



Guilden Sutton Church of England Primary School

Love and Justice for All




Year 2 Curriculum Progression Map



Our Christian Values: WISDOM, JUSTICE, COMPASSION, LOVE, FORGIVENESS, FRIENDSHIP

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Text	<p>Paddington Michael Bond</p> 		<p>The Three Little Pigs Steven Guarnaccia</p>  <p>The True Story of the 3 Little Pigs Jon Scieszka</p> 	<p>The Dragon Machine Helen Ward</p> 	<p>The Last Wolf Mini Gray</p>  <p>COP∞ extinction and changes to animal habitats</p>	<p>Where the Forest meets the Sea Jeannie Baker</p> 
Focus Genres	<ul style="list-style-type: none"> • Narrative - Character description 	<ul style="list-style-type: none"> • Narrative - Story with alternative 	<ul style="list-style-type: none"> • Narrative - Altering a traditional tale • Non-fiction – Recipe 	<ul style="list-style-type: none"> • Narrative – 5-part story – Own version of a story 	<ul style="list-style-type: none"> • Narrative – Character description 	<ul style="list-style-type: none"> • Narrative – Setting description

	<ul style="list-style-type: none">• Non-fiction - Instruction leaflet• Poetry – Nursery rhymes	<p>middle and ending</p> <ul style="list-style-type: none">• Non-fiction - Diary writing	<ul style="list-style-type: none">• Poetry – Narrative poetry	<ul style="list-style-type: none">• Non-fiction - Dragon’s Lair Fact file	<ul style="list-style-type: none">• Non-fiction – Letter writing	<ul style="list-style-type: none">• Non-fiction – Non-chronological report• Poetry – Imagery poetry
SPaG	<ul style="list-style-type: none">• Use present and past tense mostly correctly and consistently, including progressive form.• Use co-ordination (and) and some subordination (because, so that) to join clauses.• Use expanded noun phrases to add description and detail.• Write a sequence of sequence of connected ideas.• Demarcate most sentences in their writing with capital letters and full stops, and use ? correctly when required (statements, questions and commands)• Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically decodable attempts at others.• Spell some harder to read and spell words.• Reread writing checking for meaning and tense form.	<ul style="list-style-type: none">• Use present and past tense mostly correctly.• Use co-ordination (and, or, but) and some subordination (because, so that, when, if) to join clauses.• Write a sequence of sequence of connected ideas.• Demarcate most sentences in their writing with capital letters and full stops, and use ? correctly when required (statements, questions, commands and explanations)• Use expanded noun phrases to add description and detail.• Begin to use-ly to turn adjectives into adverbs.• Begin to use apostrophes for omission and possession.• Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically decodable attempts at others.• Spell some harder to read and spell words.• Reread writing checking for meaning and tense form.	<ul style="list-style-type: none">• Use present and past tense mostly correctly and consistently, including progressive form.• Use co-ordination (and, or, but) and some subordination (because, so that, when, if) to join clauses.• Write a sequence of sequence of connected ideas.• Demarcate most sentences in their writing with capital letters and full stops, and use ? correctly when required (statements, questions, commands and explanations)• Use expanded noun phrases to add description and detail.• Use-ly to turn adjectives into adverbs.• Use adverbs and subordination to support sequence of events.• Use apostrophes for omission and possession.• Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically decodable attempts at others.• Spell some harder to read and spell words.• Reread writing checking for meaning and tense form.• Use commas to separate items in list.			
Spellings	ELS Essential Spelling					
	<ul style="list-style-type: none">• Revision of Phase 5 GPCs• Vowels and consonants	<ul style="list-style-type: none">• /zh/ spelled <s>• /zh/ spelled <si>	<ul style="list-style-type: none">• /l/ spelled <el>• /l/ spelled <le>• /l/ spelled <al>	<ul style="list-style-type: none">• Apostrophes for contraction• Apostrophes for possession	<ul style="list-style-type: none">• How suffixes affect the verb	<ul style="list-style-type: none">• <y> spelling /igh/ or /ee/• Drop the <y>, add an <i> add -

