

Year 2 Curriculum Overview

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| Subjects | Linked Learning – Healthy Bodies, Healthy Minds | Linked Learning – Celebrations of Light Linked Learning – Island Homes | Linked Learning – London’s Burning | Linked Learning – Leaves, fur, feathers and scales | Linked Learning – Oh we do like to be beside the seaside | Linked Learning –Dinosaur Park |
| | <p>U – Recount of holidays U –Georges’s marvellous medicine 1st person account of part of story. U – Instructions for making a smoothie, carving a pumpkin</p> <p>Character building sentences Setting descriptions Learn instructions by heart (PC) Florence Nightingale – persuasive letter</p> <p>Author: Roald Dahl</p> | <p>U – non-fictions facts about islands U – narrative- describing settings U – persuasive writing to promote own island home</p> <p>Narrative: Imaginative poetry and share poetry- apples, fireworks</p> <p>Author: Roald Dahl Katy Morag</p> | <p>U – diary account of Christmas holidays U – Non – chronological text about reasons for fire spreading. U – recount of our presentation to parents U - Senses poetry</p> <p>Narrative:</p> <ul style="list-style-type: none"> • Read SP diary – writing own diary account from POV of GFOL witness ♦ Toby and the GFOL <p>Non-fiction:</p> <ul style="list-style-type: none"> ♦ Questions to be researched ♦ Differences between streets then and now ♦ Newspaper reports ♦ Interviews <p>Poetry:</p> <ul style="list-style-type: none"> ♦ ‘Fire’ word banks <p>Class reading book – Dick King-Smith</p> | <p>U - nocturnal animal report U - Max (Hodgeheg) character work</p> <p>Extended authors: DKSmith</p> <ul style="list-style-type: none"> • Character work on Max • Settings – description of park • Planning out a story (hodgeheg) • Planning alternative story with known character using drama and storyboarding. • Clear middle/end links <p>Non-fiction:</p> <ul style="list-style-type: none"> • Report writing – linked to nocturnal animals • Nocturnal animal fact finding • Presenting information in posters etc. – homework task <p>Poetry</p> <ul style="list-style-type: none"> • Minibeast descriptive vocab and poetry • Minibeast riddles <p>Author: Dick King-Smith</p> | <p>U - riddle U - fantasy story (AP) U – historical diary U – seaside story</p> <p>Narrative: Seaside adventures Safety at sea Historical diary Fantasy story</p> <p>Non-fiction: History of seaside holidays RNLI safety at sea</p> <p>Poetry: Seaside poetry Seaside riddles</p> <p>Class reading book: Julia Donaldson books</p> | <p>U – vehicle making instructions U – dinosaur report U – dinosaur poem U – new Zog adventure</p> <p>Narrative: Zog character description New Zog adventure</p> <p>Ice Age diaries</p> <p>Non-fiction Dinosaur report Vehicle making instructions Letter to Julia Donaldson</p> <p>Poetry: Range of dinosaur poetry types</p> <p>Author: Julia Donaldson</p> |
| English | | | | | | |
| Maths | <p>Number work – Key skills, e.g. place value, doubling and halving, addition and subtraction, etc. A1, B1, C1</p> <ul style="list-style-type: none"> • Collect and present data about healthy food preferences • Apple day – apple taste preferences graph • Exercise – estimating and timing, e.g. How many can we do in Time? • Measuring – foot length, hand span, height, etc. for comparing. • Sorting diagrams for food grouping. • George’s Marvellous measuring – making medicines • Cross Curricular number work and problem solving linked to main theme | <ul style="list-style-type: none"> • Sorting – human and physical features • Co-ordinates (map work) • Positional language and using compass directions • ICT – Beebots for position, direction and movement • Creating own maps using grid references. • Giving directions including left, right, clockwise and anti-clockwise turns | <ul style="list-style-type: none"> • Data collection about materials found in school environment. <p>Counting sequences, HTU/TU place value work, multiples of ten and adding 9/11, multiplication, division, fractions, 2d shapes, 3d solids</p> | <ul style="list-style-type: none"> • Sorting plants/animals by criteria • Measures (bodies) • Cross curricular maths problems linked to variation | <p>Data handling comparing Wells-Next-The-Sea and Spalding.</p> <p>Souvenir shopping – money</p> <p>Cross curricular problem solving</p> | <p>Sorting and classifying dinosaurs (venn/carroll diagrams)</p> <p>Coordinates and area work for Dinosaur park</p> <p>Measures: length and weight of toy and real dinosaurs, accurate measuring and sawing etc to make vehicles</p> <p>Cross curricular problem solving</p> |
