

## Year Two – Content for Learning

### Maths, Economics and Enterprise ss – spine segment

**Addition and Subtraction:** Addition of numbers up to 100 (ss: 1.11; 1.13; 1.14; 1.15) Subtraction of numbers within 100 (ss: 1.11; 1.12; 1.13; 1.14; 1.16)

**Multiplication and Division:** Multiplication representing equal groups (ss: 2.2) 2, 5 and 10 x table (ss: 2.3; 2.4) Factors of 0 and 1 (ss: 2.4) Commutativity, doubling and halving (ss: 2.3; 2.5) Quotative and partitive division (ss: 2.6)

**Fractions (ss: 3.0):** Name, read and write simple fractions (1/2, 1/3, 1/4) and relate to a fraction of a length, shape or set of objects. Find half, a third, 1/4, 2/4, 3/4 of a length, shape, set of objects or quantity. Recognise the equivalence of one half and two quarters.

**Measurement:** Choose appropriate standard units to estimate and measure length/height, mass/weight, capacity/volume. Order the above using >, <, =

**Money:** use the symbols £ and p; find different combinations of coins that = the same amount; solve problems involving adding and subtracting money and giving change. **Time:** Compare and sequence intervals; tell and write the time to 5 mins; know the number of mins in an hour and hours in a day

**Geometry:** Identify and describe the properties of 2-D and 3-D shapes. Identify 2-D shapes on the surface of 3-D shapes. Compare and sort common 2-D and 3-D shapes

**Statistics:** Construct and interpret simple graphs and tables (e.g. tally chart, pictogram). Ask and answer questions by counting objects in a category and totalling and comparing data.

### Communication, Languages and Literacy

*Children should have the opportunity to write at least one piece from each of the purposes below*

- ❖ **Writing to Entertain:**  
Narrative writing including description (character/setting), poetry
- ❖ **Writing to Inform:**  
Recount, letter & instructions
- ❖ **Writing to Persuade:**  
Poster, letter, advert
- ❖ **Reading**  
Content domains (1a, b, c, d, e)  
Word reading including decoding (Phonics - following Letters and Sounds)  
Comprehension: retrieval, deduction, inference, prediction, summarising, exploring authorial intent
- ❖ **Vocabulary, Grammar, Punctuation, Spelling**
- ❖ **Handwriting**
- ❖ **Phonics:** following Letters & Sounds
- ❖ **Spoken Language:** Speaking, listening & responding, group discussion & drama
- ❖ **MFL**

### Creative and Expressive Arts

- ❖ Drawing and sculpture
- ❖ Painting
- ❖ Printing and design
- ❖ Responding to art
- ❖ Listen to a diverse range of musical pieces and share preferences relating to the musical elements – tempo, pitch and dynamics.
- ❖ Listen and repeat simple call and response rhythms using body percussion and voice.
- ❖ Explore and use a range of sound effects to accompany other learning across the curriculum evaluating the overall effectiveness and improving it.
- ❖ Prepare and perform songs for an audience.
- ❖ Begin to record simple compositions using graphic scores.
  
- ❖ **Drama found within Spoken Language Curriculum**
- ❖ **Dance found within PE Curriculum**

### Historical, Global, Social and Spiritual Understanding

- ❖ On a map name and locate the 4 countries of the UK, surrounding seas, capital cities and their characteristics.
- ❖ Compare Lewisham to a contrasting area of the UK.
- ❖ Locate and understand the importance of the equator linking the understanding to climates and the North and South Poles.
- ❖ Use simple fieldwork and observational skills to study the geography their local area (i.e. the park) and its grounds and the key human and physical features of its surrounding environment.
- ❖ Symbolism in Christianity and Easter.
- ❖ Hinduism – belief and the home.
- ❖ Comparing religious experiences of food and weddings.
- ❖ Sequencing events, chronological order
- ❖ Know and recount stories about the past
- ❖ Compare significant events and people in history - local or the wider world e.g. Great Fire of London and London today
- ❖ The Victorians - compare their own lives and Victorian ones, Mary Seacole and Florence Nightingale, Queen Victoria and Queen Elizabeth

### Physical wellbeing, health and lifestyles

- ❖ Fitness and health – warm up/cool down
- ❖ Games – ball skills, throwing and catching, passing, striking, fielding, racquet skills
- ❖ Gymnastics – travelling, rolling, jumping, creating tension, balance, pathways
- ❖ Athletics – running, jumping, throwing
- ❖ Dance
- ❖ Families and people who care for me
- ❖ Caring relationships
- ❖ Respecting ourselves and others
- ❖ Online Relationships and internet safety/harms
- ❖ Being Safe
- ❖ Physical and mental wellbeing
- ❖ Growing and changing

### Scientific and Technological Understandings

- ❖ Healthy food, exercise and hygiene
- ❖ Animals (including humans) - growing/changes, basic needs
- ❖ Grouping living/non-living things; names of plants and animals; habitats, including microhabitats; conditions for growth (animals and plants); simple food chains
- ❖ Plants - how seeds/bulbs grow; plant's needs in order to grow/stay healthy
- ❖ Materials – properties and physical changes
- ❖ Scientific discoveries and a range of scientists
- ❖ Navigating simple websites and MLE
- ❖ Using simple data handling software
- ❖ E-safety
- ❖ Using a variety of devices to record – cameras, flips, video, iPads, bee-bots, etc.
- ❖ Textiles – glove puppet
- ❖ Mechanisms – axles: winding up (winch and pulley); wheels and axles – vehicles
- ❖ Cooking and nutrition- fruit smoothie or cordial

YEAR 2 MATHS

Subject content	Teaching Points	Inspire link, NCETM steps in learning, and additional resources	National Curriculum Vocabulary	National Curriculum Statutory requirements by the end of Year 2
<p><b>Number, Addition &amp; Subtraction</b></p>	<p><b>1.11 Addition and subtraction: bridging 10</b></p> <ul style="list-style-type: none"> <li>• <b>Teaching Point 1:</b> Addition of three addends can be described by an aggregation story with three parts.</li> <li>• <b>Teaching Point 2:</b> Addition of three addends can be described by an augmentation story with a <i>'first..., then..., then..., now...'</i> structure.</li> <li>• <b>Teaching Point 3:</b> The order in which addends (parts) are added or grouped does not change the sum (associative and commutative laws).</li> <li>• <b>Teaching Point 4:</b> When we are adding three numbers, we choose the most efficient order in which to add them, including identifying two addends that make ten (combining).</li> <li>• <b>Teaching Point 5:</b> We can add two numbers which bridge the tens boundary by using a 'make ten' strategy.</li> <li>• <b>Teaching Point 6:</b> We can subtract across the tens boundary by subtracting <i>through</i> ten or subtracting <i>from</i> ten.</li> </ul>	<p><b>NCETM 1.11 Addition and subtraction: bridging 10</b>            NCETM Steps in learning.            6:1 - 6:3            NCETM Steps in learning.            2:1 - 2:5            NCETM Steps in learning.            3:1 - 3:4            NCETM Steps in learning.            4:1 - 4:6            NCETM Steps in learning.            5:1 - 5:7            NCETM Steps in learning.            6:1 - 6:8</p> <p><b>Inspire Year 1A Unit 8</b>            Addition and subtraction within 20 p.194-205</p>	Addition Subtraction Commutative Associative Inverse Addend Sum Minuend Subtrahend Difference Digit Odd Even Consecutive Multiple Partition	<p>- solve problems with addition and subtraction:</p> <ul style="list-style-type: none"> <li>• using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>• applying their increasing knowledge of mental and written methods</li> </ul> <p>- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <ul style="list-style-type: none"> <li>▪ a two-digit number and ones</li> <li>▪ a two-digit number and tens</li> <li>▪ two two-digit numbers</li> <li>▪ adding three one-digit numbers</li> </ul> <p>- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</p> <p>- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p>
	<p><b>1.12 Subtraction as difference</b></p> <ul style="list-style-type: none"> <li>• <b>Teaching Point 1:</b> Difference compares the number of objects in one set with the number of objects in another set; or the difference between two measures.</li> <li>• <b>Teaching Point 2:</b> Difference is one of the structures of subtraction.</li> <li>• <b>Teaching Point 3:</b> Consecutive whole numbers have a difference of one; consecutive odd/even numbers have a difference of two.</li> <li>• <b>Teaching Point 4:</b> We can apply the structure of difference to compare data.</li> </ul>	<p><b>NCETM 1.12 Subtraction as difference</b>            NCETM Steps in learning.            1:1 – 1:4            NCETM Steps in learning.            2:1 – 2:5            NCETM Steps in learning.            3:1 – 3:5            NCETM Steps in learning.            4:1 – 4:4</p>		
	<p><b>1.13 Addition and subtraction: two-digit and single-digit numbers</b></p> <ul style="list-style-type: none"> <li>• <b>Teaching Point 1:</b> Knowledge of the number line, and quantity values of numbers, can be applied to add/subtract one to/from a given two-digit number.</li> <li>• <b>Teaching Point 2:</b> Known facts for the numbers <i>within</i> ten can be applied to addition/subtraction of a single-digit number to/from a two-digit number.</li> </ul>	<p><b>NCETM 1.13 Calculation: 2-digit +/- 1-digit</b>            NCETM Steps in learning.            1:1 – 1:9            NCETM Steps in learning.            2:1 – 2:9            NCETM Steps in learning.</p>		

<ul style="list-style-type: none"> <li>• <b>Teaching Point 3:</b> Knowledge of numbers which sum to ten can be applied to the addition of a single-digit number and two-digit number that sum to a multiple of ten, or subtraction of a single-digit number from a multiple of ten.</li> <li>• <b>Teaching Point 4:</b> Known strategies for addition or subtraction bridging ten can be applied to addition or subtraction bridging a multiple of ten.</li> </ul>	<p>3:1 – 3:6 NCETM Steps in learning. 4:1 – 4:9</p> <p><b>Inspire Year 1B Unit 12</b> Simple addition p.59-60</p>		
<p><b>1.14 Addition and subtraction: two-digit numbers and multiples of ten</b></p> <ul style="list-style-type: none"> <li>• <b>Teaching Point 1:</b> When finding ten more or ten less than any two-digit number, the ones digit does not change.</li> <li>• <b>Teaching Point 2:</b> When ten is added or subtracted to/from a two-digit number, the tens digit changes and the ones digit stays the same.</li> <li>• <b>Teaching Point 3:</b> Knowledge of number facts within ten can be applied to adding or subtracting multiples of ten to/from a two-digit number.</li> <li>• <b>Teaching Point 4:</b> Two-digit numbers can be partitioned in different ways.</li> </ul>	<p><b>NCETM 1.14 Calculation: 2-digit +/- tens</b> NCETM Steps in learning. 1:1 – 1:5 NCETM Steps in learning. 2:1 – 2:6 NCETM Steps in learning. 3:1 – 3:9 NCETM Steps in learning. 4:1 – 4:4</p>		
<p><b>1.15 Addition: two-digit and two-digit numbers</b></p> <ul style="list-style-type: none"> <li>• <b>Teaching Point 1:</b> Known strategies can be combined to add two multiples of ten to two single-digit numbers.</li> <li>• <b>Teaching Point 2:</b> Two two-digit numbers can be added by partitioning one or both of them into tens and ones.</li> </ul>	<p><b>NCETM 1.15 Addition: 2-digit + 2-digit</b> NCETM Steps in learning. 1:1 – 1:2 NCETM Steps in learning. 2:1 – 2:8 <b>Inspire Year 1B Unit 12</b> Simple addition/More addition p.61-68 <b>Inspire Year 1B Unit 13</b> Mental addition p.109-110 <b>Inspire Year 1B Unit 17</b> Simple addition/More addition p.190-197</p>		
<p><b>1.16 Subtraction: two-digit and two-digit numbers</b></p> <ul style="list-style-type: none"> <li>• <b>Teaching Point 1:</b> Known strategies can be used to subtract a multiple of ten and a single-digit number from a two-digit number.</li> <li>• <b>Teaching Point 2:</b> A two-digit number can be subtracted from a two-digit number by partitioning the subtrahend into tens and ones.</li> </ul>	<p><b>NCETM 1.16 Subtraction: 2-digit - 2-digit</b> NCETM Steps in learning. 1:1 – 1:3 NCETM Steps in learning. 2:1 – 2:9</p> <p><b>Inspire Year 1B Unit 12</b> Simple subtraction/More subtraction p.69-78 <b>Inspire Year 1B Unit 12</b> Mental subtraction p.111-114 <b>Inspire Year 1B Unit 17</b></p>		