	<ul style="list-style-type: none"> • Spellings of /ai/ • Spellings of /ee/ • Spellings of /igh/ • Spellings of /oa/ • Spellings of /yoo/ • /j/ spelled <g> • /j/ spelled <ge> • /j/ spelled <dge> • /n/ spelled <kn> • /n/ spelled <gn> • /r/ spelled <wr> • /ee/ spelled <ey> • /s/ spelled <c> • /l/ spelled <il> • /or/ spelled <oor> • Common Words: because, most • /igh/ spelled <i> • /u/ spelled <o> • /o/ spelled <a> • /or/ spelled <a>/<al> 	<ul style="list-style-type: none"> • Homophones • /ur/ spelled <or> • /or/ spelled <ar> • /j/ spelled <g> • /n/ spelled <gn> • /s/ spelled <c> • /j/ spelled <ge> • /n/ spelled <kn> • /ee/ spelled <ey> • /u/ spelled <o> • /zh/ spelled <s> or <si> • /r/ spelled <wr> • /oo/ spelled <o> • /h/ spelled <wh> • /ai/ spelled <ea> • /j/ spelled <dge> • /o/ spelled <a> • /or/ spelled <a>/<al> 	<ul style="list-style-type: none"> • Doubling consonants of CVC words when adding a suffix -ed /id/ • Doubling consonants of CVC words when adding a suffix -ed /t/ • Doubling consonants of CVC words when adding a suffix -ed /d/ • Doubling consonants of CVC words when adding a suffix -er • Doubling consonants of CVC words when adding a suffix -y • Doubling consonants of CVC words when adding a suffix -est • Doubling consonants of CVC words when adding a suffix -ing • Homophones • /oa/ spelled <o> • /e/ and /ee/ spelled <e> 	<ul style="list-style-type: none"> • Drop <e> and add suffix -ing • Drop <e> and add suffix -ed /id/ • Drop <e> and add suffix -ed /t/ • Drop <e> and add suffix -ed /d/ • Drop <e> and add suffix -er • Drop <e> and add suffix -y • Drop <e> and add suffix -est • <a> spelled/ar/ and other Common Words • -tion endings • Common Words: people, busy, water would, should, could • /oo/ spelled <oul> 	<ul style="list-style-type: none"> • Suffix -ment with no change to the root word • Suffix -ly with no change to the root word • Suffix -ful with no change to the root word • Suffix -less with no change to the root word • Adding -ly after another suffix (-ful/-less) • Suffix -ness after adding -ful/-less <p>Suffix -ness with no change to the root word</p>	<p>ed Where <y> is spelling /igh/</p> <ul style="list-style-type: none"> • Drop the <y>, add an <i> add -ed Where <y> is spelling /ee/ • Plurals where dropping <y> add an <i> add -es • Drop the <y> add an <i> add -es Where <y> is spelling /igh/ • Drop the <y> add an <i> add -es Where <y> is spelling /ee/ • Comparatives vs superlatives • Drop the <y> add an <i> add -er • Drop the <y> add an <i> add -est • Doubling consonants of CVC words when adding a suffix -y • Where root word has a doubled consonant and added <y> drop
--	--	--	---	--	---	--

						<p>the <y> add an <i> add -er</p> <ul style="list-style-type: none">• Where root word has a doubled consonant and added <y> drop the <y> add an <i> add -est• Common Words: sugar, eye, again, any, many, beautiful, hour, parents, sure, clothes• Review any previously taught content to• ensure children have additional practice where required.
<p>Maths</p> <p>Collins</p> <p>Busy Ants Maths</p> <p>Activity Book 2A</p> 	<p>Busy Ants Maths</p> <p>Unit 1</p> <ul style="list-style-type: none">• Number and place value• Addition and subtraction• Properties of shape  <p>Shapes using outside materials</p> <p>Unit 2</p> <ul style="list-style-type: none">• Addition and subtraction• Measurement (length and height)	<p>Busy Ants Maths</p> <p>Unit 5</p> <ul style="list-style-type: none">• Number and palace value• Addition and subtraction• Measurement (money)• Properties of shape  <p>Unit 6</p> <ul style="list-style-type: none">• Multiplication and division• Number and place value• Measurement (mass)	<p>Busy Ants Maths</p> <p>Unit 9</p> <ul style="list-style-type: none">• Number and place value• Addition and subtraction• Position and direction <p>Unit 10</p> <ul style="list-style-type: none">• Multiplication and division• Number and place value• Measurement (temperature) <p>Unit 11</p>			


