of unit song – deux petits oiseaux (lightbulb languages unit 1) – learn by heart</p>	→	<p>Saying and asking someone’s name – verbal for two weeks at least (puppets) then record with speech bubbles Recap numbers Colours – song, label pics, paint a colour wheel and label it</p>	→	<p>Unit 1 - Rigolo Bonjour Lesson 1 hello/goodbye Lesson 2 Ask/say name Lesson 3 ask/say how old you are Lesson 4 Nouns – instruments Lesson 5 Numbers to 10</p>	→	

<p>Computing</p>	<p>IT all around us</p> <p><u>Knowledge:</u></p> <p>In this unit, pupils will look at information technology at school and beyond, in settings such as shops, hospitals, and libraries. They will investigate how information technology improves our world, and they will learn about using information technology responsibly.</p>		<p>Algorithms/ ScratchJr</p> <p><u>Knowledge:</u></p> <p>This unit introduces pupils to on screen programming through ScratchJr. They will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify and create programs. Pupils are also introduced to the early stages of program design through the introduction of algorithms.</p>		<p>Digital photography</p> <p><u>Knowledge:</u></p> <p>Through the lessons in this unit, pupils will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.</p>		
<p>PE</p>	<p>Cardio Drumming</p> <p><u>Knowledge:</u></p> <p>Follow a set of movements in a sequence.</p>	<p>Dance</p> <p><u>Knowledge:</u></p>	<p>Gymnastics</p> <p><u>Knowledge:</u></p> <p>Can demonstrate various Body Management positions and</p>	<p>Racket Skills</p> <p><u>Knowledge:</u></p> <p>Understand the correct hold of the racket and</p>	<p>Athletics</p> <p><u>Knowledge:</u></p> <p>Can demonstrate coordination whilst using different equipment</p>	<p>OAA</p> <p><u>Knowledge:</u></p> <p>Can follow simple instructions in OAA tasks/ team games Communicate and collaborate with each other.</p>	

	<p>Move to music with co-ordination.</p> <p>Build stamina and fitness.</p> <p>Ball Skills</p> <p><u>Knowledge:</u></p> <p>Can use a variety of skills consistently in short games including kicking, passing and stopping the ball</p> <p>Show coordination and control when using a ball</p>	<p>Copy, repeat and remember moves and shapes</p> <p>Movement shows control and coordination</p> <p>Perform a dance phrase with 2 or more joined movements / shapes</p>	<p>exercises from Key-Steps syllabus</p> <p>Can demonstrate a set routine from Key-Steps Level 1</p> <p>Can demonstrate a vault from Key-Steps Level 1 with straight leg dismount</p> <p>Can move and use equipment safely</p>	<p>can use equipment safely</p> <p>Can hit the shuttle over the net to a partner by choosing the appropriate level of equipment (fluff ball, success ball or shuttle)</p>	<p>Can show a solid understanding of the basic elements of Athletics - running jumping and throwing</p>		
<u>RSHE</u>	<p>Asking for help Yr 1 and 2 objectives</p> <p>Skill Builders</p> <p><u>Knowledge:</u></p> <p>By the end of the unit pupils: Can identify the people who look after them, who to go to if they are worried and how to attract their attention; Know the difference between secrets and surprises and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid.</p>	<p>My feelings</p> <p>Skill Builders</p> <p><u>Knowledge:</u></p> <p>By the end of the unit pupils: Can recognise and celebrate their strengths and achievements, and set simple but challenging goals.</p>	<p>My body</p> <p>Skill Builders</p> <p><u>Knowledge:</u></p> <p>By the end of the unit pupils: Can recognise how they grow and will change as they become older.</p>	<p>My relationships</p> <p>Skill Builders</p> <p><u>Knowledge:</u></p> <p>By the end of the unit pupils: different types of teasing and bullying, understanding that these are wrong and unacceptable.</p>	<p>My beliefs Yr 1 and 2 objectives</p> <p>Skill Builders</p> <p><u>Knowledge:</u></p> <p>By the end of the unit pupils: Can identify and respect the differences and similarities between people; Can identify the ways in which people and families are unique, understanding there has never been and will never be another them.</p>	<p>My rights and responsibilities Yr 1 and 2 objectives</p> <p>Skill Builders</p> <p><u>Knowledge:</u></p> <p>By the end of the unit pupils: Understand how some diseases are spread, including the right to be protected from diseases and the responsibility to protect others; Can judge what kind of Physical contact is acceptable, comfortable, and uncomfortable and how to respond.</p>	

RE	<p>Christianity: Is it possible to be kind to everyone all of the time?</p> <p><u>Knowledge:</u></p> <p>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. Notice and respond sensitively to some similarities between different religions and worldviews. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p>	<p>Christianity: Why did God give Jesus to the World?</p> <p><u>Knowledge:</u></p> <p>Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. Notice and respond sensitively to some similarities between different religions and worldviews.</p>	<p>Islam: Does praying at regular intervals everyday, help a Muslim in his/her everyday life?</p> <p><u>Knowledge:</u></p> <p>Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. Recognise some different symbols and actions which express a community's way of life, appreciating</p>	<p>Christianity: Is it True that Jesus came back to live again?</p> <p><u>Knowledge:</u></p> <p>Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p>	<p>Islam: Does going to a mosque give Muslims a sense of belonging?</p> <p><u>Knowledge:</u></p> <p>Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. Notice and respond sensitively to some similarities between different religions and worldviews. Find out about and respond with ideas to examples of co-operation between people who are different.</p>	<p>Judaism: What is the best way for Jews to show commitment to God?</p> <p><u>Knowledge:</u></p> <p>Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p>	<p>Norwich/Peter borough Mosque and Synagogue visits. Church visits. Visit from Vicar.</p>

			<p>some similarities between communities. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. Notice and respond sensitively to some similarities between different religions and worldviews. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry. Find out about and respond with ideas to examples of co-operation between people who are different. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>				
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