

Year 2 Curriculum map 2020-21 (Subject to changes as needs arise)

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Cultural Capital
English	<p>Instructions. (link with History)</p> <p>Mummification</p> <p>Traditional Poems Acrostic and rhyming</p> <p>Phonics prep</p> <p>See Nelson Academy Writing Scheme of Work.</p>	<p>Information texts (link with Geography)</p> <p>Stories in familiar settings</p> <p>Favourite poems.</p> <p>Phonics prep</p> <p>See Nelson Academy Writing Scheme of Work.</p>	<p>Humorous Poems.</p> <p>Stories from other cultures</p> <p>SATS Prep</p> <p>See Nelson Academy Writing Scheme of Work.</p>	<p>Aesop’s Fables. (history link)</p> <p>Persuasive writing</p> <p>SATS Prep</p> <p>See Nelson Academy Writing Scheme of Work.</p>	<p>Fantasy stories</p> <p>Information text- link with Science.</p> <p>SATS week.</p> <p>See Nelson Academy Writing Scheme of Work.</p>	<p>Stories about the wild- Link with science. Where the Wild Things are.</p> <p>Recounts.</p> <p>See Nelson Academy Writing Scheme of Work.</p>	
Maths	<p>White Rose Maths. Number and Place Value. Addition and Subtraction</p> <p>See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year’s objective due to Covid-19</p>	<p>Multiplication and Division. Consolidation</p> <p>See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year’s objective due to Covid-19</p>	<p>Money Shape Fractions</p> <p>See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year’s objective due to Covid-19</p>	<p>Statistics Time SATS Prep</p> <p>See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year’s objective due to Covid-19</p>	<p>SATS Week/Revision Position and direction. Reading Scales</p> <p>See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year’s objective due to Covid-19</p>	<p>Mass/capacity/temperature Arithmetic/ times tables Length and height</p> <p>See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year’s objective due to Covid-19.</p>	
Science	<p>The Human body. Scientist focus: Edward Jenner (found a way to stop smallpox)</p> <p>Knowledge:</p>	<p>Matter to include measurements of matter.</p> <p>Knowledge:</p> <p>MATTER</p>	<p>Introduction to Astronomy</p> <p>Knowledge:</p> <p>INTRODUCTION TO ASTRONOMY</p>	<p>The Earth</p> <p>Knowledge:</p> <p>THE EARTH</p> <p>GEOGRAPHICAL FEATURES OF</p>	<p>Introduction to electricity. Scientist focus: Thomas Edison</p> <p>Knowledge:</p> <p>INTRODUCTION TO ELECTRICITY</p>	<p>Living things and their environment.</p> <p>Scientist: Louis Pasteur (made milk safe to drink)</p> <p>Knowledge:</p>	<p>Amazonia Zoo- Animals and their habitats.</p>