		Simple subtraction/More subtraction p.198-205		
<b>Place Value</b>	<p><b>Additional Teaching Point:</b> Recognise the place value of each digit in a two-digit number (tens, ones)</p> <p><b>Additional Teaching Point:</b> Identify, represent and estimate numbers using different representations including the number line.</p> <p><b>Additional Teaching Point:</b> Compare and order numbers from 0 up to 100; use less than (&lt;), greater than (&gt;), and equals (=) signs.</p> <p><b>Additional Teaching Point:</b> Read and write numbers to at least 100 in numerals and in words.</p>	<b>ATPs:</b> self resourced	Ones Tens Hundreds Digit Numerals One digit Two-digit Representation Estimation Compare Greater than More than Less than Fewer than Equals	- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward - recognise the place value of each digit in a two-digit number (tens, ones) - identify, represent and estimate numbers using different representations, including the number line - compare and order numbers from 0 up to 100; use <, > and = signs - read and write numbers to at least 100 in numerals and in words - use place value and number facts to solve problems.
<b>Multiplication and Division</b>	<p><b>2.2 Structures: multiplication representing equal groups</b></p> <ul style="list-style-type: none"> <li>• <b>Teaching Point 1:</b> Objects can be grouped into equal or unequal groups.</li> <li>• <b>Teaching Point 2:</b> When describing equally grouped objects, the number of groups and the size of the groups must both be defined.</li> <li>• <b>Teaching Point 3:</b> Equal groups can be represented with a repeated addition expression.</li> <li>• <b>Teaching Point 4:</b> Equal groups can be represented with a multiplication expression.</li> <li>• <b>Teaching Point 5:</b> Multiplication expressions can be written for cases where the groups each contain zero items, and for cases where the groups each contain one item.</li> </ul>	<p><b>NCETM 2.2 Multiplication: equal groups</b></p> <p>NCETM Steps in learning.          1:1 – 1:4          NCETM Steps in learning.          2:1 – 2:4          NCETM Steps in learning.          3:1 – 3:4          NCETM Steps in learning.          4:1 – 4:4          NCETM Steps in learning.          5:1 – 5:4</p> <p><b>Inspire Year 1B Unit 14</b>          Multiplication p.122-130  <b>Inspire Year 2A Unit 4</b>          How to multiply p.131-132</p>	Odd Even Multiplication Division Commutative Inverse Repeated addition Arrays Multiples Factors Product Double Half Equal groups Unequal groups Expression Remainder Quotient Divisor Dividend	- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers - calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs - show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot - solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

	<p><b>2.3 Times tables: groups of 2 and commutativity (part 1)</b></p> <ul style="list-style-type: none"> <li>• <b>Teaching Point 1:</b> For equally grouped objects, the number of groups is a factor, the group size is a factor, and the overall number of objects is the product; this can be represented with a multiplication equation. Counting in multiples of two can be used to find the product when the group size is two.</li> <li>• <b>Teaching Point 2:</b> Counting in multiples of two can be represented by the two times table. Adjacent multiples of two have a difference of two. Facts from the two times table can be used to solve problems about groups of two.</li> <li>• <b>Teaching Point 3:</b> Factor pairs can be written in either order, with the product remaining the same (commutativity).</li> </ul>	<p><b>NCETM 2.3 The 2 times table and commutativity</b>  NCETM Steps in learning.  1:1 – 1:6  NCETM Steps in learning.  2:1 – 2:8  NCETM Steps in learning.  3:1 – 3:4</p> <p><b>Inspire Year 2A Unit 5</b>  Multiplying by 2 p.148-156</p>		
	<p><b>2.4 Times tables: groups of 10 and of 5, and factors of 0 and 1</b></p> <ul style="list-style-type: none"> <li>• <b>Teaching Point 1:</b> Counting in multiples of ten can be represented by the ten times table. Adjacent multiples of ten have a difference of ten. Facts from the ten times table can be used to solve problems about groups of ten.</li> <li>• <b>Teaching Point 2:</b> Counting in multiples of five can be represented by the five times table. Adjacent multiples of five have a difference of five. Facts from the five times table can be used to solve problems about groups of five.</li> <li>• <b>Teaching Point 3:</b> Skip counting and grouping can be used to explore the relationship between the five times table and the ten times table.</li> <li>• <b>Teaching Point 4:</b> When zero is a factor, the product is zero. When one is a factor, the product is equal to the other factor (if there are only two factors).</li> </ul>	<p><b>NCETM 2.4 The 10 and 5 times tables</b>  NCETM Steps in learning.  1:1 – 1:9  NCETM Steps in learning.  2:1 – 2:9  NCETM Steps in learning.  3:1 – 3:7  NCETM Steps in learning.  4:1 – 4:6</p> <p><b>Inspire Year 2A Unit 6</b>  Multiplying by 10 p.198-201  <b>Inspire Year 2A Unit 6</b>  Multiplying by 5 p.191-197</p>		
	<p><b>2.5 Commutativity (part 2), doubling and halving</b></p> <ul style="list-style-type: none"> <li>• <b>Teaching Point 1:</b> The same multiplication equation can have two different grouping interpretations. Problems about two/five/ten equal groups can be solved using facts from the two/five/ten times table. (commutativity)</li> <li>• <b>Teaching Point 2:</b> If two is a factor, knowledge of doubling facts can be used to find the product; problems about doubling can be solved using facts from the two times table.</li> <li>• <b>Teaching Point 3:</b> Halving is the inverse of doubling; problems about halving can be solved using facts from the two times table and known doubling facts.</li> <li>• <b>Teaching Point 4:</b> Products in the ten times table are double the products in the five times table; products in the five times table are half of the products in the ten times table.</li> </ul>	<p><b>NCETM 2.5 Commutativity: doubling and halving</b>  NCETM Steps in learning.  1:1 – 1:13  NCETM Steps in learning.  2:1 – 2:9  NCETM Steps in learning.  3:1 – 3:9  NCETM Steps in learning.  4:1 – 4:7</p>		
	<p><b>2.6 Structures: quotitive and partitive division</b></p> <ul style="list-style-type: none"> <li>• <b>Teaching Point 1:</b> Objects can be grouped equally, sometimes with a remainder.</li> <li>• <b>Teaching Point 2:</b> Division equations can be used to represent 'grouping' problems, where the total quantity (dividend) and the</li> </ul>	<p><b>NCETM 2.6 Quotitive and partitive division</b>  NCETM Steps in learning.  1:1 – 1:4  NCETM Steps in learning.</p>		



	<p>group size (divisor) are known; the number of groups (quotient) can be calculated by skip counting in the divisor. (quotitive division)</p> <ul style="list-style-type: none"> <li>• <b>Teaching Point 3:</b> Division equations can be used to represent 'sharing' problems, where the total quantity (dividend) and the number we are sharing between (divisor) are known; the size of the shares (quotient) can be calculated by skip counting in the divisor. (partitive division)</li> <li>• <b>Teaching Point 4:</b> Strategies for finding the quotient, that are more efficient than skip counting, include using known multiplication facts and, when the divisor is two, using known halving facts.</li> <li>• <b>Teaching Point 5:</b> When the dividend is zero, the quotient is zero; when the dividend is equal to the divisor, the quotient is one; when the divisor is equal to one, the quotient is equal to the dividend.</li> </ul>	<p>2:1 – 2:12 NCETM Steps in learning. 3:1 – 3:10 NCETM Steps in learning. 4:1 – 4:13 NCETM Steps in learning. 5:1 – 5:6</p> <p><b>Inspire Year 1B Unit 15</b> Division p. 143-147 <b>Inspire Year 2A Unit 4</b> How to divide p.133-137 <b>Inspire Year 2A Unit 7</b> Division p.226-228</p>		
<b>Fractions</b>	<p><b>3 Teaching Fractions in KS1</b></p> <ul style="list-style-type: none"> <li>• <b>Teaching Point 1:</b> Name the fractions 'one-half', 'one-quarter' and 'one-third' in relation to a fraction of a length, shape or set of objects</li> <li>• <b>Teaching Point 2:</b> Read and write the fraction notation <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math> and <math>\frac{1}{4}</math> and relate this to a fraction of a length, shape or set of objects.</li> <li>• <b>Teaching Point 3:</b> Find half of numbers.</li> <li>• <b>Teaching Point 4:</b> Find <math>\frac{1}{3}</math> or <math>\frac{1}{4}</math> of a number.</li> <li>• <b>Teaching Point 5:</b> Find <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of an object, shape, set of objects, length or quantity; recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</li> </ul>	<p><b>Refer to NCETM - Teaching fractions in KS1 document</b> Self-resourced</p>	<p>Equivalence Equal part Equal sharing Unit fractions Non-unit fraction Whole-hole distinction One half One third One quarter Division</p>	<p>- recognise, find, name and write fractions (<math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math>) of a length, shape, set of objects or quantity. - Write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</p>
<b>Measurement</b>	<p><b>Length</b></p> <ul style="list-style-type: none"> <li>• <b>Inspire Teaching Point 1:</b> Measuring in metres – length is a concept of measurement to determine how long or short an object is.</li> <li>• <b>Inspire Teaching Point 2:</b> Measuring in metres – the metre (m) is a unit of measurement for length.</li> <li>• <b>Inspire Teaching Point 3:</b> Comparing lengths in metres – the metre is a medium for measuring and comparing</li> <li>• <b>Inspire Teaching Point 4:</b> Measuring in centimetres – length is a concept of measurement to determine how long or short an object is</li> <li>• <b>Inspire Teaching Point 5:</b> Measuring in centimetres – the centimetre (cm) is a unit of measurement for length.</li> <li>• <b>Inspire Teaching Point 6:</b> Comparing lengths in centimetres – the centimetre is used to measure and compare the lengths of two or more objects</li> <li>• <b>Inspire Teaching Point 7:</b> Addition and subtraction of length – The addition and subtraction of numbers' concepts and techniques are applied in this section.</li> </ul>	<p><b>Inspire Year 2A Unit 8</b> Measuring in metres p. 239-241 <b>Inspire Year 2A Unit 8</b> Comparing lengths in metres p. 242-243 <b>Inspire Year 2A Unit 8</b> Measuring in centimetres p. 244-247 <b>Inspire Year 2A Unit 8</b> Comparing in centimetres p. 248-251 <b>Inspire Year 2A Unit 8</b> Addition and subtraction of length p. 252-253</p>	<p>Estimate Measure Units Length Height Metre Centimetre</p>	<p>- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels - compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and = - recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value - find different combinations of coins that equal the same amounts of money - solve simple</p>
	<b>Mass</b>	<b>Inspire Year 2A Unit 9</b>	Mass Kilogram	