	<p>Unit 3</p> <ul style="list-style-type: none"> • Multiplication and division • Number and place value • Position and direction <p>Unit 4</p> <ul style="list-style-type: none"> • Multiplication and division • Number and place value • Fractions • Measurement (time) 	<p>Unit 7</p> <ul style="list-style-type: none"> • Addition and subtraction • Measurement (money) • Statistics <p>Unit 8</p> <ul style="list-style-type: none"> • Multiplication and division • Number and place value 	<ul style="list-style-type: none"> • Addition and subtraction • Statistics  <p>Collecting data using the outdoor environment</p> <p>Unit 12</p> <ul style="list-style-type: none"> • Multiplication and division • Number and place value • Fractions • Measurement (time)
<p>Key Vocabulary</p> <p>Number and place value: count in steps, count in multiples, place value, estimate, compare</p> <p>Addition and subtraction: sum, 3-digit number, commutative</p> <p>Multiplication and division: multiplication tables, commutative, repeated addition</p> <p>Fractions, decimals and percentages: three quarters, third, equivalent fractions, unit fractions, non-unit fractions, numerator, denominator, one whole</p> <p>Measurement: standard units, estimate, order, record results, centimetre (cm), metre (m), kilogram (kg), gram (g), quarter full, three quarters full, litres (l), millilitres (ml), temperature, Celsius, intervals of time, quarter past/to, duration, value, change</p> <p>Geometry: pentagon, hexagon, line of symmetry, properties, cylinder, edges, vertices, vertex, clockwise/anti-clockwise, straight line, rotation, arrange, sequences</p> <p>Statistics: pictograms, tally chart, block diagram, category, sorting, totalling, comparing, horizontal, vertical</p> <p style="text-align: center;"><u>Busy Ant Maths Year 2 Medium Term Plans</u></p>			
<p>Cross-curricular Mathematics</p>	<p>Compass directions Directional language Pictograms/ block graphs</p>	<p>Compass directions Directional language Venn diagrams to compare texts</p>	<p>Compass directions Directional language Block graphs to show temperature and compare temperature</p>
<p>Science</p>	<p>Uses of everyday materials</p> <p><i>Line of scientific enquiry examples:</i></p> <p><i>Fair testing: Can I find out which material would be most suitable for Paddington's umbrella?</i></p> <p><i>Identifying and classifying: Can I identify a material from a riddle about its properties?</i></p>	<p>Animals including Humans</p> <p><i>Line of scientific enquiry examples:</i></p> <p><i>Fair testing: Can I find out if children are faster than adults at chosen activities?</i></p> <p><i>Identify and classify: Can I say which offspring belong to which animal?</i></p> <p><i>Observation over time: Can I say how humans change over time?</i></p>	<p>Living things in their Habitats Rainforest focus</p> <p><i>Line of scientific enquiry examples:</i></p> <p><i>Identifying and classifying: Can I classify items as living, dead or never lived?</i></p> <p><i>Pattern seeking: Can I find out which microhabitats different minibeasts prefer?</i></p>

	<p>Pattern seeking: Can I investigate how different materials can change because of their properties?</p> <p>Research: Can I find out about Charles Macintosh inventing waterproof materials?</p> <ul style="list-style-type: none"> 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. <p>COP[∞] - Recycling</p> <p>Scientist - Charles Macintosh – Inventor of waterproof materials</p> <p>Year 1 – Everyday materials</p>	<p>Pattern seeking: Can I find out the effect of different exercise on my body?</p> <p>Research: Can I find out what I need to do to be hygienic and why?</p> <ul style="list-style-type: none"> 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. Caterpillars to butterflies – investigation and information leaflet <p>Scientist - Maria Sibylla Merian – First naturalist to have studied insects</p> <p>Year 1 – Animals, including humans</p>	<p>Research: Can I research the plants and animals found in a chosen habitat?</p> <ul style="list-style-type: none"> 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 <p>Scientist – David Attenborough- British naturalist and advocate for COP[∞]</p> <p>COP[∞] - Deforestation Climate change Impact of plastic within habitats</p> <p>Visit to Chester Zoo to learn how animals and plants are suited to different habitats.</p> <p>EYFS – showing concern for living things and the environment.</p>
<p>Plants (ongoing across three terms)</p> <p>Line of scientific enquiry examples: Fair testing: What conditions to plants need to grow healthily? Identify and classify: Can I identify the different parts of a seed? Observation over time: Can I describe what happens to a planted bulb through the seasons? Research: Can I find out about Jane Colden and her contributions to botany?</p> <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants 			


	<ul style="list-style-type: none"> Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy <p>Scientist – Jane Colden - First female botanist</p> <p>Year 1 – Plants</p> <p>Key Vocabulary</p> <p>Uses of everyday materials – materials, suitability, properties, John McAdam, John Dunlop, Charles Macintosh, macadamisation opaque, transparent, translucent, reflective, non-reflective, flexible, rigid, shape, push/pushing, pull/pulling, twist/twisting, squash/squashing, bend/bending, stretch/stretching</p> <p>Plants – germination, sprout, shoot, seed dispersal, sunlight, water, temperature, nutrition, light, shade, warm, cool, water, space, grow, healthy, bulb, germinate, shoot, seedling</p> <p>Animals including Humans – adult, develop, life cycle, offspring, reproduce, young, live young, dehydrate, diet, disease, energy, exercise, germs, heart rate, hygiene, nutrition, pulse, growth, baby, toddler, child, teenager, adult, old person, names of animals and their babies (e.g. chick/chicken, kitten/cat, caterpillar/butterfly), survive, survival, water, food, air, breathing, food types (e.g. meat, fish, vegetables, bread, rice, pasta, dairy)</p> <p>Living Things and Their Habitats – life processes, living, dead, never living, food chain, food sources, habitat, microhabitat, depend, survive suited, suitable, shelter, names of local habitats (e.g. pond, woodland etc.), names of micro-habitats (e.g. under logs, in bushes etc.), conditions, light, dark, shady, damp, names of living things in the habitats and micro-habitats studied</p>		
Working Scientifically	<ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment 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 		
Geography	<p><i>Opportunities through history unit of work to consolidate knowledge of the four countries (along with their capital cities and the surrounding seas) of the United Kingdom.</i></p>	<p><i>Opportunities through history unit of work to consolidate knowledge of the four countries (along with their capital cities and the surrounding seas) of the United Kingdom.</i></p>	<p>Geographical similarities and differences between Guilden Sutton and Daintree, Australia (including seasonal and daily weather patterns)</p> <ul style="list-style-type: none"> Consolidate knowledge of the four countries (along with the four capital cities and the surrounding seas) of the United Kingdom Use world maps atlases and globes to identify the 7 continents and 5 oceans Use maps and atlases to locate the Daintree Rainforest, Australia Compare the weather of the Daintree Rainforest to Delamere Forest