	<p>THE HUMAN BODY: SYSTEMS AND PREVENTING ILLNESS</p> <p>BODY SYSTEMS</p> <p>Pupils to be introduced to the idea of body systems, and be able to identify basic parts of 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>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.</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>Sun: source of energy, light, heat Moon: phases of the moon (full, half, crescent, new) The eight planets (Mercury, Venus, 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>THE EARTH'S SURFACE</p> <p>The shape of the Earth, the horizon Oceans and continents 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>Through reading aloud, observation and experiment, children will explore the basic principles of electricity and safety rules. Static electricity Basic parts of simple electric circuits (for example, batteries, wire, bulb or buzzer, switch) Conductive and nonconductive materials Safety rules for electricity (for example, never put your finger or anything metallic in an electrical outlet, never touch a switch or electrical appliance when your hands are wet or when you're in the bathtub, never put your finger in a lamp socket, etc.)</p>	<p>LIVING THINGS AND THEIR ENVIRONMENTS</p> <p>HABITATS</p> <p>Living things live in environments to which 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)</p>	
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Geography	<p>World Geography</p> <p><i>Knowledge:</i> →</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>Geography of the British Isles</p> <p><i>Knowledge:</i> →</p> <p>Name the continent, country and county in which you live. Identify regional differences between England, Scotland, Wales</p>	<p>Geography of the British Isles continued</p>	<p>Climate</p> <p><i>Knowledge:</i> →</p> <p>Understand the difference between weather and climate Weather is day to day atmospheric conditions Climate is the average weather conditions measured over years How does the weather vary from day to day and</p>	<p>Climate continued</p>	<p>Climate-Amazonia Zoo- looking at different climates for different animals.</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 Northern Europe should be taught alongside the history of the Vikings.</p> <p>Climate (average weather conditions over an extended period of time)</p> <p>Climate of Northern Europe v Non-European countries: mild in the</p>		<p>and Northern Ireland. For example: identify the flags, major mountain ranges, major rivers, lakes, capital cities and 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</p>		<p>why? Keep a daily record of temperature, wind 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>south; cold and snowy further north. Northern Europe is covered in snow and ice for much of the winter.</p> <p>Vegetation: coniferous forest adapts to the cold and snowy climate.</p> <p>Landscape: mixture of lowlands, mountains and lakes.</p> <p>Non-European Countries Languages spoken Settlement: the capital cities</p> <p>Discuss what it is like to live in a cold and snowy climate. How do people keep warm? How do they travel around? How do they clear snow?</p>		<p>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>				
History	<p>Ancient Egypt</p> <p><u>Knowledge:</u></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>Ancient Egypt continued</p>	<p>Roman Britain</p> <p><u>Knowledge:</u></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</p>	<p>Roman Britain</p> <p><u>Knowledge:</u></p>	<p>Post Roman Britain Inc Anglo Saxons and Vikings</p> <p><u>Knowledge:</u></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.</p>	<p>Post Roman Britain continued to Inc Normans</p> <p><u>Knowledge:</u></p> <p>The Norman Conquest marks the final successful hostile invasion of Britain. Explain how it ensured the continued existence of the fragile and newly unified England by the enforcement of a strong and informed system of government and taxation.</p> <p>NORMAN INVASION, 1066 Succession dispute, Harold Godwinson (Earl of Wessex),</p>	<p>Fitzwilliam Museum- Egypt and Romans.</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 Tutankhamun [Cross-curricular connection with Visual Arts Year 2]</p> <p>Identify key features in the Ancient Egyptian culture and religion Pyramids Mummies Great Sphinx Animal gods Hieroglyphic writing</p>		<p>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 Invasion under Emperor Claudius Boudicca, Rebellion of the Iceni, in 60AD. Destroyed Roman settlements at Colchester, London and St Albans; Romans considered leaving. Romans fail to conquer Scotland (Caledonia) Hadrian's Wall Large Roman Settlements Londinium Eboracum Technological advances Road networks Sewage and water supply systems</p>		<p>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 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>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 Viking invasions of Britain Viking settlements of Jorvik (York) and Dublinia (Dublin)</p>	<p>Harald III of Norway and William of Normandy Battle of Stamford Bridge Battle of Hastings, October 1066 William of Normandy defeats Harold Godwinson Submission of the Anglo-Saxon ruling elites; crowned King of England The Bayeux Tapestry</p> <p>DOMESDAY BOOK, 1086 Lists all settlements and lands in England and Wales Important for governance and taxation</p>	
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<p>Visual Arts/ Art and DT</p>	<p>KINDS OF PICTURES: PORTRAITS AND SELF-PORTRAITS</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)</p> <p>Hans Holbein the Younger, <i>Edward VI as a Child</i>, 1538 (National Gallery of Art, Washington DC)</p> <p>Additional works: Sir Anthony van Dyck, <i>Equestrian Portrait of Charles I</i>, 1637-38 (National Gallery, London)</p> <p>RECOGNISE AS A SELF-PORTRAIT (an artwork made by an artist of him/herself):</p>	<p>Art of ancient Egypt</p> <p><u>Knowledge:</u></p> <p>Look at and discuss: The Great Sphinx (Giza, outside Cairo)</p> <p>A bust of Queen Nefertiti (head and shoulder portrait sculpture): examples in New York (Metropolitan Museum) and London (British Museum)</p> <p>Mummy cases: Sarcophagus of King Tutankhamun, circa 1323 BC (National Museum of Egyptian Antiquities, Cairo) or Nesperennub's (British Museum, London)</p> <p>Animal gods in Egyptian art: such as Bronze statuette of a cat (Pitt Rivers Museum, Oxford)</p>	<p>MONUMENTS OF ROME AND BYZANTIUM</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.]</p> <p>The Pantheon (126 AD)</p> <p>The Arch of Constantine (dedicated in 315 AD)</p> <p>Become familiar with the public monuments of ancient Byzantium such as: Hagia Sofia (537 AD)</p>	<p>TYPES OF ART: MURAL</p> <p><u>Knowledge:</u></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)</p> <p>Paula Rego, <i>Crivelli's Garden</i>, 1990 (Sainsbury wing restaurant, National Gallery, London)</p> <p>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>ELEMENTS OF ART: COLOUR, SHAPE AND TEXTURE</p> <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</p> <p>Mixing primary colours— know that: Blue + yellow = green Blue + red = purple Red + yellow = orange</p> <p>Secondary colours: Know that green, purple and orange (colours made from mixing primary colours) are commonly referred to as the secondary colours</p> <p>Observe and discuss the use of colour in:</p>	<p>EARLY CHRISTIAN AND MEDIEVAL ART IN ENGLAND AND NORTHERN EUROPE.</p> <p><u>Knowledge:</u></p> <p>Observe and describe the Celtic (also called Insular) style of illumination (manuscript decoration) as seen in: The Lindisfarne Gospels, c. 715 (British Library, London)</p> <p>The Book of Kells c. 800 (Trinity College Library, Dublin)</p> <p>Discover the variety of art treasures of England's early medieval rulers (range of materials, foreign influences, styles etc.) by observing: Sutton Hoo Ship Burial (burial treasure of an Anglo-Saxon King, 7th century, Sutton Hoo, Suffolk). An example of an item to study is the Shoulder Clasp (British Museum, London)</p> <p>Bayeux Tapestry (embroidery showing events leading up to the Norman Conquest, probably commissioned by</p>	<p>West Norfolk Art.</p>