<ul style="list-style-type: none"> <li>• <b>Inspire Teaching Point 1:</b> Measuring in kilograms – the kilogram (kg) is a unit of measurement for mass.</li> <li>• <b>Inspire Teaching Point 2:</b> Comparing masses in kilograms – the kilogram (kg) is used as a medium to find the masses of objects and compare masses</li> <li>• <b>Inspire Teaching Point 3:</b> Measuring in grams – the gram (g) is a unit of measurement for mass</li> <li>• <b>Inspire Teaching Point 4:</b> Comparing masses in grams – an object can be heavier or lighter than another based on the masses of the two objects.</li> <li>• <b>Inspire Teaching Point 5:</b> Addition and subtraction of mass – the process of addition and subtraction of mass is similar to addition and subtraction of whole numbers.</li> </ul>	<p>Measuring in kilograms p. 273-277  <b>Inspire Year 2A Unit 9</b>  Comparing masses in kilograms p. 278-279  <b>Inspire Year 2A Unit 9</b>  Measuring in grams p. 280-282  <b>Inspire Year 2A Unit 9</b>  Comparing masses in grams p. 283-286  <b>Inspire Year 2A Unit 9</b>  Addition and subtraction of mass p. 287-290</p>	<p>Gram</p>	<p>problems in a practical context involving addition and subtraction of money of the same unit, including giving change  - compare and sequence intervals of time  - tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times  - know the number of minutes in an hour and the number of hours in a day.</p>
<p><b>Capacity</b></p> <ul style="list-style-type: none"> <li>• <b>Additional Teaching Point 1:</b> Choose and use appropriate standard units to estimate and measure capacity using measuring vessels.</li> <li>• <b>Additional Teaching Point 2:</b> Compare and order volumes/capacities and record results using greater than (&gt;), less than (&lt;) and equal to (=).</li> </ul>	<p><b>ATPs:</b> Self resourced</p>	<p>Capacity  Volume  Litres  Millilitres</p>	
<p><b>Temperature</b></p> <ul style="list-style-type: none"> <li>• <b>Additional Teaching Point 1:</b> Choose and use appropriate standard units to estimate and measure temperature using thermometers.</li> <li>• <b>Additional Teaching Point 2:</b> Compare and order temperatures and record results using greater than (&gt;), less than (&lt;) and equal to (=).</li> </ul>	<p><b>ATPs:</b> Self resourced</p>	<p>Temperature  Thermometer  Degrees Celsius</p>	
<p><b>Money</b></p> <ul style="list-style-type: none"> <li>• <b>Inspire Teaching Point 1:</b> Exchanging money – a coin or note of one denomination can be used as the equivalent of another.</li> <li>• <b>Inspire Teaching Point 2:</b> Work out the amount of money – the amount of money can be counted in pence up to one pound and pounds up to one hundred.</li> <li>• <b>Inspire Teaching Point 3:</b> Adding and subtracting in pence – addition and subtraction concepts in numbers are used in money.</li> <li>• <b>Inspire Teaching Point 4:</b> Adding and subtracting in pounds – addition and subtraction concepts in numbers are used in money.</li> <li>• <b>Inspire Teaching Point 5:</b> Solving word problems – the part-whole, adding-on, taking away, comparing concepts are used in solving word problems.</li> </ul>	<p><b>Inspire Year 1B Unit 18</b>  Exchanging money p. 231-234  <b>Inspire Year 1B Unit 18</b>  Working out the amount of money p. 235-239  <b>Inspire Year 1B Unit 18</b>  +/- in pence p. 252-255  <b>Inspire Year 1B Unit 18</b>  +/- in pounds p. 256-257  <b>Inspire Year 1B Unit 18</b>  Word problems p. 258-263</p>	<p>Money  Coins  Notes  Value  Combination  Pounds  Pence</p>	
<p><b>Time</b></p> <ul style="list-style-type: none"> <li>• <b>Inspire Teaching Point 1:</b> Minute hand – recite the five times table and relate to the minute hand.</li> <li>• <b>Inspire Teaching Point 2:</b> Reading and writing the time – hours and minutes are measures of time.</li> </ul>	<p><b>Inspire Year 2B Unit 13</b>  The minute hand p. 100-103  <b>Inspire Year 2B Unit 13</b>  Reading and writing the time p. 104-108  <b>Inspire Year 2B Unit 13</b></p>	<p>Interval  Minute  Hour  Day  Quarter-past  Half-past</p>	

	<ul style="list-style-type: none"> <li>• <b>Inspire Teaching Point 3:</b> Time taken in hours and minutes – time taken between two given times in measured in hours (h) and minutes (m)</li> <li>• <b>Additional teaching point 4:</b> Know how many minutes there are in an hour, and hours in a day.</li> <li>• <b>Additional teaching point 5:</b> Tell the time to five minutes, including quarter hours</li> <li>• <b>Additional teaching point 6:</b> Draw these times on a clock face.</li> </ul>	<p>Time taken in hours and minutes p. 114-118</p> <p><b>ATPs:</b> self resourced</p>	<p>Quarter-to</p>	
<b>Geometry</b>	<p><b>Properties of shapes</b></p> <ul style="list-style-type: none"> <li>• <b>Additional Teaching Point 1:</b> identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li> <li>• <b>Additional Teaching Point 2:</b> identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>• <b>Additional Teaching Point 3:</b> identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</li> <li>• <b>Additional Teaching Point 4:</b> compare and sort common 2-D and 3-D shapes and everyday objects.</li> </ul>	<p><b>ATPs:</b> self resourced</p>	<p>2D Two-dimensional Dimension Side Symmetry 3D Faces edges Vertex/vertices Surface Names of appropriate shapes</p>	<ul style="list-style-type: none"> <li>- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li> <li>- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>- identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</li> <li>- compare and sort common 2-D and 3-D shapes and everyday objects.</li> </ul>
	<p><b>Position and direction</b></p> <ul style="list-style-type: none"> <li>• <b>Additional Teaching Point 1:</b> Describe position, direction and movement, including whole, half, quarter and three-quarter turns</li> <li>• <b>Inspire Teaching Point 2:</b> Order and arrange combinations of mathematical objects in patterns and sequences</li> <li>• <b>Additional Teaching Point 3:</b> Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).</li> </ul>	<p><b>ATP1:</b> self resourced <b>TP2: Inspire Year 2B Unit 17</b> Making patterns p.224 – 227 <b>ATP3:</b> self resourced</p>	<p>Position Direction Movement Whole, half, quarter and three-quarter turns Motion Left, right Appropriate positional vocabulary Pattern Sequence, Order Arrange Rotation Right-angles</p>	<ul style="list-style-type: none"> <li>- order and arrange combinations of mathematical objects in patterns and sequences</li> <li>- use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</li> </ul>
<b>Statistics</b>	<ul style="list-style-type: none"> <li>• <b>Inspire Teaching Point 1:</b> Interpret and construct simple pictograms</li> <li>• <b>Inspire Teaching Point 2:</b> Data can be collected and organised into a horizontal or vertical pictograms for interpretation.</li> <li>• <b>Additional Teaching Point 3:</b> Link tally charts, block diagrams and simple tables with science investigations.</li> </ul>	<p><b>Inspire Year 1B Unit 11</b> Simple picture graphs p.28 – 30 <b>Inspire Year 1B Unit 11</b> More picture graphs p.31 – 35</p> <p><b>ATPs:</b> Self resourced</p>	<p>Pictogram Tally chart Bar chart Object Quantity Interpret</p>	<ul style="list-style-type: none"> <li>- interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> <li>- ask and answer simple questions by counting the number of objects</li> </ul>



	<ul style="list-style-type: none"><li>• <b>Additional Teaching Point 4:</b> Ask and answer simple questions about the data.</li></ul>		Compare Organise Collect	in each category and sorting the categories by quantity - ask and answer questions about totalling and comparing categorical data.
--	---	--	--------------------------------	---

## YEAR 2 ENGLISH - Reading

Objectives	National Curriculum Objectives
<b>Content Domains</b>	
1a draw on knowledge of vocabulary to understand texts 1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information 1c identify and explain the sequence of events in texts 1d make inferences from the text 1e predict what might happen on the basis of what has been read so far	
<b>Word Reading including decoding</b> (Phonics - following Letters and Sounds)	<b>Reading - Word Reading</b>
<ul style="list-style-type: none"> <li>• Decode automatically and fluently</li> <li>• Read accurately by blending the sounds in words that contain graphemes taught</li> <li>• Recognise and read alternative sounds for graphemes</li> <li>• Read accurately words of two or more syllables that contain the same GPCs</li> <li>• Read words containing common suffixes</li> <li>• Read further common exception words</li> <li>• Read and notice unusual correspondence between grapheme and phoneme</li> <li>• Read most words quickly and accurately when they have been frequently encountered without overt sounding and blending</li> <li>• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>• Read books fluently, with expression and confidence</li> <li>• Develop stamina for reading</li> </ul>	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent; read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes; read accurately words of two or more syllables that contain the same graphemes as above; read words containing common suffixes; read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word; read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered; read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation; re-read these books to build up their fluency and confidence in word reading
<b>Comprehension: retrieval, deduction, inference, prediction, summarising, exploring authorial intent</b>	<b>Reading - Comprehension</b>
<ul style="list-style-type: none"> <li>• Talk about and give an opinion on a range of texts</li> <li>• Discuss the sequence of events in books and how they are related to each other</li> <li>• Use prior knowledge and context, and vocabulary explored to understand texts</li> <li>• Retell orally some stories, including fairy stories and traditional tales</li> <li>• Read for meaning, checking that the text makes sense, and correcting inaccurate reading</li> <li>• Know and recognise simple recurring literary language in stories and poetry</li> <li>• Talk about favourite words and phrases</li> <li>• Answer, ask appropriate questions, and make predictions on basis of what has been read so far</li> <li>• Draw simple inferences from illustrations, events and characters' actions and speech and extract information from texts</li> <li>• Draw together ideas and information from across a whole text, using simple signposts</li> <li>• Give some reasons why things happen and or characters change drawing on their own experiences</li> <li>• Explore how particular words are used in poetry, including words and expressions with similar meanings</li> </ul>	Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently; discussing the sequence of events in books and how items of information are related; becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales; being introduced to non-fiction books that are structured in different ways; recognising simple recurring literary language in stories and poetry; discussing and clarifying the meanings of words, linking new meanings to known vocabulary; discussing their favourite words and phrases; continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
<b>Reading Range (including poetry and performance)</b>	
<ul style="list-style-type: none"> <li>• Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>• Recognising simple recurring literary language in stories and poetry</li> <li>• Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• Explore non-fiction books that are structured in different ways</li> <li>• Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>	Understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher; checking that the text makes sense to them as they read and correcting inaccurate reading; making inferences on the basis of what is being said and done; answering and asking questions; predicting what might happen on the basis of what has been read so far; participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say; explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