			<ul style="list-style-type: none"> • Use simple compass directions and locational and directional language to describe the location of features on a map • Create maps using natural materials • Use aerial photographs to recognise landmarks and basic human and physical features • Devise a simple map and use and construct basic symbols in a key • Would you rather live in Guilden Sutton or the Daintree Rainforest? Draw comparisons between the two. <p>Year 1 – Local area Year 1 – Weather and the seasons (equator)</p> <p>Fieldwork within local area</p>
	<p><u>Key Vocabulary</u></p> <p>The UK- United Kingdom, British Isles, England, Scotland, Wales, Northern Ireland, Republic of Ireland, English Channel, North Sea, Atlantic Ocean, Capital city, London, Edinburgh, Cardiff, Belfast.</p> <p>The World- World, countries, continents, ocean, equator, Northern hemisphere, Southern hemisphere, North Pole, South Pole, Australia, Australasia, Europe, climate, Daintree Rainforest, Great Barrier Reef, green belt, human features, physical features, rainforest, rural, village.</p>		
History	<p>Events beyond living memory Great Fire of London</p> <ul style="list-style-type: none"> • Key events of the Great Fire of London • Key people involved in the Great Fire of London • How things changed after the fire • Who was really to blame for the Great Fire of London? • Use common words and phrases relating to time • Observe and use pictures to find out about the past • Explain that there are different types of evidence and sources that can be used to represent the past 	<p>Significant places in own locality-Chester</p> <ul style="list-style-type: none"> • Visit to Chester to see a selection of buildings built between 31Bc and 2011 • Place buildings on timeline and record key information (including Roman Walls, Norman Castle, Tudor and Victorian buildings). • Use aerial photographs to recognise historical landmarks in own locality • Observe and use pictures to find out about the past. • Use artefacts to tell us about Chester's history • Sequence pictures from different periods • Use common words and phrases relating to time 	





	<ul style="list-style-type: none"> Ask and answer questions to show that they know and understand key features of events Sequence events that are close in time Order dates from earliest to latest on timelines The role of Christopher Wren in rebuilding London after the Great Fire of London Recognise some similarities and differences between past and present and different ways of life Describe significant individuals from the past Recognise some similarities and differences between past and present and different ways of life Describe the effects and aftermath of the GFOL (how it changed London)  Wooden houses/street scene and GFOL drama to show understanding of the sequence of events <p>Visit Nantwich Museum to understand the Great Fire of Nantwich and identify what is the same and different about it to the GFOL</p> <p>Visit from Cheshire Fire Brigade</p> <p>Describe how Chester has changed over time</p> <p>Visit to Chester to identify how the city of Chester has changed over time</p>				
	<p>Key Vocabulary</p> <p>Specific-bakery, oven, fire breaks, leather bucket, fire hooks, King Charles II, Samuel Pepys, St Pauls Cathedral, River Thames, Tower of London, architect, architecture, structure, limestone, monument, knighted, Paris, London, Mona Lisa, Christopher Wren,</p> <p>General-past, present, future, source, artefact, historical diary, evidence, chronological order, era/period.</p>				
Religious Education	<p>What is Humanism? What do humanist think a good life is all about?</p>	<p>Why is the bible such a special book? What other special books do people have and follow?</p>	<p>Why are Holy buildings important to people of faith?</p> <ul style="list-style-type: none"> Understand that holy places of 	<p>How do symbols help us to understand the Easter story?</p> <ul style="list-style-type: none"> Describe key important 	<p>How do Jewish people remember their history?</p> <p>How do Jews show their faith through practices and celebrations?</p> <p>What does this story teach people about God?</p>