	<p>Rembrandt van Rijn, <i>Self-portrait in a Flat Cap</i>, 1642 (Royal Collection, London)</p> <p>William Hogarth, <i>Self-Portrait at an Easel</i>, 1757 (National Portrait Gallery, London)</p> <p>Vincent van Gogh, <i>Self-portrait</i>, 1889 (Musée d'Orsay, Paris)</p>	<p>Find out about: The Rosetta Stone, Ptolemaic Period, 196 BC (Essential for the deciphering of hieroglyphics, British Museum, London)</p>	<p>The Great Palace of Constantinople (330 AD)</p> <p>The Walls of Constantinople (4th to 5th centuries AD)</p> <p>Explore how Emperors used and adapted these monuments to display their images, show power and represent history. Observe examples of Christian art works of the later Roman Empire (or Byzantium), such as the mosaics of Ravenna: Justinian I and Theodora, mosaic panels in the apse of San Vitale, 548 AD (Ravenna, Italy)</p>		<p>Claude Monet, <i>The Beach at Trouville</i>, 1870 (The National Gallery, London)</p> <p>James A. McNeill Whistler, <i>Arrangement in Grey and Black No. 1</i> (also called 'Portrait of the Artist's Mother'), 1871 (Musée d'Orsay, Paris)</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)</p> <p>in the work of Alexander Calder, such as <i>Standing Mobile</i> of 1937 (Tate Modern, London)</p> <p>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>Odo, Earl of Kent, for William the Conqueror, after 1067 or after, Musée de la Tapisserie de Bayeux, Bayeux). [Located in History and Geography]</p>	
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					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)		
Music	<p>Elements of Music</p> <p><u>Knowledge:</u></p> <p>Through participation become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.).</p> <p>Recognise a steady beat, move to a beat, play a steady beat, recognise accents.</p> <p>Move responsively to music (marching, walking, hopping, swaying, etc.).</p> <p>Recognise short and long sounds.</p> <p>Discriminate between fast and slow.</p> <p>Discriminate between obvious differences in pitch: high and low.</p>	Christmas performances.	<p>Listening and understanding</p> <p><u>Knowledge:</u></p> <p>MUSICAL TERMS AND CONCEPTS</p> <p>Composers Know that a composer is someone who writes music.</p> <p>Become familiar with Wolfgang Amadeus Mozart as a composer who wrote what is known as classical music, and listen to the Allegro (first movement) from <i>A Little Night Music (Eine kleine</i></p>		<p>Songs</p> <p><u>Knowledge:</u></p> <p>Billy Boy La Cucaracha Drunken Sailor (Sea Shanty, also known as 'What Should We Do with A Drunken Sailor?') Dry Bones For He's a Jolly Good Fellow Frère Jacques/Brother John I had a little Nut Tree The Grand Old Duke of York Lavenders Blue Michael Finnigan Michael, Row the Boat Ashore Oh, John the Rabbit On Top of Old Smoky Polly put the Kettle on</p>		