## YEAR 2 ENGLISH – Writing

Teachers should refer to this curriculum alongside, English Appendices 1 and 2 from Programmes of Study as well as the Reading curriculum and Spoken Language curriculum

Objectives						National Curriculum Objectives
<b>Writing in non-fiction form</b>						<p><b>Composition</b> Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional), writing about real events, writing poetry, writing for different purposes</p>
Plan, draft, write, edit about real events, recording these simply and clearly.						
<b>Writing narratives</b>						
Plan, draft, write, edit simple coherent narratives about personal experiences and those of others (real or fictional).						<p>Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about, writing down ideas and/or key words, including new vocabulary, encapsulating what they want to say, sentence by sentence</p> <p>Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils, re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form, proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly], read aloud what they have written with appropriate intonation to make the meaning clear</p> <p><b>Vocabulary, grammar and punctuation (refer to English Appendix 2)</b> Develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by: learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>Learn how to use: sentences with different forms: statement, question, exclamation, command; expanded noun phrases to describe and specify [for example, the blue butterfly]; the present and past tenses correctly and consistently including the progressive form; subordination (using when, if, that, or because) and co-ordination (using or, and, or but); the grammar for year 2 in English Appendix 2; some features of written Standard English</p> <p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing</p> <p><b>Terminology:</b> noun, noun phrases, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, adverbials, tense (past/present), apostrophe, commas</p>
Cohesion	Verb tenses	Vocabulary	Sentence	Text organisation	Punctuation	
<p>Use coordination (e.g. <i>or/and/but</i>) to join clauses</p> <p>Use some subordination (e.g. <i>when/if/that/because</i>) to join clauses</p> <p>Group written sentences together in chunks of meaning or subject (cohesion)</p> <p>Use appropriate language (e.g. adverbials) to make sections hang together</p>	<p>Use present and past tense</p> <p>Use the progressive form</p>	<p>Should include: nouns expanded noun phrases adjectives verbs adverbs adverbials Form <b>nouns</b> using <b>suffixes</b> such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>] Form <b>adjectives</b> using <b>suffixes</b> such as <i>-ful, -less</i></p> <p>Use <b>suffixes</b> <i>-er, -est</i> in <b>adjectives</b> and the use of <i>-ly</i> in Standard English to turn adjectives into <b>adverbs</b></p>	<p>Use different sentence types: statement question exclamation command</p> <p>Use simple and compound sentences</p>	<p>Use planning to establish clear sections for writing</p>	<p>Demarcate sentences in their writing using capital letters and full stops</p> <p>Use question marks and exclamation marks appropriately</p> <p>Include commas for lists</p> <p>Use apostrophes for contracted forms and the possessive (singular)</p>	

<p><b>Spelling (see Appendix English 1 from Programmes of Study)</b></p> <ul style="list-style-type: none"> <li>- Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>- Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>- Learning to spell common exception words</li> <li>- Learning to spell more words with contracted forms</li> <li>- Learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones</li> <li>- Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> <li>- Apply spelling rules and guidance, as listed in English Appendix 1</li> <li>- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul>	
<p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>- Form lower-case letters of the correct size relative to one another</li> <li>- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>- Use spacing between words that reflects the size of the letters</li> </ul>	

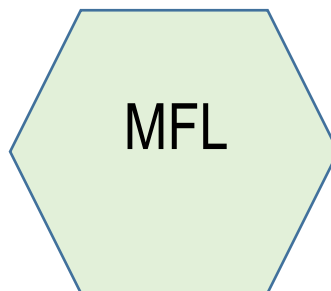
<b>High quality text suggestions:</b>				
<p><i>Sophie Scott Goes South</i> by Alison Lester (Geography)</p> 	<p><i>A Walk in London</i> by Salvatore Rubbino (Geography)</p> 	<p><i>House Held Up By Trees</i> by Ted Kooser (Geography)</p> 	<p><i>Amazing Grace</i> by Ann Hoffman (PSHME)</p> 	<p><i>Jim and the Beanstalk</i> by Raymond Briggs (Science)</p> 
<p><i>Jack and the Baked Bean Stalk</i> by Colin Stimpson (Science)</p> 	<p><i>Dougal's Deep Sea Diary</i> by Simon Bartram (Science, Geography)</p> 	<p><i>Tadpole's Promise</i> by Jeanne Willis (Science)</p> 	<p><i>Lila and the Secret of the Rain</i> by Dave Conway and Jude Daly (Geography)</p> 	<p><i>Home</i> by Carson Ellis (DT)</p> 
<p><i>The Great Fire of London</i> by Emma Adams (History)</p> 	<p><i>Cicada</i> by Shaun Tan (Citizenship &amp; Rights Respecting)</p> 	<p><i>The Storm Whale</i> by Benji Davies (Science and Geography)</p> 	<p><i>The Owl and the Pussy-cat</i> by Edward Lear, Charlotte Voake (Science and Geography)</p> 	<p><i>Andrea Beaty collection</i>  <i>Ada Twist, Scientist</i>  <i>Sofia Valdez, Future Prez</i>  <i>Iggy Peck and the Mysterious Mansion</i>  <i>Rosie Revere, Engineer</i></p>
<p><i>The Red Tree</i> by Shaun Tan (PSHME)</p> 	<p><i>One Plastic Bag</i> by Miranda Paul (Rights Respecting, Geography)</p> 	<p><i>Hair Love</i> by Mathew Cherry (BAME, PSHME)</p> 	<p><i>The Houghedge</i> by Dick King-Smith (Healthy Living)</p> 	

# Spoken Language Curriculum, including Drama for Year 1 – Year 6

Objectives						National Curriculum objectives Years 1-6
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Pupils should be taught to:
<p><b>Speaking</b> Describe incidents from their own experience in an audible voice</p>	<p><b>Speaking</b> Speak with clarity and use appropriate intonation when reading texts aloud</p> <p>Explain ideas and processes using appropriate and adventurous vocabulary</p> <p>Develop understanding through predicting, imagining and exploring ideas</p>	<p><b>Speaking</b> Explain process or present information, ensuring that items are clearly sequenced, relevant details are included and accounts are ended effectively</p> <p>Develop understanding through speculating, hypothesising, imagining and exploring ideas</p>	<p><b>Speaking</b> Build on vocabulary in order to give detailed explanations</p> <p>Tell stories effectively and convey detailed information coherently for listeners with an increasing command of standard English</p> <p>Respond appropriately to the contributions of others in light of differing viewpoints</p> <p>Develop understanding through speculating, hypothesising, imagining and exploring ideas</p>	<p><b>Speaking</b> Use the techniques of dialogic talk to explore ideas, topics or issues</p> <p>Use and explore different question types and different ways words are used, including in formal and informal contexts</p> <p>Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language</p>	<p><b>Speaking</b> Use the techniques of dialogic talk to explore ideas, topics or issues</p> <p>Use a range of oral techniques to present persuasive arguments and engaging narratives</p> <p>Participate in whole-class debate using the conventions and language of debate, including standard English</p> <p>Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language</p> <p>Continue to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>	
<p><b>Listening &amp; responding</b> Listen with sustained concentration, building new stores of words in different contexts</p> <p>Listen to and follow instructions accurately</p>	<p><b>Listening &amp; responding</b> Listen to others in class, ask relevant questions and follow instructions</p> <p>Listen to an adult and remember some specific points and identify what they've learned</p>	<p><b>Listening &amp; responding</b> Listen to others in class, ask relevant questions and follow instructions</p> <p>Listen to an adult and remember some specific points and identify what they've learned</p>	<p><b>Listening &amp; responding</b> Listen to a speaker, make notes on the talk and use notes to develop a role-play or improvisation</p> <p>Compare the different contributions of music, words and images in short extracts from TV programmes</p>	<p><b>Listening &amp; responding</b> Identify some aspects of talk which vary between formal and informal occasions</p> <p>Identify different question types and evaluate their impact on the audience</p> <p>Analyse the use of persuasive language</p>	<p><b>Listening &amp; responding</b> Make notes when listening for a sustained period</p> <p>Analyse and evaluate how speakers present points effectively through use of language and gesture</p> <p>Listen for language variation in formal and informal contexts</p> <p>Identify the ways spoken language varies according to differences in the context and purpose of its use</p>	



<p><b>Group discussion</b> Take turns to speak, listen to other's suggestions and talk about what they are going to do</p> <p>Ask and answer questions, make relevant contributions, offer suggestions and take turns</p>	<p><b>Group discussion</b> Ensure that everyone contributes, allocate tasks, and consider alternatives and reach agreement</p>	<p><b>Group discussion</b> Use talk to organise roles and action Actively include and respond to all members of the group</p>	<p><b>Group discussion</b> Take different roles in groups and use the language appropriate to them, including roles of leader, reporter, scribe and mentor</p>	<p><b>Group discussion</b> Plan and manage a group task over time using different levels of planning</p> <p>Understand different ways to take the lead and support others in groups</p> <p>Understand the process of decision making</p>	<p><b>Group discussion</b> Understand and use a variety of ways to criticise constructively and respond to criticism</p> <p>Understand different ways to take the lead and support others in groups</p> <p>Understand the process of decision making</p>	
<p><b>Drama</b> Explore appropriate themes through improvisation and role play</p>	<p><b>Drama</b> Explore appropriate themes through improvisation and role play</p>	<p><b>Drama</b> Explore appropriate themes through improvisation and role play</p> <p>Create roles showing how behaviour can be interpreted from different viewpoints</p>	<p><b>Drama</b> Explore appropriate themes through improvisation and role play</p> <p>Create roles showing how behaviour can be interpreted from different viewpoints</p>	<p><b>Drama</b> Reflect on how working in role helps to explore complex issues</p> <p>Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears and desires</p>	<p><b>Drama</b> Reflect on how working in role helps to explore complex issues</p> <p>Improvise and devise a performance considering how to adapt the performance for a specific audience</p>	



Throughout the Brindishe Federation, children are taught how to speak primarily **SPANISH**. In some year groups, teachers may choose to teach additional languages which suit their current class topic.

EYFS & KS1 will focus mainly on the 1<sup>st</sup> two objectives through language exploration as part of their daily provision.

By the end of KS2, teaching and learning will have included all of The National Curriculum objectives. Where these are age specific is noted in the year group document below.