	<ul style="list-style-type: none"> • Explain how a Humanist understands human beings, where they came from, that they have good and bad features. • Describe how Humanists understand the world by asking questions, looking for evidence and believe the world to be a natural place. • Recognise the Happy Human as a symbol for Humanism and that there are different ways to be happy • Explain how Humanists try to approach life by being kind to people, animals and the planet. How people feel and how 	<ul style="list-style-type: none"> • Identify the Bible as a holy book (special) to Christians • Explain why the Bible might be important to Christians • Explain why the Bible might be important to Christians • Explain how the Qur'an should be treated • Identify the Torah as the holy book for Jews • Explain the rules within the Torah and how they help guide a Jew in their lives 	<p>worship are special places</p> <ul style="list-style-type: none"> • Describe events that happen in a church and explain why. • Understand that a church is a place of worship for a Christian and what it means for them to belong to a church. • Understand that a Synagogue is a place of worship for those of Jewish faith. • Describe Shabbat and explain why Jews might go to the synagogue of during this period. • Recognise different artefacts of Judaism found in a synagogue. 	<p>things Christians believe about Jesus.</p> <ul style="list-style-type: none"> • Explain why Easter is the most important festival in the Christian calendar. • Explain how saving people and rescue is linked to Jesus and Easter. 	<ul style="list-style-type: none"> • Describe how Shabbat (day of rest) is important to a Jew and how Jews may go to a synagogue during this period. • Describe how Jewish families celebrate festivals with reference to the story of Esther and Purim. • Retell and talk about the stories explored: <ul style="list-style-type: none"> ○ The Creation Story ○ Joseph the Dreamer ○ Moses and the Bulrushes ○ Esther was a Star
--	---	--	--	---	---


	<p>they should be treated.</p> <ul style="list-style-type: none"> Recognise that Humanists value human achievements, promote freedom and fairness and want to make the world a better place. 				
<p>Physical Education</p> 					
<p>Key Vocabulary</p> <p>Judaism, Jew, Torah, Hebrew, Synagogue, Shabbat, Menorah, Shema, Purim, Humanism, Humanist, natural, happiness, the Happy Human, empathy, achievements, freedom, fairness, kindness, Bible, Old Testament, New Testament, Holy, Gospel, Word of God, Mary Jones, Dead Sea Scrolls, church, vicar, minister, pews, font, altar, stained glass, worship, holy, sacred, Mosque, Minaret tower, Temple, shrine, Mandir, Synagogue, Ark, Cross, crucifix, Paschal candle, resurrection, Last Supper, Eucharist, symbol sacrifice and celebration.</p>		<p>Dance</p> <p>Cha Cha Cha</p> <ul style="list-style-type: none"> Rhythm – active listening so you can dance in time with the music Basic New York <p>Zumba</p> <ul style="list-style-type: none"> Musical structure – chorus, verse bridge (used when creating routines) Salsa – tap, 2 step, basic front, side and back Cumbia <p>Multi-skills (Invasion games)</p> <ul style="list-style-type: none"> Underarm and overarm throw Using space in games Understanding rules needed for the sporting activity Developing teamwork skills 		<p>Net games</p> <ul style="list-style-type: none"> Develop grip and stance Send and receive a ball along the ground Travel whilst balancing a ball Hand and eye coordination to bounce and hit a ball Understanding the different parts of racket <p>Gymnastics</p> <ul style="list-style-type: none"> Use equipment to create sequences Partner balance with developing body tension Weight transfer – front support, back support and side support Link movements to create a sequence <p>Athletics</p> <ul style="list-style-type: none"> Speed and direction change Changing pace to perform different movements at different paces Sprint start – body position needed Running with a baton <p>Striking and fielding games</p> <ul style="list-style-type: none"> Overarm bowl Strike a ball off a tee Perform underarm and overarm throw in static situations 	

			<ul style="list-style-type: none"> Using a long barrier to stop a ball Retrieving the ball
	<u>Key Vocabulary</u> Underarm, jump, land, pass, catch, roll, balance, run, jog, teams, attack, defend, space, coordination, accents/emphasis, chorus/verse/instrumental		
Art	Focus Artist: Van Gogh Focus Skill: Painting / Collage <ul style="list-style-type: none"> Begin to describe a range of colours independently Mix a range of secondary and tertiary colours Be able to discuss the colour wheel Talk about why they have selected colours for their artwork Begin use a range of paint and discuss why some are more suited to particular painting styles Create a Great Fire of London painting in the style of Van Gogh's Starry Night Discuss Post-Impressionism and look at other examples Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures Use sketchbooks to design collage creations Collect, sort and arrange materials according to colour or texture Create a skyline of London to form a GFOL collage in the style of Van Gogh (Starry night) Remembrance Day Poppy fields collage pictures 	Focus Artists: Da Vinci, Paul Klee (comparison) Focus Skill: Drawing <ul style="list-style-type: none"> Show increased control over pencil skills with more attention to detail in faces and bodies Draw lines of different sizes and thicknesses, with a variety of media (e.g., charcoal, pencil, and pastels) Sketch to make records Investigate tone by drawing light/dark lines using pencil Investigate textures and produce an expanding range of patterns Self-portrait in the style of Paul Klee Compare Klee and Da Vinci - Mona Lisa (Links with history work) - introduction to the Renaissance period 	Focus Artist: David Hockney Focus Skill: Sculpture / 3D <ul style="list-style-type: none"> To understand that sculptures can be made from anything Use Lego, Magnatiles, sugar cubes, blocks and art straws to create buildings To have experiences creating sculptures using man-made materials from imagination and direct observation Explore the use of different techniques to make paper appear 3D Replicate patterns and textures in 3D form Draw our school in 3D form 
	<u>Key Vocabulary</u> Collage – collage, tissue, layers, organic shapes, geometric shapes, background, primary colours, secondary colours Drawing – line, tone, shape, observation, abstract, cartoon, portrait, self-portrait Painting – primary and secondary colours, colour wheel, warm colours, cool colours, Post-Impressionism		