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| Science | <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p>Key Teaching points: Healthy/ Unhealthy foods - basic Importance of nutrition and exercise. What do we need to stay alive? Lifecycles Keeping clean How we grow and change – comparing different aged children across school.</p> <p>Seasonal Changes: Seasonal fruits and veg (apples and pumpkins) and changes in the environment around harvest time.</p> | <p>Living things and habitats: Compare the types of animals and plants that can be found in different habitats, e.g. woodland, seaside, oceans (linked to island homes – British and in non-European part of the world).</p> <p>NB: adaptations to their climate and environment.</p> | <ul style="list-style-type: none"> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching <p>Key Investigations: Which material would best most suitable for...? e.g. transporting water from the river Thames to the GFOL</p> <p>Identifying different uses of materials, e.g. different plastic for many different purposes and different objects can be made from different materials, e.g. spoons.</p> | <ul style="list-style-type: none"> observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy notice that animals, including humans, have offspring which grow into adults explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other identify and name a variety of plants and animals in their habitats, including microhabitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Darwin’s discoveries about adaptation and survival of the fittest – link to outside learning activities. <p>Main Teaching points: Describe how animals obtain food from plants and/or other animals. Raise and answer questions which help identify where plants and animals live, e.g. where abouts do daisies grow in our school? Minibeasts? Where should we grow our tomato plants? What do they need to survive? Compare the types of animals and plants that can be found in different habitats, e.g. woodland, seaside, oceans.</p> | <p>Linked to dinosaur topic:</p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other | |
| Working | <p>Identifying and classifying;</p> <p>Gathering and recording data to help in answering questions.</p> | <p>Identifying and classifying</p> | <p>performing simple tests; linked to materials:</p> <p>using their observations and ideas to suggest answers to questions.</p> | <p>observing closely, using simple equipment</p> <p>identifying and classifying</p> | <p>Revisit food chains in context of asking simple questions and recognising that they can be answered in different ways</p> <p>-identifying and classifying</p> <p>-dinosaur diets.</p> | |
| Art & Design | <p>Sketching bodies and faces.</p> <ul style="list-style-type: none"> Study portraits from a range of artists, describing differences between practices and make links to own work. Sketching fruit Develop skills in line, shape, form and space. | <p>Landscapes, - perspective and painting</p> <ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Study landscape paintings from a range of artists: e.g. Monet; Gauguin, Constable, etc. describing differences between practices and make links to own work. <p>Christmas fabric art: Sewing decorations, Tie Dye calendars</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products | <p>Samuel Pepy’s portrait evaluation (historical portraits)</p> <p>Pastel Houses</p> <p>Silhouette pictures / paint tones</p> <p>Sketching / perspective</p> <p>Shading – 3D London Landmarks</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space | <p>Sketching animals (from half drawings)</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space | <p>Sculpture – sand sculpture</p> <p>Collage – seaside objects</p> <p>Painting – seascapes</p> <p>Sketches of souvenirs</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space | <p>Painting linked to dinosaurs:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, sculpture (clay) and painting to develop and share their ideas, experiences and imagination |

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| Computing | <p>ICT – Make tray labels Internet research Florence Nightingale</p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Key skills- Microsoft publisher- designing a fact file on apples</p> | <p>Beebots-</p> <ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs <p>Key Skills- Microsoft publisher- Island home poster- persuasive writing</p> | <p>ICT – database work, internet research Homework GFOL website game London landmark work</p> <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content 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. | <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> | <p>Photostory Wells trip</p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> | <p>Sorting / tree diagrams</p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> |
| Safety – including e-safety | <p>Dangers linked to food preparation of pumpkins and apple crumbles. (Knife / scissor safety)</p> <p>P4C lesson – what is medicine/ safety .</p> <p>Internet Safety – staying safe online (unit 1) link to Florence Nightingale research. Pupils and students understand that they should stay safe online by choosing websites that are good for them to visit, and avoid sites that are not appropriate for them.</p> | <p>Sewing safety – use of needles and scissors</p> <p>Cyber bullying and Relationships and communication (link to Getting on and falling out – Screen out the Mean unit). Pupils and students learn that children sometimes can act like bullies when they are online. They explore what cyberbullying means and what they can do when they encounter it.