### Resources

**Audio stories in different languages:**

<https://www.thefablecottage.com/>

<https://www.thespanishexperiment.com/> (just in Spanish)

**Radio clips:** <https://www.bbc.co.uk/programmes/articles/4FDrPw6jzIxpYKq0WsbS8J3/mfl-ks2-spanish-mi-madrid>

**BBC bitesize resources – video clips, songs, stories and poems:** <https://www.bbc.co.uk/bitesize/subjects/zxsvr82>

**Spanish games:** <http://www.crickweb.co.uk/ks2spanish.html>

**YEAR 1 & 2 MFL (Spanish)**

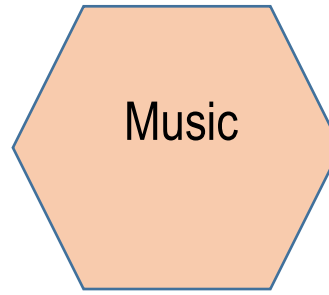
Subject content	Objectives	Themes and vocabulary	NC Objectives (non-statutory until KS2)
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>• Listen and respond to simple songs and rhymes</li> <li>• Recognise and respond to specific sounds and words</li> <li>• Listen attentively, repeating words and phrases</li> <li>• Understand everyday classroom language, instructions and praise</li> </ul>	Link to class theme:  Colours Numbers Parts of the body Simple greetings Animals Days of the week Months of the year Classroom instructions	<ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> </ul>
<b>Reading and Writing</b>	<ul style="list-style-type: none"> <li>• Explore written language through play</li> <li>• Recognise some familiar words in written form</li> </ul>		
<b>Intercultural understanding</b>	<ul style="list-style-type: none"> <li>• Be aware of the fact that different language are spoken by children in each class across the school</li> <li>• Learn about festivals and celebrations</li> </ul>		
<b>Knowledge about language</b>	<ul style="list-style-type: none"> <li>• Investigate and compare simple greetings in different languages</li> </ul>		

## YEAR 2 ART

Subject content	Objectives	Vocabulary	Themes and Suggested Artists	NC Objectives
<b>Design, Evaluate and Develop</b>	<ul style="list-style-type: none"> <li>• Use sketchbook/portfolio to record and develop ideas</li> <li>• Describe and express personal opinions, ask and answer questions about the starting points for their work and the processes.</li> <li>• Describe colours and shapes, name and match colours to found objects.</li> <li>• Record and collect information, explore and develop ideas based on a stimulus, first hand observation, experiences and imagination.</li> <li>• Compare own work with that of others and express opinions.</li> <li>• Be exposed to a diverse range of art, artists, craft makers and designers from around the world.</li> <li>• Explore and compare the differences and similarities of well-known artists and designers from different times and cultures.</li> <li>• Use a viewfinder</li> <li>• Modify and evaluate work on-going</li> <li>• To express a simple preference and talk about elements that appeal and give reasons why.</li> <li>• Review what they and others have done and say what they think and feel about it.</li> <li>• To experience art in situ by visiting galleries and museums to link with a particular theme, skill or movement.</li> </ul>	First-hand observation, record, collect, compare, peer-assess, evaluate, preference, artist study, evaluate, crafts-people, time and culture, adapt, inspire, theme, collaborative,	The Great Fire of London  Victorians  Pre-Raphaelites  Africa  Antarctica	<ul style="list-style-type: none"> <li>• To use a range of materials creatively to design and make products</li> <li>• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>
<b>Media and techniques</b>				
<b>Drawing</b>	<ul style="list-style-type: none"> <li>• Experiment with tools and surfaces e.g. grades of pencil to draw different forms and shapes</li> <li>• Experiment with tones - use of shadows and light /dark.</li> <li>• Create textures with a wide range of drawing implements</li> <li>• Use sketchbooks to collect visual information from different sources</li> <li>• Record experiences and feelings using the medium of drawing.</li> </ul>	lines, curve, straight, zigzag, shape	Amedeo Modigliani	
<b>Painting</b>	<ul style="list-style-type: none"> <li>• Use a variety of techniques and tools including brushes (size and types) e.g. layering, mixing media to achieve different effects.</li> <li>• Name different types of paint and their properties.</li> <li>• Mix primary colours to make secondary colours (create colour wheel).</li> <li>• Mix and match colours to artefacts and objects.</li> <li>• Use different scales of paper and select appropriate brushes for task.</li> </ul>	primary colours, secondary colour, tone, texture, shade	Martin Bulinya  Lawrence Alma-Tadema	
<b>Printing</b>	<ul style="list-style-type: none"> <li>• Make rubbings to collect textures and patterns</li> <li>• Create simple printing blocks with press print, palettes and rollers.</li> <li>• Design increasingly repetitive and complex patterns.</li> <li>• Experiment with overprinting, motifs and colour.</li> <li>• Print on a range of surfaces e.g. paper, fabric</li> </ul>	Palette, mono printing, block printing, press, stencil, motif, repetitive, recognise	William Morris  Eugene Seguy	

			Matthew Williamson	
<b>3D Form</b>	<ul style="list-style-type: none"> <li>• Change the surface of malleable material e.g. build a textured tile</li> <li>• To shape and form from direct observation (malleable and rigid materials)</li> <li>• Express personal experiences and ideas</li> <li>• Study work of sculptors and apply decorative techniques</li> <li>• Replicate patterns and texture in 3-D form</li> </ul>	manipulate, shape, malleable, rigid, sculpture, purpose, construct, join, surface, pinch, coil, slab, carve, assemble	Alberto Giacometti Nick Park - Aardman animated figures	
<b>Mixed Media (including collage)</b>	<ul style="list-style-type: none"> <li>• Sort and group materials for different purposes e.g. colour textures</li> <li>• Create and arrange shapes and texture accordingly (light/dark colours, smooth/rough textures)</li> <li>• Create, select and use materials to express personal experiences and ideas</li> <li>• Use a wide range of media including</li> </ul>	Photocopy, scale, fold, crumple, tear, shape, match,	Gustav Klimt -scrolls and triangles Fra Angelico angels	





## The Key Musical Elements

The musical elements are the building blocks of music. The skills and objectives outlined below seek to develop children's awareness of and sensitivity to each of these elements. The musical elements are interrelated and children's understanding of these concepts will deepen over time. Each element is present in most musical activity, but some lessons may focus on a single element.

**Pulse:** Can you feel the heartbeat?

**Rhythm:** Can you hear repeated patterns?

**Pitch:** Is the sound high or low?

**Dynamics:** Is the sound loud or soft?

**Tempo:** Is the sound fast or slow?

**Timbre:** How does the sound feel in your ears?

**Structure:** What can you hear first, next and after that?

**Texture:** How many sounds can you hear?

The vocabulary words for each year group are not exhaustive and are designed to build on previous years' learning. You may like to ensure your children are confident using words from the preceding year when discussing and appraising the music they hear and play.

## YEAR 2 MUSIC

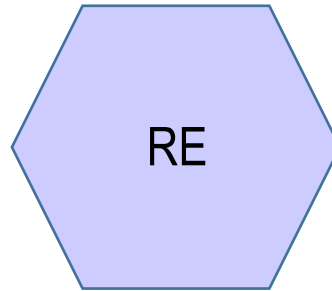
Subject content	Objectives	Vocabulary	Key Musical Elements	NC Objectives
<b>Listening and Responding</b>	<ul style="list-style-type: none"> <li>Listen and describe familiar and unfamiliar sounds in their environment, including speaking, singing, body percussion and instruments.</li> <li>Listen with attention and focus to a diverse range of musical pieces or extracts in different genres.</li> <li>Respond imaginatively to music through movement and illustration.</li> <li>Talk about pieces of music and give preferences, referring to the musical elements to explain their decisions</li> <li>Recognise the difference between fast/slow (<b>tempo</b>), loud/soft sounds (<b>dynamics</b>), high/low sounds (<b>pitch</b>)</li> <li>Listen and repeat simple call and response <b>rhythms</b> using body percussion and voice.</li> </ul>	Loud, quiet, soft, fast, slow, high, low  Repeat  Verse, chorus  Style, genre, mood	Pulse Rhythm Pitch Dynamics Tempo	Pupils should be taught to: <ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music (<b>musical elements</b>)</li> </ul>
<b>Improvising and Composing</b>	<ul style="list-style-type: none"> <li>Explore and use a range of sound effects (vocal, body percussion, tuned/untuned instruments, digital) to accompany other learning across the curriculum, e.g. rhythms to accompany poetry, soundscapes to tell stories or describe settings.</li> <li>Evaluate, select and repeat sounds that they have explored to compose appropriate accompaniment to the same learning, e.g. decide to use rustling paper for walking in the bushes</li> <li>Based on known call and response rhythms, compose varied responses to an initial call</li> <li>Use tuned instruments or digital instruments to explore and compose simple and repeatable melodies</li> <li>Combine sounds, e.g. singing and percussion; percussion and tuned instruments, to develop their music-making in a group (ensemble).</li> </ul>	Similar, different  Accompany, appropriate  Ensemble (a group playing together) Melody  Singing voice Speaking voice		
<b>Performing and Recording</b>	<ul style="list-style-type: none"> <li>As a class group, begin to record compositions using graphic scores or visual organisers, so that they can be used to repeat and perform music-making</li> <li>Prepare and perform a song or dance for an audience, e.g. small groups performing in class or wider school opportunities like assemblies and shows</li> <li>Understand the difference between speaking, shouting and singing voices and begin to use their singing voices expressively, trying to listen to one another and have an awareness of volume (<b>dynamics</b>) and mood</li> <li>Describe and evaluate their own music-making and performance, e.g. how sounds were made, likes/dislikes etc, showing respect for each other's musical ideas and efforts</li> </ul>			

## YEAR 2 HISTORY

Subject content	Objectives	Vocabulary	Theme/period/influential figure/possible visits.	NC Objectives
<p><b>London</b></p> <p><b>Great fire of...</b></p>	<p><b>Events beyond living memory that are significant nationally or globally.</b>  <b>Significant historical events, people and places in their own locality.</b></p> <ul style="list-style-type: none"> <li>• Compare London in 1666 to London in the present.</li> <li>• Create a timeline of the events in the Great Fire of London.</li> <li>• Use a range of sources, videos, photos, Samuel Pepys diary etc. to find out about the Great Fire of London.</li> <li>• Understand how the fire spread so easily and quickly.</li> <li>• Understand how the Great Fire of London impacted on how we live today – beginning of the fire service, materials used for building.</li> <li>• Look at the effect of the Great Fire of London on historical London buildings and how many had to be rebuilt.</li> </ul>	<p>past, present, St Paul's Cathedral, timeline, 1666, landmarks, compare, capital city, plague, fire, eye witness, steeple, diary, parmesan, impact, architect, escape, migration, destruction, peasants, refugees, fire service</p>	<p><u>People</u>            Thomas Farriner, Samuel Pepys, Charles II</p> <p><u>Visits</u>            Fire of London Visit with the Museum of London.            Monument            St Paul's Cathedral.</p>	<ul style="list-style-type: none"> <li>• Develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>• Know where the people and events they study fit events within a chronological framework.</li> <li>• Identify similarities and differences between ways of life in different periods.</li> <li>• Use a wide vocabulary of everyday historical terms.</li> <li>• Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> <li>• Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> </ul>
<p><b>Victorian Empire</b></p>	<p><b>Events beyond living memory that are significant nationally or globally.</b>  <b>The lives of significant individuals in the past who have contributed to national and international achievements.</b></p> <p><b>Victorians</b></p> <ul style="list-style-type: none"> <li>• Identify where Victorians are on a timeline and relate this to the Fire of London and the Space race.</li> <li>• Compare Victorian childhood to theirs – school, leisure, fashions, toys (making previous links)</li> <li>• Compare aspects of life with different places across the world e.g. health and sanitation, Victorians behind and other places globally more advanced.</li> </ul> <p><b>Compare the lives of significant individuals in the past.</b></p> <ul style="list-style-type: none"> <li>• Ask questions about the two individuals.</li> <li>• Compare Mary Seacole/Queen Victoria's childhood with their own. What is the same/different?</li> <li>• Use different sources to find out about the lifestyles of the individuals.</li> <li>• Compare the lives of Mary Seacole/Queen Victoria with Florence Nightingale/Elizabeth I.</li> <li>• How have the individuals impacted in the world we live in today?</li> </ul>	<p>a long time ago, recently, years, decades, centuries, battles, Belgium, cholera, Crimean war, escape, injured, Jamaica, London, nursing, remedy, treatment, herbal, shelter, training, wounded, soldiers, royalty, Queen, crown, throne, empire, Ragged School, peasantry, poverty, wealth, chimney sweeps, the Children's Act, toy vocab</p>	<p><u>People</u>            Mary Seacole            Florence Nightingale            Queen Victoria            Elizabeth I            Sarah Forbes Benetta (Omoba Aina)            Jemmy Button            Charles Darwin</p> <p><u>Visits</u>            Victorian day in individual schools.            Ragged School            Tower of London</p>	<p><b>Ongoing Skills</b></p> <ul style="list-style-type: none"> <li>• Chronology – Putting things on a timeline.</li> <li>• Comparing similarities and differences.</li> <li>• Asking and answering questions.</li> <li>• Using different sources to explain their understanding.</li> </ul>