	Sculpture – malleable, joining, models, 3D, roll, knead, squash, pinch, tear, rip, bend, join, twist					
Design Technology	A healthy snack for Paddington (fruit skewers) - Food <ul style="list-style-type: none">Can I research other fruit skewers and suggest what I like and dislike about them?Can I design a fruit skewer that follows a repeating pattern?Can I prepare a clean area to make my fruit skewer?Can I cut fruit to the size I require safely using a knife?Can I construct a fruit skewer following a pattern?Can I evaluate my finished fruit skewer using the design criteria? Chef: Jamie Oliver		Design and make a building for the future – Structure <ul style="list-style-type: none">Can I research how to use boxes and masking tape to create a freestanding structure?Can I suggest the features I like and dislike about futuristic architecture?Can I design a structure inspired by my research?Can I design a structure that can support itself without falling over?Can I use junk modelling material to create my design?Can I join materials using masking tape?Can I evaluate my finished structure using the design criteria? Designer: Zaha Hadid		Chester/British Value bunting – Textiles <ul style="list-style-type: none">Can I research different ways to join two materials?Can I create a Chester collage?Can I design a piece of bunting inspired by my research?Can I design a piece of bunting that includes the joining of other materials?Can I create one of my designs?Can I join materials using stapling, gluing, safety pins and sewing?Can I evaluate my finished bunting using the design criteria? Designer: Jasper Conran	
	Key Vocabulary Design, evaluate, material, construct, prepare, hygienically, structure, joining, technique, skewer, repeating pattern, desired, architecture, fabric, bunting					
Music	 Charanga <ul style="list-style-type: none">Hands, Feet, HeartAfropop, South AfricanSouth African music Key vocabulary: Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer,	Charanga <ul style="list-style-type: none">Ho, Ho, HoA song with rapping and improvising for ChristmasFestivals and Christmas Key vocabulary: Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, perform, audience, rap, improvise,	Charanga <ul style="list-style-type: none">I Wanna Play in a BandRockPlaying together in a band Key vocabulary: Keyboard, drums, bass, electric guitar, rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo	Charanga <ul style="list-style-type: none">ZootimeReggaeReggae and animals Key vocabulary: Keyboard, drums, bass, electric guitar, reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo	Charanga <ul style="list-style-type: none">Friendship SongPopA song about being friends Key vocabulary: Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo	Charanga <ul style="list-style-type: none">Reflect, Rewind and ReplayClassicalThe history of music, look back and consolidate your learning, learn some of the language of music

	melody, dynamics, tempo	dynamics, tempo				
	<u>Music Year 2 – Knowledge and Skills</u>					
Computing 	Online safety <ul style="list-style-type: none">To understand the difference between online and offline.To understand what information I should not post online.To know what the techniques are for creating a strong password.To know that you should ask permission from others before sharing about them online and that they have the right to say 'no.'To understand that not everything I see or read online is true. Computer systems and networks – What is a computer? <ul style="list-style-type: none">To know the difference between a desktop and laptop computer.To know that people control technology.To know that buttons are a form of input that give a computer an instruction about what to do (output).To know that computers often work together.	Programming 1 – Algorithms and debugging <ul style="list-style-type: none">To understand what machine learning is and how that enables computers to make predictions.To know that abstraction is the removing of unnecessary detail to help solve a problem.To know that coding is writing in a special language so that the computer understands what to do. Data Handling – International Space Station <ul style="list-style-type: none">To understand that you can enter simple data into a spreadsheet.To understand what steps you need to take to create an algorithm.To know what data to use to answer certain questions.To know that computers can be used to monitor supplies. Safer Internet Day	Programming 2 – Scratch Jr <ul style="list-style-type: none">To understand that the character in Scratch Jr is controlled by the programming blocks.To know that you can write a program to create a musical instrument or tell a joke.			
	Key Vocabulary Online safety - accept, comment, consent, content, deny, emojis, offline, permission, pop-ups, pressure, reliable, terms and conditions, trusted adult Computer systems and networks – What is a computer? - battery, desktop, digital, digital recorder, electricity, function, laptop, monitor, paying till, scanner, screen, system, technology, video Programming 1 – Algorithms and debugging - abstraction, key features, loop, unnecessary Data Handling – International Space Station - astronaut, experiment, galaxy, insulation, interactive map, International Space Centre, International Space Station, interpret, laboratory, planet, satellite, space, temperature, thermometer, water reservoir Programming 2 – Scratch Jr - blocks, CGI, computer code, fluid, icon, imitate, 'on tap', Scratch JR					