</p> | <p>Fire safety – visit to Spalding fire Station</p> <p>Internet Safety (revisit) – staying safe online (unit 1) link to GFOL research. Pupils and students understand that keyword searching is an effective way to locate information on the Internet. They learn how to select keywords to produce the best search results.</p> | <p>Safety around pets and animals – handling, hygiene etc.</p> <p>Digital Footprints & Privacy and Security – what information can I use online? Follow the digital trail – unit 2 Pupils and students learn that the information they put online leaves a digital footprint or “trail.” This trail can be big or small, helpful or hurtful, depending on how they manage it.</p> <p>Sites I like – Information Literacy Pupils and students discuss criteria for rating informational websites and apply them to an assigned site. Pupils and students learn that all websites are not equally good sources of information.</p> | <p>Seaside safety</p> <p>Sites I like – Information Literacy (revisit) Pupils and students discuss criteria for rating informational websites and apply them to an assigned site. Pupils and students learn that all websites are not equally good sources of information.</p> <p>https://www.commonsemmedia.org/educators/lesson/staying-safe-online-k-2</p> | <p>Use of tools and equipment e.g. saws</p> <p>Road safety</p> <p>Revisit e-safety units: Internet Safety Sites I like Using key words (link to Dinosaurs topic)</p> |
| Design & Technology | | <p>Sewing beanstalk leaves and Christmas Tree decorations.</p> <p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing select from and use a wide range of materials and components, including textiles, <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria | <p>Linked to Science work on materials and their uses:</p> <p>Design and make high quality prototypes of Fire buckets: Look at current designs and materials available and then investigate suitable materials and evaluating their own and other’s work.</p> <p>Consideration of materials that were historically available.</p> | | <p>Design and making own dinosaur Design and make dino-habitats Design and make vehicles for dinosaur park</p> <p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> explore and use mechanisms, such as levers, sliders, wheels and axles, in their products. | |

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| Cooking & nutrition | <p>1. link to Instructions – fruit smoothies</p> <p>Use the basic principles of a healthy and varied diet to prepare fruit smoothies</p> <p>Understand where other fruits come from – locally grown or overseas.</p> <p>2. Apple Crumble – linked to apple day (linked to healthy eating and seasonal fruits from school grounds)</p> | | <p>3. Making soup</p> <ul style="list-style-type: none"> • Use the basic principles of a healthy and varied diet to prepare a vegetable soup (GFOL link – using only locally available veg, e.g. potato, carrot, parsnips and understanding where these veg are grown). • Understand where food comes from. | | | <p>DT skills with nutrition content: (Food assembly) – linked to Dinosaur Park design topic:</p> <ul style="list-style-type: none"> • use the basic principles of a healthy diet to prepare dishes |
| | Geography | | <p>Island Homes topic – looking at islands around the UK and in different parts of the world (comparing weather, geographical features, etc.)</p> <ul style="list-style-type: none"> • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • name and locate the world’s 7 continents and 5 oceans • name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas • use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map • 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 • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country | <p>Work linked to GFOL:</p> <ul style="list-style-type: none"> • Map skills, route of fire, changes after the fire • Google earth here and London • Differences between city life and rural town life today • Famous London landmarks <p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom,</p> <p>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</p> | | <p>Linked to Seaside topic – direct comparison of Spalding and Wells:</p> <ul style="list-style-type: none"> • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • name and locate the world’s 7 continents and 5 oceans • name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas • 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 • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • use basic geographical vocabulary to refer to: •key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, |