## YEAR 2 GEOGRAPHY

Subject content	Objectives	Vocabulary	Influential figures/Visits	NC Objectives
<b>Locational Knowledge</b>	<ul style="list-style-type: none"> <li>Revise the 5 oceans and 7 continents. – Learned in Year 1.</li> <li>On a map name and locate the 4 countries of the UK and the surrounding seas.</li> <li>Identify and locate the capital cities of the UK.</li> <li>Identify the characteristics of the 4 countries, capital cities and the surrounding seas.</li> </ul>	<p>Europe, Asia, Australia, North America, South America, Antarctica, Africa.</p> <p>Atlantic, Pacific, Arctic, Southern, Indian. Wales, Scotland, England, Northern Ireland, North Sea, Irish Sea, English Channel, London, Edinburgh, Belfast, Cardiff</p>	Jacques Cousteau	<ul style="list-style-type: none"> <li>Pupils should develop knowledge about the world, the United Kingdom and their locality.</li> <li>They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</li> </ul>
<b>Place Knowledge</b>	<ul style="list-style-type: none"> <li>Compare and contrast Lewisham to a different area of the UK i.e. a beach area, mountain area, countryside etc.</li> </ul>	Lewisham, city, beach, mountain, countryside, coasts, rivers	Farm, beach,	<b>Ongoing processes/skills</b>
<b>Human and Physical geography</b>	<ul style="list-style-type: none"> <li>Understanding the importance of the equator and how it links to hot and cold climates/weather, linking to the North and South Poles.</li> <li>Use the basic geographical vocabulary to describe the comparison of Lewisham to a contrasting locality.</li> <li>Investigate issues, express views and take part in decision-making activities to improve their immediate environment (i.e. local traffic, littering, energy saving, recycling)</li> </ul>	Equator, North Pole, South Pole, climate, hot, cold, closer, further		<ul style="list-style-type: none"> <li>Using a range of sources to find out and explore contrasting places.</li> <li>Learning through fieldwork (labelling pictures and matching places to photos)</li> </ul>
<b>Geographical skills</b>	<ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the UK and its countries.</li> <li>Use simple compass directions (north, south, east and west) and locational and directional language to describe location of features and routes on a map.</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</li> <li>Use simple fieldwork and observational skills to study the geography their local area (i.e the park) and its grounds and the key human and physical features of its surrounding environment.</li> </ul>	<p>Maps, atlas, globe, identify.</p> <p>North, South, East and West, near, far, left, right</p> <p>Aerial view, street view</p>	Manor Park	<ul style="list-style-type: none"> <li>Map making and reading</li> <li>Ask and answer questions and share their opinions with others.</li> </ul>



### **Brindishe Schools follow the Lewisham Agreed Syllabus for Religious Education.**

**Key Stage 1 Breadth of study** - During the two years of Key Stage 1, pupils in Lewisham schools should be taught the knowledge, skills and understanding through the following areas of study:

Religions and beliefs and compulsory units

- a) Christianity for Key Stage 1. Set out as four half - termly units
- b) Two other principal religions from the content provided for Buddhism, Hinduism, Islam, Judaism and Sikhism, one of which should be a religious community with a significant local presence in and around the school –schools must select the first two units of each of the two faiths they choose = 4 half termly units in all.
- c) A secular world view, where pupils introduce this from their own experience as appropriate; and
- d) The Natural World statutory unit (year 1 term 1)

Plus three of the four following Key Stage 1 Optional Units:

- Belonging / Who am I?
- Right and Wrong
- Sharing Food
- Weddings

**Key Stage 2 Breadth of study** - During this key stage, pupils in Lewisham schools should be taught the knowledge, skills and understanding through the following areas of study:

- a) Christianity for Key Stage 2; this is set out as 5 half term units
- b) five other principal religions – Buddhism, Hinduism, Islam, Judaism and Sikhism. Schools should teach the remaining two units from those faiths introduced in KS1 and all four units from the other 3 faiths that have not yet been studied, totalling 16 half termly units
- c) a secular world view, where appropriate

Plus the following statutory units:

- The Journey of life and death
- Peace (to be taught in year 3)
- Understanding faith and belief in Lewisham

The units for every faith in Key Stages 1 and 2 have been developed in partnership between Faith and Belief communities, teachers and RE professionals to be taught in the order that they are numbered so that learning is scaffolded to develop knowledge, understanding and concepts. In Key Stage 1 the first unit to teach is The Natural World Unit.

Teachers should refer to the Lewisham Agreed Syllabus for further planning.

<https://lewisham.gov.uk/myservices/education/schools/religious-education-in-schools/religious-education-syllabus-for-schools-in-the-borough>



YEAR 2 RE

Subject content	Lewisham Agreed Syllabus Objectives	Key Questions	Theme/influential figures/visits/celebrations
<b>Christianity 3 - The Life and Teachings of Jesus.</b>	Stories Jesus told which develop Christian values and contain His teaching on forgiveness and love: <ul style="list-style-type: none"> <li>• The Lost Son</li> <li>• The Good Samaritan</li> </ul> The two greatest Commandments 'Love God' and 'Love your neighbour'.	What values do Christians believe Jesus taught? How do Christians believe Jesus taught them these values? Why is the Bible a special book for Christians?	<u><b>Festivals/Celebrations</b></u>  <u><b>Influential Figures</b></u>  Zacchaeus
<b>Hinduism 1</b>	<u><b>Hindu Gods are worshipped as Male or Female</b></u> <ul style="list-style-type: none"> <li>• Shiva &amp; Shakti; Vishnu &amp; Lakshmi; Brahma &amp; Sarasvati; and Ganesh, Murugan, Hanuman</li> </ul> God has visited Earth at different times in different forms to help people: – Rama – Krishna. <u><b>Stories</b></u> - Murugan and Ganesh/ Diwali (Rama-Sita and the 10 Headed Demon Ravana)	How does the story of Diwali teach about good and evil?	<u><b>Visits</b></u> Hindu Temple visit. <u><b>Festivals;</b></u> Diwali Pongai (Harvest Festival) New Year (In April)
<b>Right and Wrong</b>	<u><b>Christianity</b></u> The rules Christians believe they should live by: The Ten Commandments taught people how to behave towards God and each other. Christians believe that to help people Jesus summarised these into 2 great commandments using another Jewish text. <u><b>Buddhism</b></u> The Buddha taught people how to behave through stories. The story of the Lion and the Jackal - Actions have consequences; good actions have good consequences. <u><b>Islam</b></u> Muslims learn how to behave from the Qur'an and stories about Prophet Muhammad (pbuh). The story of Prophet Muhammad (pbuh) and the Old Woman.	<u><b>Christianity</b></u> - Why did Jesus summarise the Ten Commandments for His followers? How do Christians try to live according to their beliefs and values? <u><b>Buddhism</b></u> - What is the meaning of the story for Buddhists and for everyone? How do stories help us to explore our own beliefs and values? <u><b>Islam</b></u> - How does Islam teach how you should treat others? What message did Muhammad (pbuh) give to the old woman about how Allah expected people to behave?	<u><b>Visits/Visitors</b></u>  Local community members sharing their own experiences.  Faith leaders.
<b>Or Sharing Food</b>	<u><b>Christianity</b></u> How Christians follow the example of Jesus who shared food with His disciples at the Last Supper. Christians also often pray before a meal to thank God for their food. <u><b>Hinduism</b></u> Hindus offer food to God and then consume it as God's blessing. Hindus refrain from consuming beef. <u><b>Sikhism</b></u> Know that the Gurus taught that everyone is of equal importance. Know the story of Guru Nanak and Bhai Lalo. In the Gurdwara people share food together to show this equality.	<u><b>Christianity</b></u> - Why is it important for Christians to share bread and wine? What happened at the Last Supper? <u><b>Hinduism</b></u> - Why is offering food to God important for Hindus? <u><b>Sikhism</b></u> - Why is food important for Sikhs? What does it mean to be equal?	

<b>Christianity 4 - Easter and Symbols</b>	<p>The story of Jesus' death and resurrection emphasises the idea that Jesus is special for Christians.</p> <p><b>Symbols</b></p> <ul style="list-style-type: none"> <li>Recall symbolism from Year 1 focus</li> <li>Symbols of Easter e.g. palm crosses, Easter gardens, colours of vestments and in churches, candles</li> <li>Symbolic actions: washing feet on Maundy Thursday</li> <li>Christians sharing food together to remember Jesus' last meal with His friends</li> </ul>	<p>What do symbols of Easter represent?</p> <p>What symbolic actions take place around Easter? How do symbols and symbolic actions show the importance of Easter for Christians?</p>	<p><b><u>Festivals and Celebrations</u></b></p> <p>Easter Lent Maundy Thursday Good Friday. Palm Sunday Easter Sunday</p>
<b>Weddings Unit or Sharing Food (See above)</b>	<p><b><u>Christianity</u></b> Christians celebrate a wedding with their family, friends and the wider Christian community What happens during a traditional Christian wedding Symbols of a Christian wedding and their meaning Understand that a wedding is celebrating the story of a relationship and asking God to bless it.</p> <p><b><u>Hinduism</u></b> Understand the inner meaning of a Hindu wedding. Explore ways of celebrating a Hindu wedding. Understand the story of the Hindu wedding and the community that celebrate it. Discussion about the role of the community before and during the wedding. Understand that family is at the centre of marriage and wedding.</p> <p><b><u>Judaism</u></b> Know what happens during a Jewish wedding; Understand that the celebration is shared with family, friends and the faith community. Know some of the symbols in a Jewish wedding. Understand the inner meaning of a Jewish wedding.</p>	<p><b><u>Christianity</u></b> What is a wedding? What happens in a Christian wedding that show the people getting married believe God is there?</p> <p><b><u>Hinduism</u></b> How are Hindu weddings celebrated? What is the importance of community/family during a wedding?</p> <p><b><u>Judaism</u></b> How are Jewish weddings celebrated? What is the importance of community/family during a wedding?</p>	<p><b><u>Visits/Visitors</u></b></p> <p>Local community members sharing their own experiences.</p> <p>Faith leaders.</p>
<b>Hinduism 2</b>  <b>Hindu belief and home.</b>	<p><b><u>The Hindu Home</u></b></p> <p>Family. Respect for all people and living things. Home as a place of worship.</p> <p><b><u>Worship in the Temple (Mandir / Kovil)</u></b> Puja, The Arti and Abhisheka ceremonies. The Mandir/Kovil and the home is the Hindu place of worship.</p>	<p>What is the importance of family in Hinduism? What is the role of a Hindu temple in a Hindu's life? How important is 'home' as a place of worship to Hindus?</p>	<p><b><u>Visits/Visitors</u></b></p> <p>Temple</p>
<b>Possible extra focus</b>	<p><b>Christmas (Extra Focus)</b> Symbols of Christmas:</p> <ul style="list-style-type: none"> <li>Star</li> <li>Advent Candles</li> <li>Colours of vestments and in churches</li> </ul>	<p>What do symbols of Christmas mean?</p> <p>How do symbols show the importance of Christmas for Christians?</p>	