<p>French</p> 	<p>Class rules in French Lessons.</p> <p>Revisions: Greetings Warm up Class instructions Locate France, Paris... Numbers 1-30 Colours Games Vocabulary (intro: words in writing on board + flashcard to match with picture, gramm: masc/fem words, determiners, plural...)</p> <p>Songs (le livre des chansons francaises) + new: - Bonjour les amis (+ il/elle s'appelle...) - une petite cochenille (new body parts: le doigt, le bras, la joue and recall other body parts) (+ Gramm: possessive article: mon/ma and size adj: petite, Recall masc/fem, Determiners.)</p>	<p>Culture: Halloween /All Saints Day /Toussaint Recall Song: Sorcière tourne la soupe. Recall body parts (le Squelette/words to stick on it) + new. Describe the monsters/ les monstres (video BBC bitesize: sentence building: il/ elle a 3 yeux ... il/elle est rouge...)</p> <p>Culture: 11 Nov/ Le jour du souvenir. Warm up: Soldats! Colouring + vocab: un casque, la croix, un coquelicot.</p> <p>New Song: - Il pleut, il mouille... Recall c'est l'automne. (+ vocab)</p> <p>Recall Christmas vocab Recall Song/Chanson: Petit Papa Noël. Merry Christmas/Joyeux Noël colouriage</p>	<p>Happy New Year/ Bonne année</p> <p>Recall Culture/ 6 Jan: l'Épiphanie/ La Galette des rois (Kings cake). Mime how to make one/ name of Ingredients and Utensils. (+ vocab: le roi, la reine, la feve, la couronne)</p> <p>Days of the week/Les jours de la semaine + Aujourd'hui (mime/ introduce writing/flashcards) + new song.</p> <p>The months/ les mois + new song</p> <p>Seasons/les saisons Dice/paper writing / drawing/ colouring. Intro to phonics.</p> <p>Numbers 1-40. Introduce writing/reading: booklet + Jeu 21.</p> <p>Intro to phonics.</p> <p>Recall Rhyme/comptine: - Bonhomme de neige & song: - Il pleut il mouille</p>	<p>[Culture: Mardi Gras (Shrove Tuesday) Carnival, Crêpes] Recall Clothes /les vêtements. Flashcards/words/reading Intro main phonics. (La valise/Eg: le pantalon sur la tete...)</p> <p>Recall Date as routine: Aujourd'hui c'est... (today is...)</p> <p>Culture/Fête des Mères (Mothers Day/ different date in France: 29th May) Recall family + new way: mere, pere, soeur, frere...</p> <p>Recall pets vocab</p> <p>Zoo animals/ les animaux du zoo Story/slides: "cher zoo" Adjectives: Petit/grand... + colour adjectives agreement... awareness.</p> <p>Culture/mid April: Joyeuses Pâques</p>	<p>[Culture/ 1 Mai: Fête du Travail (Colouriage/ muguet: tige, pétales, feuilles...) Recall vocab un arbre/fleur. Introducing to write words]</p> <p>Fruits/ Les fruits Recall Game: Le jardin New Song/Chanson: J'aime les fruits</p> <p>Recall les legumes. Story: Hungry caterpillar/ la chenille qui fait des trous (+ Linguafun/des histoires)</p> <p>Express likes and dislikes: J'aime, Je n'aime pas... (sentence building)</p>	<p>Alphabet/L'alphabet + new song/chanson</p> <p>Culture/ 19 June: Fête des pères (Father's Day) Recall Family members/Dominos in pairs. (Gram: intro. possessive: mon/ma/mes...mas c/fem/plur.)</p> <p>Culture/ 21 juin: Fête de la musique Recall all songs and recall instruments.</p> <p>Holidays vocab/Les vacances d'été vocab. (la valise) Recall simple weather sentences + Il fait chaud... Recall clothes + new. Story/Histoire: La plage?</p> <p>Culture/ La Fête Nationale - 14 juillet Jeu: Dessinez, c'est gagné! Recap some vocabulary.</p>
--	---	---	--	--	--	---