	<p>Discriminate between loud and soft.</p> <p>Understand that melody can move up and down.</p> <p>Hum the melody while listening to music.</p> <p>Echo short rhythms and melodic patterns.</p> <p>Play simple rhythms and melodies.</p> <p>Recognise like and unlike phrases.</p> <p>Recognise that music has timbre or tone colour.</p> <p>Sing unaccompanied, accompanied and in unison.</p>		<p><i>Nachtmusik</i>)Orchestra</p> <p>Become familiar with the families of instruments in the orchestra: strings, brass, woodwinds, percussion</p> <p>[Children will review families of instruments and specific instruments in later years].</p> <p>Know that the leader of the orchestra is called the conductor.</p> <p>Listen to Sergei Prokofiev, <i>Peter and the Wolf</i>.</p> <p>MUSIC CAN TELL A STORY</p> <p>Opera</p> <p>Understand that opera combines music, singing and acting.</p> <p>Listening to selections from Humperdinck's <i>Hansel and Gretel</i>: 'Brother, Come Dance with Me', 'I am the Little Sandman' and 'Children's Prayer'.</p>		<p>Run Rabbit Run</p> <p>She'll Be Comin' Round the Mountain</p> <p>Skip to My Lou</p> <p>Ten Green Bottles</p> <p>There's a Hole in My Bucket</p> <p>When the Saints Go Marching In</p>		
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			<p>Instrumental Music Listen to Paul Dukas, <i>The Sorcerer's Apprentice</i>. Ballet Understand that ballet combines music and movement, often to tell a story. Listen to Tchaikovsky's <i>Nutcracker Suite</i>.</p> <p>MUSICAL TRADITIONS Jazz Understand that jazz is a kind of music that developed in America, with African and African American roots, and that jazz musicians improvise. Recognise Louis Armstrong as a great early jazz musician.</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</p>	→	<p>Saying and asking someone's name – verbal for two weeks at least (puppets) then record with speech bubbles</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 –</p>	→