YEAR 2 PE

Subject content	Objectives	Vocabulary	Health and Wellbeing	NC Objectives
<b>Invasion Games</b>	<ul style="list-style-type: none"> <li>• Develop co-ordination and control of their physical movements and a range of equipment (e.g. dribbling and striking).</li> <li>• Develop basic techniques of throwing underarm and over-arm and catching when moving and standing still.</li> <li>• To be able to pass with accuracy.</li> <li>• Develop spatial awareness.</li> <li>• Understand the importance of rules in games.</li> </ul>	Pass, control, force, dribble, strike	<p><b>Social me:</b> How do I show a positive attitude in PE?</p> <p><b>Physical me:</b> How can I practise the skills needed?</p>	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
<b>Gymnastics</b>	<ul style="list-style-type: none"> <li>• Explores and creates different pathways and patterns.</li> <li>• Uses equipment in a variety of ways to create a sequence</li> <li>• Link movements together to create a sequence</li> </ul>	star, pike, tuck, dish, straddle, stretch, curl Rolls - forward, backward, log, teddy-bear	<p><b>Healthy me:</b> Can I explain the importance of exercise and a healthy lifestyle?</p>	Pupils should be taught to:
<b>Dance</b>	<ul style="list-style-type: none"> <li>• Create and explores basic movements with increasing control within personal and general space carefully considering how music affects the movement.</li> <li>• Varies size of their movements considering changing levels, direction and speed both in isolation and within a sequence</li> <li>• Responds imaginatively to stimuli.</li> <li>• Explore, remember, repeat and link a range of actions with coordination, control and expression.</li> <li>• Watch and evaluate (their own and others) dance phrases and dances using appropriate vocabulary, and use what they learn to feedback and improve.</li> </ul>	<p><i>(refer to vocab from previous years to ensure appropriate progression)</i></p> <p><b>Action:</b> jump, roll, turn, gesture</p> <p><b>Space:</b> size of movement, levels, personal/general (on the spot/travelling) <b>Dynamics:</b> slow, fast, sudden, sustained</p> <p><b>Relationship:</b> Duet and group work, contact work, unison</p>	<p><b>Thinking me:</b> How can I position myself to ensure success?</p> <p><b>Emotional me:</b> How can I celebrate appropriately?</p>	<ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances using simple movement patterns</li> </ul>
<b>Athletics</b>	<ul style="list-style-type: none"> <li>• Develop running technique at fast, medium and slow speed, changing direction and run for longer distances.</li> <li>• Can perform various run and jump sequences.</li> <li>• Throws with increasing accuracy at a given target changing technique for distance.</li> <li>• Can compete in a range of team events, including relay.</li> <li>• Can watch and evaluate others and focus on specific actions to improve own skills (set simple targets).</li> </ul>	Hop, Jog, Land/Landing, Jump, Overarm Pathway (direction of travel), Sequence, Skip, Sprint, Standing Jump, Take Off, Underarm, Long Jump, Long Distance Running, Pull Throw		

YEAR 2 PSHME

Subject content	Objectives	Vocabulary	DfE Statutory Guidance:
<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>Identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</li> <li>Know about the ways in which the people who look after them can protect them</li> </ul>	same/ different protect fair/unfair , right/wrong agree/disagree ,resolve, asking for help, caring, special people, groups, communities, roles, help, emergencies	<ul style="list-style-type: none"> <li>Understand the characteristics of healthy family life, commitment to each other, protection and care for each other, the importance of spending time together and sharing each other's' lives</li> <li>Know that stable, caring relationships are at the heart of happy families and are important for children as they are growing up</li> </ul>
<b>Caring friendships</b>	<ul style="list-style-type: none"> <li>Recognise what is fair and unfair, kind and unkind, what is right and wrong</li> <li>Build strategies to resolve simple arguments through negotiation and offer constructive support and feedback to others</li> <li>To recognise different types of teasing and bullying and to understand that these are wrong and unacceptable</li> <li>To know it is unacceptable to treat someone differently or unfairly because of their gender, race, religion, ethnicity etc.</li> <li>Recognise they have a responsibility to speak up and tell an adult if they see or hear something that they believe is unfair or wrong.</li> </ul>	fair, unfair, unkind, kind, right, wrong, discussion, negotiation, support, help, teasing, bullying, acceptable, unacceptable	<ul style="list-style-type: none"> <li>Know how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>Understand that healthy friendships are positive and welcoming towards others, and do not make them feel lonely or excluded.</li> <li>Know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> </ul>
<b>Respecting Ourselves and Others</b>  (including Citizenship)	<ul style="list-style-type: none"> <li>Help construct, and agree to follow, group, class and school charters and to understand how these expectations help them</li> <li>Recognise the difference between their 'needs' and their 'wants.'</li> <li>Contribute to the life of the classroom and school</li> <li>Think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</li> <li>Develop strategies and skills needed to care for their local, natural and built environments.</li> <li>Learn about 'change', including transitions – birth, loss, separation, divorce and bereavement and be able to talk about the emotions involved.</li> <li>Identify and respect the difference and similarities between people</li> </ul>	everybody, individual, unique, special, rights, responsibilities, sharing, discussion, views, needs, wants, opinions, classroom/school rules/charter, emotions, birth, loss, separation, marriage, divorce, bereavement, similarities, differences, cooperating, resolving arguments	<ul style="list-style-type: none"> <li>Know how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed</li> <li>Understand the need to respect others, even when they are very different from them or make different choices or have different preferences or beliefs</li> <li>Know about different types of bullying and its impact on them and on others and how to get help</li> <li>Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>know how information and data is shared and used online.</li> <li>Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> </ul>
<b>Online relationships and Internet safety and Harms</b>	<ul style="list-style-type: none"> <li>Children know the reasons why people might share images online. They know they need to ask someone's consent before they share someone's picture online, and that they can say no if someone wants to share their image.</li> <li>Children know things online can last a long time and can be copied.</li> <li>Children know that people's online identity can be different to their real-life identity.</li> <li>Children know they need to be kind online.</li> </ul>	online, offline, consent, share, digital footprint, identity, true, email, text, video, photograph, text, report, block,	<ul style="list-style-type: none"> <li>Understand about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>Know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> </ul>

	<ul style="list-style-type: none"> <li>• Children know technology allows us to communicate with people we don't know – eg emailing a different school.</li> <li>• Children know that sometimes they might see content online that makes them feel upset or uncomfortable, and how to report this.</li> <li>• Children will be able to explain why using technology too much can have a negative impact on mental well-being and know strategies to help limit the time spent.</li> </ul>		<ul style="list-style-type: none"> <li>• Know how to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Understand that mental wellbeing is a normal part of daily life, in the same way as physical health</li> <li>• Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> </ul>
<b>Being safe</b> (including Health and Prevention and Basic First Aid)	<ul style="list-style-type: none"> <li>• Recognise safe and unsafe situations</li> <li>• Recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health.</li> <li>• Judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</li> <li>• Communicate their feelings to others, to recognise how others show feelings and how to respond</li> <li>• To use simple rules for dealing with strangers, and for resisting pressure from either strangers or people known to them when they feel uncomfortable</li> <li>• Learn when to say 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets and I know this can happen when communicating online.</li> <li>• Understand safety in the local environment (including the park) and rail, water and fire safety.</li> </ul>	medicines, household products, safety, risk, safety, road, fire, rules, secrets, surprises, safety, physical contact, touch, acceptable, unacceptable, feelings, bodies, hurt, comfortable, teasing, bullying, privacy, respecting privacy,	<ul style="list-style-type: none"> <li>• Know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</li> <li>• Where and how to seek support including whom in school to speak to if they are worried about someone</li> <li>• Know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</li> <li>• Understand the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</li> </ul>
<b>Physical and mental wellbeing</b> (including Healthy Eating, Drugs, Alcohol and Tobacco)	<ul style="list-style-type: none"> <li>• To communicate their feelings to others, to recognise how others show their feelings and how to respond.</li> <li>• Understand the importance of, and how to maintain, personal hygiene</li> <li>• Know what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</li> <li>• To know how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others and to develop simple skills to help prevent diseases spreading.</li> <li>• To understand that prescribed medicines are to be taken only by the named person</li> <li>• To understand the dangers of too much exposure to the sun (including skin cancer), and how they can protect themselves and keep their skin and eyes safe.</li> </ul>	communicating, feelings, empathy, likes, dislikes, choices, health, wellbeing, healthy eating, physical activity, sleep, dental health, feelings, managing feelings, hygiene, cleanliness, germs	<ul style="list-style-type: none"> <li>• Understand the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</li> <li>• Know what constitutes a healthy diet (including understanding calories, and other nutritional content)</li> <li>• Understand the principles of planning and preparing a range of healthy meal</li> <li>• Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• Understand the importance of sufficient good quality sleep for good health</li> <li>• Understand about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> </ul>
<b>Growing and Changing</b>	<ul style="list-style-type: none"> <li>• Know about growing and changing and new opportunities and responsibilities that increasing independence may bring</li> <li>• Know about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</li> <li>• Know about rituals associated with birth, marriage and death and to be able to talk about the emotions involved</li> <li>• Name the main external parts of the body (including external genitalia – penis/vulva) and the bodily similarities and differences between boys and girls</li> <li>• Know the needs of babies and young people</li> </ul>	change, loss, growing, changing, young to old, independence, responsibility, opportunities, correct terminology, body parts, external genitalia	<ul style="list-style-type: none"> <li>• Know how to make a clear and efficient call to emergency services if necessary</li> </ul>



Year 2 Science (Please note all objectives in bold are statutory and must be taught.)