			Simple weather phrases (dice) [Recall Culture / 2 Feb: la chandeleur (Candlemas)/ Colouriage]	Recall Easter vocababulary & Song: Frère Jacques		
	<p>Happy birthday /Joyeux anniversaire ton anniversaire? Mon anniversaire est le</p> <p>Happy holidays / Bonnes vacances</p> <p>Happy holidays / Bonnes vacances</p> <p>Warm up actions: Dansez, Tournez, Sautiez Frappez, Touchez, Mangez, Buvez, Lavez, Fermez les yeux, ouvrez les yeux, comptez, marchez, Comptez, Arrêtez...</p> <p>Classroom instructions: Faites un cercle, Asseyez-vous, Levez- vous, Levez la main, Chut, Taisez-vous, Regardez, Ecoutez, Oui, Non, S'il te/vous plaît, Chantez, Comptez...</p> <p>+ New: Colouriez, Ecrivez, Dessinez...</p> <p>+ Date: Day, Number, Month, Seasons.</p> <p>Introduction of various Grammar points: Masculine and feminine words, plural, Determiners and possessive determiners, colour and size adjectives...</p>					
<p>PSHE/Sex and Relationships/Safeguarding</p> 	<p>Me and my relationships</p> <p>Bullying or teasing?</p> <ul style="list-style-type: none"> Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two Identify situations as to whether they are incidents of teasing or bullying 	<p>Valuing difference</p> <p>How do we make others feel?</p> <ul style="list-style-type: none"> Recognise and explain how a person's behaviour can affect other people <p>An act of kindness</p> <ul style="list-style-type: none"> Recognise and describe acts of kindness and unkindness Explain how these impact on other people's feelings 	<p>Keeping Safe</p> <p>How safe would you feel?</p> <ul style="list-style-type: none"> Identify situations in which they would feel safe or unsafe Suggest actions for dealing with unsafe situations including who they could ask for help <p>What should Harold say?</p> <ul style="list-style-type: none"> Identify situations in which they would 	<p>Rights and Respect</p> <p>Getting on with others</p> <ul style="list-style-type: none"> Describe and record strategies for getting on with others in the classroom <p>When I feel like erupting</p> <ul style="list-style-type: none"> Explain, and be able to use, strategies for dealing with impulsive behaviour 	<p>Being my best</p> <p>You can do it!</p> <ul style="list-style-type: none"> Explain the stages of the learning line showing an understanding of the learning process Help themselves and others develop a positive attitude that support their wellbeing Identify and describe where they are on the 	<p>Growing and Changing</p> <p>A Helping Hand</p> <ul style="list-style-type: none"> Demonstrate simple ways of giving positive feedback to others <p>Sam moves away</p> <ul style="list-style-type: none"> Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to <p>Respecting Privacy</p>

	<p>Being a good friend</p> <ul style="list-style-type: none"> • Recognise that friendship is a special kind of relationship • Identify some of the ways that good friends care for each other <p>Let's all be happy!</p> <ul style="list-style-type: none"> • Recognise, name and understand how to deal with feelings (e.g. anger, loneliness) • Explain where someone could get help if they were being upset by someone else's behaviour 	<ul style="list-style-type: none"> • Suggest kind words and actions they can show to others • Show acts of kindness to others in school <p>Solve the problem</p> <ul style="list-style-type: none"> • Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted) • Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships 	<p>need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe</p> <p>Should I tell?</p> <ul style="list-style-type: none"> • Identify safe secrets (including surprises) and unsafe secrets • Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable 	<p>Harold saves for something special</p> <ul style="list-style-type: none"> • Understand that people have choices about what they do with their money • Know that money can be saved for a use at a future time • Explain how they might feel when they spend money on different things 	<p>learning line in a given activity and apply its positive mindset strategies to their own learning</p> <p>My body needs...</p> <ul style="list-style-type: none"> • Understand that the body gets energy from food, water and oxygen • Recognise that exercise and sleep are important to health <p>What does my body do?</p> <ul style="list-style-type: none"> • Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain) • Describe how food, water and air get into the body and blood 	<ul style="list-style-type: none"> • Explain what privacy means • Know that you are not allowed to touch someone's private belongings without their permission • Give examples of different types of private information
--	---	--	--	--	--	---

Key Vocabulary

Me and My Relationships – feelings, help. Friendly, friendship, bullying, teasing, repeated, regular.

Valuing Difference – feelings, behaviour, calm, aggressive, solve, kind, kindness, unkind, feelings, listening, problem.

Keeping Safe – safe, unsafe, feelings, worried, getting help, surprise, secret, tell.

Rights and Respect – responsibility, help, share, take turns, listen, feelings, control, erupt, money, spending, saving.

Being My Best – practice, encourage, goal, achieve, challenge, brain, heart, lungs, stomach, small intestine, large intestine, food, water, oxygen, food, exercise, rest.

Growing and Changing – help, support, supportive, change, loss, feelings, emotions, frightened, nervous, genitals, private, privacy, consent, permission.