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| History | <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements – Florence Nightingale and Edith Cavell, and use these to compare aspects of life in different periods Compare medical care today with 70 years ago: Study changes within living memory –to reveal aspects of change in national life . | <p>Gunpowder plot + Remembrance day</p> <ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally | <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods – Samuel Pepys, King Charles II, Christopher Wren. events beyond living memory that are significant nationally or globally | <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods – Darwin’s discoveries about adaptation and survival of the fittest. | <p>Comparing seaside holidays today to times in the past, particularly Victorian.</p> <ul style="list-style-type: none"> changes within living memory –to reveal aspects of change in national life. (Magic Grandma) | <p>Dinosaurs</p> <ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally |
| Historical skills focus | <p>To use common chronological words and phrases relating to the passing of time and to know where events/ people fit within a chronological framework. Identify similarities and differences between now and the past. Ask and answer questions and analyse sources of evidence.</p> | <ul style="list-style-type: none"> To use common chronological words and phrases relating to the passing of time and to know where events/ people fit within a chronological framework. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. | <p>To use common chronological words and phrases relating to the passing of time and to know where events/ people fit within a chronological framework. Identify similarities and differences between now and the past. Ask and answer questions and analyse sources of evidence.</p> <p>Historical vocabulary</p> | <p>They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> | <p>using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> | <p>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> |
| Music | <p>Listening, responding and composing – linked to healthy minds – how does the music make me feel?</p> <ul style="list-style-type: none"> Listen with concentration to a range of music. Experiment with, create, select and combine inter-related dimensions of music, e.g. pitch, etc. play tuned and untuned instruments musically | <p>Listening, responding and composing, performing</p> | <p>GFOL songs for performance to parents</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes (focus on rhythm, tempo and pulse) | <p>Listening, responding and composing, performing</p> | <p>Seaside songs Composing seaside music Listening</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes (focus on rhythm, tempo and pulse) | <p>Dino songs</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically experiment with, create, select and combine sounds using the inter-related dimensions of music. |

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| activities and key skills | <p>Belonging to a Jewish community- SG</p> <p>-Begin by looking at simple reference books on Jewish family life, welcoming the baby into the Jewish family, Identify the family members, highlight special family occasions at home e.g. weekly Shabbat meal, Rosh Hashanah (New Year)</p> <p>- Find out how and why the food is used on special occasions,</p> <p>- Show and explain uses of artefacts used in special Jewish family occasions eg. candles, spice box, tallit or prayer shawl, kippah or yamulkah (skull-cap), shofar or ram's horn</p> <p>- Discuss Jewish Sabbath (Shabbat) meal at home and at a synagogue</p> <p>- Learn about festival of Hanukkah</p> <p>- Consider what the children see as the value and purposes of these signs of belonging, and how they might be enjoyed by Jewish children.</p> | <p>Festivals of light- JB + FC</p> <p>-Discuss how light / dark make us feel, what it is like to be in light / darkness, types of light.</p> <p>-Tell the stories associated with the light festival and discuss whether good triumphs over evil.</p> <p>-Learn about the uses of light in the celebrations. Identify how these festivals are so important to different people.</p> <p>- to identify how different religions celebrate light. How light is portrayed in different ways and different times in the calendar year.</p> | <p>Torah / Bible- SG</p> <p>- Make a class special book and together suggest ways of treating, storing, handling it and discuss the bible and Torah. Identifying the importance of special books to themselves and others.</p> <p>-identifying how other religions have special books.</p> <p>-Jewish Torah – teachings and instructions (law) for Jews – 1st five books of the Torah is first 5 books of Bible too. Looking at old and new testament.</p> <p>- Show how the Torah and the Bible should be handled – with respect and where the Torah is kept in a synagogue and where the Bible is kept in a church.</p> <p>- Invite a Jew and a Christian in to tell children why the Torah/Bible are special to them.</p> <p>-to identify how the books can be used to help/support or guide individuals and communities.</p> | <p>Stories from the Bible / Torah-SG</p> <p>- Stories from the Jewish Bible (Jewish Old Testament) which illustrate the concept of authority and discuss rules that we follow.</p> <p>-Discuss the meaning of the stories to Jews and to Christians and relate the morals, learning that is taken from this and relate to ourselves and communities. To recognise whether they have a meaning or a message for us today?