Content	Objectives	Vocabulary	Scientists	Working scientifically
Living things and their habitats	<ul style="list-style-type: none"> <li>Explore and compare the differences between things that are living, dead, and things that have never been alive.</li> <li>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.</li> <li>Identify and name a variety of plants and animals in their habitats, including microhabitats.</li> <li>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.</li> </ul>	Living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, names of local habitats e.g. pond, woodland etc., names of micro-habitats e.g. under logs, in bushes etc.	Jane Goodall, Steve Irwin	<p><b>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</b></p> <ul style="list-style-type: none"> <li>asking simple questions and recognising that they can be answered in different ways</li> <li>observing closely, using simple equipment</li> <li>performing simple tests</li> <li>identifying and classifying</li> <li>using their observations and ideas to suggest answers to questions</li> <li>gathering and recording data to help in answering questions.</li> </ul>
	<ul style="list-style-type: none"> <li>Find and classify things that are living, dead, never been alive.</li> <li>Classify minibeasts and plants found in the environment.</li> <li>Explore animals and plants in micro-habitats throughout the year (e.g. under a rock, under a log).</li> <li>Children generate questions for investigation such as: 'Where do you see more ivy? Where do snails live?'</li> <li>Use secondary sources to name unknown plants and animals seen in the local environment.</li> </ul>			
Plants	<ul style="list-style-type: none"> <li><b>Observe and describe how seeds and bulbs grow into mature plants.</b></li> <li><b>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</b></li> </ul>	Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves Names of animals experienced first-hand from each vertebrate group Senses, touch, see, smell, taste, hear, fingers (skin), eyes, nose, ear and tongue	Charlie Dimmock, Percy Thrower	
	<ul style="list-style-type: none"> <li>Based on the children's own criteria: classify and group seeds and bulbs.</li> <li>Plant seeds and bulbs and observe how they grow.</li> <li>Children generate questions for investigation such as: 'Do big seeds germinate more quickly? Does it matter which way round you plant a bulb or seed?'</li> <li>Look at packets to decide how to plant and care for seeds.</li> </ul>			
Animals, including humans	<ul style="list-style-type: none"> <li><b>Notice that animals, including humans, have offspring which grow into adults.</b></li> <li><b>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</b></li> <li><b>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</b></li> </ul>	Offspring, reproduction, growth, child, young/old stages (examples - chick/hen, baby/child/adult, caterpillar/butterfly), exercise, heartbeat, breathing, hygiene, germs, disease, food types (examples – meat, fish, vegetables, bread, rice, pasta)	Dina Asher-Smith, Adam Gemili, Florence Nightingale, Mary Seacole	
	<ul style="list-style-type: none"> <li>Based on the children's own criteria, classify and group food items and animals.</li> <li>Observe a life cycle (e.g. caterpillars, chicks, farm animals).</li> <li>Observe how their body changes during/after exercise.</li> <li>Research adult animals and their young</li> </ul>			
Use of everyday materials	<ul style="list-style-type: none"> <li><b>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</b></li> <li><b>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</b></li> </ul>	Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see through, not see through	John Boyd Dunlop	
	<ul style="list-style-type: none"> <li>Based on the children's own criteria, classify materials e.g. samples of wood, metal, plastic, etc.</li> <li>Test materials for different uses, e.g. Which material can you use to make an aeroplane? Which fabric would you use for curtains? Which materials are best for Cinderella's mop?</li> </ul>			

**Year 2 D.T.** (Teachers should plan at least two of these each year, plus cooking and nutrition. Please note, the highlighted area in each year group must be covered. The approaches included are suggestions only and teachers are free to choose how they implement the objectives.)

Subject content	Objectives – Technical knowledge	Vocabulary	Books/resources/scientists/technologists	Objectives - Process
Structures Homes	<ul style="list-style-type: none"> <li>Build structures, exploring how they can be made stronger, stiffer and more stable.</li> </ul> <p>Framework structures</p> <ul style="list-style-type: none"> <li>Show through simple drawings the main features of a building, with a sense of proportion.</li> <li>Recognise and name mathematical shapes eg square, rectangle, triangle, circle in the context of buildings.</li> <li>Join 2D and 3D materials effectively in different ways, making effective hinges.</li> <li>Begin to understand how they can make their structures more stable.</li> <li>Use construction kits to help develop their ideas.</li> <li>Construct model by joining/combining 2D and 3D materials in appropriate ways.</li> <li>Evaluate their finished structure, testing for strength and stability.</li> </ul>	<ul style="list-style-type: none"> <li>designing eg choose, try out ideas, discuss, drawing, label, list</li> <li>making eg join, fix, plan, scissors, hole punch, masking tape, PVA glue</li> <li>knowledge and understanding eg structure, framework, strong, weak, wall, roof, window, stairs, guttering, glass, brick, transparent, hinge; mathematical understanding eg square, rectangle, triangle cube, cuboid, side, edge, surface, on top of, underneath, smaller than, symmetrical, beside, next to, triangulation for strength</li> </ul>	'Home' by Carson Ellis	<p>Design:</p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p>Make:</p> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p>Evaluate:</p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products and evaluate their ideas and products against design criteria</li> </ul>
Mechanisms Vehicles	<ul style="list-style-type: none"> <li>Explore and use mechanisms in their products:</li> </ul> <p>Wheels and axles</p> <ul style="list-style-type: none"> <li>Give examples of how different vehicles are used for different purposes and what features they may contain, naming the main parts of a vehicle.</li> <li>Make simple drawings, with some labels of parts.</li> <li>Join wheels and axles effectively on a chassis and explain how they work.</li> <li>Develop ideas for making a model vehicle which has a purpose, and which reflects their original idea, applying what they have learnt.</li> <li>Construct a vehicle which functions.</li> <li>Use a range of finishing techniques including a label or logo.</li> <li>Evaluate their finished vehicle, recording how it works and matches the original ideas.</li> </ul>	<ul style="list-style-type: none"> <li>designing eg purpose, ideas, discuss, explore, predict, guess, survey, table, Venn diagram, most/least common</li> <li>making eg joining, combining, connecting, testing, punching</li> <li>knowledge and understanding eg vehicle, wheels, chassis, axles, doweling, hole punch, logo, distance</li> </ul>	'Duck in the Truck' by Jez Alborough; toy vehicles, photos of various vehicles	<p>Make:</p> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p>Evaluate:</p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products and evaluate their ideas and products against design criteria</li> </ul>
Textiles Glove puppets	<ul style="list-style-type: none"> <li>Select from and use a wide range of materials and components according to their characteristics.</li> </ul> <ul style="list-style-type: none"> <li>Describe how different types of puppets have been made.</li> <li>Make clear, labelled drawings of the puppets.</li> <li>Discuss the advantages and disadvantages of different joining techniques.</li> <li>Design their puppet considering what it needs to do to work well.</li> <li>Adapt a given template and model their ideas using paper.</li> <li>Use a template or paper pattern to cut out two pieces of fabric for their puppet.</li> <li>Join their fabric pieces effectively.</li> <li>Add features to their puppets using appropriate materials and techniques.</li> <li>Talk about their finished puppet in relation to how well it works and how well it fulfils the design criteria.</li> </ul>	<ul style="list-style-type: none"> <li>designing eg user, list, label, drawing, ideas, mock-up, choose, decide, evaluate, try out ideas, standard unit</li> <li>making eg plan, template, fabric, cutting out, sewing, needle, (double) running stitch, gluing</li> <li>knowledge and understanding eg character, puppet, seam, stitch, thread, strong, quality, features, strengthen, reflective symmetry, position, to, towards</li> </ul>	'The Glove Puppet Man' by John Yeoman	<p>Evaluate:</p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products and evaluate their ideas and products against design criteria</li> </ul>
Cooking and nutrition Fruit smoothie or cordial	<ul style="list-style-type: none"> <li>Use the basic principles of a healthy and varied diet to prepare dishes,</li> <li>Understand where food comes from.</li> </ul> <ul style="list-style-type: none"> <li>Consider how to make a smoothie/cordial healthy – sugar content.</li> <li>Explore different flavour combinations and textures (eg seeds) with regard to taste, learning how to balance the combination of ingredients.</li> <li>Consider seasonality/availability of ingredients.</li> <li>Select and use appropriate equipment, including cooking fruit for cordials.</li> <li>Evaluate their finished product by market testing and suggest improvements.</li> </ul>	<ul style="list-style-type: none"> <li>designing eg choosing, investigating, tasting, arranging, experimenting, popular, sort, blockgraph, pictogram</li> <li>making eg washing, cleaning, peeling, cutting, slicing, grating, chopping, cooking, blending</li> <li>knowledge and understanding eg salad, fruit, vegetables, peel, flesh, skin, grater, chopping board, peeler, pan, cooker, blender, seeds, pips, stalk, juice, root, leaf, stone, bunch, skewer; sensory eg crisp, sharp, juicy, sweet, sour, sticky, squashy, smooth, crunchy, scented, waxy</li> </ul>	'Oliver's Vegetables' by Vivian French and Alison Bartlett; Arcimboldo fruit and vegetable art	<p>Skills:</p> <p>focused practical tasks</p>

## YEAR 2 COMPUTING

Subject content	Digital Citizenship and Online Safety	Vocabulary	Theme/period/ influential figure	NC KS1 Objectives
Online safety	<ul style="list-style-type: none"> <li>Learn how to create safe images which don't reveal personal information</li> <li>Understand what viruses are, what they can do, how to avoid them (including how to deal with and avoid pop-ups in games and internet browsers)</li> <li>Know how to make a good password and keep it safe</li> <li>Understand concept of online interactions being the same as 'real life'</li> <li>Know to report anything that is inappropriate or makes them feel uncomfortable/threatened to a responsible adult if they come across</li> <li>Understand purpose of age-restrictions on gaming, social media, streaming services and other online content</li> </ul>	Multimedia Podcasts Virus Digital footprint	Tim Berners-Lee (English engineer and computer scientist, best known as the inventor of the World Wide Web)	<ul style="list-style-type: none"> <li>Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</li> <li>Create and debug simple programs</li> <li>Use logical reasoning to predict the behaviour of simple programs</li> </ul>
Digital literacy	<ul style="list-style-type: none"> <li>Be able to create a multimedia document/presentation to convey information or express an opinion or provide an experience for its audience (e.g. Powerpoint, MS Word, animation, blog entry etc.)</li> <li>Be able to use a variety of tools in an art package</li> <li>Be able to upload images from an iPad / digital camera etc onto a laptop or desktop to use at a later date or as part of a multimedia project</li> <li>Use a variety of sources to find information for a theme (e.g. videos, images)</li> <li>Develop understanding of how to select words and phrases to make an effective search</li> <li>Understand the importance of sensible, specific file naming</li> <li>Be able to save a document to a specific location and be able to retrieve a document through a number of routes – recent doc/open program used etc</li> <li>Know that an icon represents an application/function</li> <li>Be able to navigate between tabs and use bookmarks</li> <li>Be able to explore a simple web page and develop understanding of 'home' / 'back' / 'find' buttons</li> <li>Understand the different ways in which we can communicate and share ideas online (e.g. social network/ instant messaging/ e-mails/ blogging etc)</li> </ul>	Cyberbullying Age-appropriate usage Age-restrictions Tabs Bookmarks Email Social network		<ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>Recognise common uses of information technology beyond school</li> <li>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul>
Digital devices	<ul style="list-style-type: none"> <li>Know how to adapt their posture and device position when using devices for any length of time, so as to prevent aches/pains/eye strain</li> </ul>	Blog Debugging		Ongoing processes/skills
Programming	<u>Core concepts</u> <ul style="list-style-type: none"> <li>Understand that computer programs are a collection of algorithms</li> <li>Understand that all computers are programmed</li> <li>Understand that computers need precise instructions</li> <li>Understand that 'debugging' means editing/checking</li> </ul> <u>Using and applying</u> <ul style="list-style-type: none"> <li>Create and record simple programs to achieve a particular outcome (e.g. using a Beebot/ Espresso Coding etc.)</li> </ul>			<ul style="list-style-type: none"> <li>Work collaboratively to share, develop and refine ideas</li> <li>Be able to discuss effectiveness of work, their choices and how they could improve it</li> </ul>