	song – deux petits oiseaux (lightbulb languages unit 1) – learn by heart		Recap numbers Colours – song, label pics, paint a colour wheel and label it		instruments Lesson 5 Numbers to 10 See Rigolo Scheme of work Mapping Grid		
Computing	IT all around us <i>Knowledge:</i> 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.	Digital photography <i>Knowledge:</i> 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.	Making music <i>Knowledge:</i> In this unit, pupils will be using a computer to create music. They will listen to a variety of pieces of music and consider how music can make them think and feel. Pupils will compare creating music digitally and non-digitally. Learners will look at patterns and purposefully create music.	Pictograms <i>Knowledge:</i> This unit introduces the pupils to the term ‘data’. They will begin to understand what data means and how this can be collected in the form of a tally chart. Pupils will learn the term ‘attribute’ and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. Pupils will use the data presented to answer questions.	Algorithms <i>Knowledge:</i> This unit develops pupils’ understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Pupils will use given commands in different orders to investigate how the order affects the outcome. Pupils will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them.	Quizzes <i>Knowledge:</i> This unit initially recaps on learning from the Year 1 Scratch Junior unit ‘Programming B - Introduction to animation’. Pupils will begin to understand that sequences of commands have an outcome and make predictions based on their learning. They use and modify designs to create their own quiz questions in ScratchJr and realise these designs in ScratchJr using blocks of code. Finally, they evaluate their work and make improvements to their programming projects.	
PE	Football	Gymnastics	Dance	Badminton	Athletics	OAA/Rounders	

	<p><u>Knowledge:</u></p> <p>Can use a variety of skills consistently in short games including kicking, passing and stopping the ball Show coordination and control when using a ball</p>	<p><u>Knowledge:</u></p> <p>Can demonstrate various Body Management positions and exercises from Key-Steps syllabus Can demonstrate a set routine from Key-Steps Level 1 Can demonstrate a vault from Key-Steps Level 1 with straight leg dismount Can move and use equipment safely</p>	<p><u>Knowledge:</u></p> <p>Copy, repeat and remember moves and shapes Movement shows control and coordination Perform a dance phrase with 2 or more joined movements / shapes</p>	<p><u>Knowledge:</u></p> <p>Understand the correct hold of the racket and can use equipment safely 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><u>Knowledge:</u></p> <p>Can demonstrate coordination whilst using different equipment Can show a solid understanding of the basic elements of Athletics - running jumping and throwing</p>	<p><u>Knowledge:</u></p> <p>Can follow simple instructions in OAA tasks/ team games</p>	
<p>RSHE (Both Year 1 and 2 objectives)</p> <p>PSHE</p>	<p>My feelings</p> <p>Mind to be Kind (PiXL) Wellbeing package</p> <p><u>Knowledge:</u></p> <p>By the end of the unit pupils: Are able to communicate about feelings, to recognise how others show feelings and know how to respond; Can recognise and celebrate their strengths and achievements, and set simple but challenging goals.</p>	<p>My body</p> <p>Mind to be Kind (PiXL)</p> <p><u>Knowledge:</u></p> <p>By the end of the unit pupils: Pupils can correctly name the main parts of the body, including external genitalia using scientific terms; Can recognise how they grow and will change as they become older.</p>	<p>My relationships</p> <p>Mind to be Kind (PiXL)</p> <p><u>Knowledge:</u></p> <p>By the end of the unit pupils: Understand the Importance of listening to other people, to play and work cooperatively Including strategies to resolve simple arguments through negotiation; Can recognise</p>	<p>My beliefs</p> <p>Mind to be Kind (PiXL)</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</p>	<p>My rights and responsibilities</p> <p>Mind to be Kind (PiXL)</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>	<p>Asking for help</p> <p>Mind to be Kind (PiXL)</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>	

			different types of teasing and bullying, understanding that these are wrong and unacceptable.	been and will never be another them.			
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</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</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</p>	<p>Norwich/Peter borough Mosque and Synagogue visits. Church visits. Visit from Vicar.</p>

			<p>and actions which express a community's way of life, appreciating 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</p>		<p>between people who are different.</p>	<p>so that they can express their own ideas and opinions in response using words, music, art or poetry.</p>	
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			and wrong and begin to express their ideas and opinions in response.				
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