</p> <p>-Explore the idea that many stories tell us something about ourselves, or give us a message or meaning. Ask children to write simple stories of their own with a meaning or a message and relate to a story they may have heard; from the bible, in collective worship etc.</p> <p>-to identify answer questions that these stories may create in our minds and discuss. What values to we hold with regard to these stories?</p> | <p>Parables of Jesus as a story teller- SG</p> <p>Look at new testament and discuss meaning in relation to other special books.</p> <p>-To know that Jesus told stories and that the stories Jesus told were a way of teaching people about God, how to behave, and how to treat each other. Discuss what lessons we can learn and how can we relate to our own lives.</p> <p>-To understand that stories often contain inner meanings and messages.</p> <p>-To understand the importance of the stories Jesus told to Christians.</p> <p>-To think about who the authority figures in their own life are and what words we can use to describe them. How do they reflect and shape our thoughts?</p> <p>Children to be able to understand bible account of ascension-To begin to understand that Christians believe in a 3rd part of God called the Holy Spirit-</p> <p>-To think about times when they have made the right or wrong choices and recognise their own values.</p> | <p>Beliefs in God-JB + FC</p> <p>- Discuss what children think about God and what other people know. Discuss Christian beliefs and ideas about God (including the idea of God in Jesus) and the beliefs of at least one other religion (Hindu to follow on from year 1 work and Diwali work). Then be able to discuss similarities between them.</p> <p>- Explore different ways in which Christians worship God and use the correct words and phrases when discussing these.</p> <p>- Explore ways in which members of another world religion worship their God(s) and the importance of prayer to Christians and Hindus.</p> <p>- Look at artefacts which help people to pray eg. prayer beads, candles, pictures, icons. Can children relate these symbols to symbols they may see in different places?</p> <p>- Introduce the lord's Prayer explaining why it is important for Christians. Then look at other prayers. Children to identify how prayer can make them feel and make others feel. How do people value these objects and act around them.</p> <p>- Use of senses in worship:- sights, sounds, smells, taste using a variety of artefacts - incense, a range of music, candles, flowers, food, art, bells</p> |
| | <p>R.E.:</p> <p>AT1 level 2</p> <ul style="list-style-type: none"> • use religious words and phrases to identify some features of religion and its importance for some people; • begin to show awareness of similarities in religions; • retell and suggest meanings for religious stories, actions and symbols; • identify how religion is expressed in different ways. | <p>AT2 level 2</p> <p>ask, and respond sensitively to, questions about their own and others' experiences and feelings;</p> <ul style="list-style-type: none"> • recognise that some questions cause people to wonder and are difficult to answer; • in relation to matters of right and wrong, recognise their own values and those of others. | | | | |
| PSHE | <p>SEAL: New Beginnings</p> <p>-creating a class charter</p> <p>-developing skills listening and building on the points made by others.</p> | <p>SEAL: Getting on and falling out</p> <p>-friendship bonds</p> <p>-dealing with fall outs</p> <p>-peer mediators</p> | <p>SEAL: Going for goals</p> <p>-setting class targets</p> <p>-finding strategies to meet targets</p> | <p>SEAL: Good to be me</p> <p>-self-esteem building</p> <p>-recognising self-worth</p> | <p>SEAL: Relationships</p> <p>-zones of relevance with people that are closest to us</p> <p>-Knowing who we can trust</p> <p>-identifying agencies that will help us</p> | <p>SEAL: Changes</p> <p>-how seasons change</p> <p>-how children have changed since year 1</p> <p>-recognising what will change in September</p> <p>-knowing how to deal with change.</p> |

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| Physical education | <p>Effects of exercise on our bodies.</p> <ul style="list-style-type: none"> • Perform dances using simple movement patterns • Participate in team games. <p>Games- participate in team games, developing simple tactics for attacking and defending</p> <p>Dance</p> | <p>Position and direction language Gymnastics</p> <ul style="list-style-type: none"> • 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 | <p>GFOL dance; Gymnastics</p> <ul style="list-style-type: none"> • 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 | <p>Games</p> <p>participate in team games, developing simple tactics for attacking and defending</p> <p>Dance</p> <p>Perform dances using simple movement patterns</p> | <p>Games- participate in team games, developing simple tactics for attacking and defending</p> <p>Athletics-</p> <ul style="list-style-type: none"> • 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 | <p>Games Athletics</p> <ul style="list-style-type: none"> • 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 |
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