



Fell Dyke Community Primary School

Year 2 Curriculum Map 2017 - 2018

	AUTUMN 1 7 weeks	AUTUMN 2 8 weeks	SPRING 1 5 weeks	SPRING 2 6 weeks	SUMMER 1 6 weeks	SUMMER 2 7 weeks
Theme ideas	Fire and Water	Home Sweet Home	Awesome Arctic	Great Explorers	Rainforest Adventure	Happy and Healthy
Educational visits	Durham University Visit about The Great Fire of London.	Visit to Shipley Art Gallery focusing on the Angel of the North. Trip to visit the Angel.	Sea Creature touch and explore workshop.	The Great North Museum planetarium	Sunderland Winter Gardens Rainforest explorer's session.	Brocksbushes-Strawberry picking
Curriculum Experience		Local walk around Wrekenton				Olympian into school - Sports 4 Schools.
Literacy Genre	Adventure Instructions	Traditional Tales Explanations Letters	Fantasy Stories Reports	Traditional Tales Letters Recount	Adventure Letters	Fairy Tales/Fables Reports
Core Text	This is the Bear On the Way Home Instructions: bread making	Peter Rabbit Dear Peter Rabbit Billy Goats Gruff Jack and the Beanstalk Animal life cycle books	Range of Elmer stories Focus: Elmer in the Snow Arctic Animals non-fiction books	Little Red Riding Hood The Wolf's story Non-fiction books on Neil Armstrong and the solar system	The Enormous Crocodile Meerkat Mail	Hansel and Gretel Baba Yaga and the Stolen Baby Aesop Fables: The boy Who Cried Wolf.
Poetry	Free Verse Magic box poem – Kit Wright		Visual Poems		Structured Poems	
Follow up genre	Reports	Instructions	Explanations	Reports	Recount	Letters
Maths	Number: Place Value Number: Addition and Subtraction Measurement: Money Number: Multiplication and Division See Long Term Plan: White Rose		Number: Multiplication and Division Statistics Geometry: Properties of Shape Number: Fractions Measurement: Length and Height See Long Term Plan: White Rose		Position and Direction Problem Solving and efficient methods Measurement: Time Measurement: Mass, Capacity and Temperature Investigations See Long Term Plan: White Rose	
Science	<p>Materials</p> <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <p>Living Things and their Habitats</p> <ul style="list-style-type: none"> Differentiate living, dead and non-living. Living things and their habitats, adapting and interdependence. Identify and name a variety of plants and animals in their habitats, including micro-habitats. Simple food chains identify and name different sources of food. <p>Plants</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. 					

	<p>Materials Skills</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>Investigative Questions</p> <ul style="list-style-type: none"> What is our school made of? What are the best materials for a boat/bridge? What happens to materials often when they are heated/cooled? <p>Teaching and learning opportunities: Investigate waterproof materials to find the best material to make a boat for people escaping the Great fire of London. Investigate how materials change when they are heated or cooled linked to the Great Fire.</p>	<p>Animals Including Humans Statutory Requirements Skills</p> <ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p>Investigative Questions</p> <ul style="list-style-type: none"> Do we need exercise to stay healthy? Why is it important to grow? What makes a healthy diet? <p>Teaching and learning opportunities: Choose an animal and write a recount of its life cycle. Design and make healthy plates and lunch boxes.</p>	<p>Living Things and their Habitats Skills:</p> <ul style="list-style-type: none"> Differentiate living, dead and non-living. Living things and their habitats, adapting and interdependence. Identify and name a variety of plants and animals in their habitats, including micro-habitats Simple food chains identify and name different sources of food. <p>Investigative Questions</p> <ul style="list-style-type: none"> What does an animal need to survive? What plants are in our local environment? <p>Teaching and learning opportunities: Look at animal and human lifecycles and how they/we change as we grow, matching baby animals to adult animals, what do pets need to survive? Look at seaside habitats and compare to animals in the Arctic and how they adapt to suit their environment. Investigate the best insulating materials to design a jacket for an arctic hare.</p>	<p>Living Things and their Habitats Skills:</p> <p>Differentiate living, dead and non-living. Living things and their habitats, adapting and interdependence. Identify and name a variety of plants and animals in their habitats, including micro-habitats Simple food chains identify and name different sources of food.</p> <p>Investigative Questions</p> <ul style="list-style-type: none"> What lives in a micro-habitat? What is a food chain? <p>Teaching and learning opportunities: Go on a mini beast hunt to explore micro habitats in the school forest. Look at plants and find out what is growing in our forest. Look at food chains and how animals survive.</p>	<p>Plants Statutory Requirements Skills:</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. <p>Investigative Questions</p> <ul style="list-style-type: none"> What do plants need to grow? How could we grow our own salad? <p>Teaching and learning opportunities: Planting a range of different vegetables to grow their own salad. Find out where exotic fruits grow and look at seeds. Which fruits grow in this country? Keep growth diaries for their plants. Investigate the best conditions for plants to grow.</p>	<p>Animals Including Humans Statutory Requirements Skills</p> <ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p>Investigative Questions</p> <ul style="list-style-type: none"> Do we need exercise to stay healthy? Why is it important to grow? What makes a healthy diet? <p>Teaching and learning opportunities: Choose a famous football player linked to World Cup, how do they stay fit and healthy, why is it important? Complete exercise and circuits. Investigate heart rates when completing different exercises. Taste healthy food from different countries which may be unfamiliar to them.</p>
Humanities	<p>History Skills KS1 Areas of study (NC)</p> <ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally. 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. Significant historical events, people and places in their own locality. <p>Chronological understanding</p> <ul style="list-style-type: none"> Understand and use the words past and present when telling others about an event. 		<p>Geography Skills The UK and Local Area</p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding areas. Develop knowledge of the human and physical geography of a small area of the United Kingdom. <p>The World and Continents</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. <p>Physical Themes</p>			

<ul style="list-style-type: none"> Recount changes in my own life over time. Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. Use a timeline to place important events. <p>Knowledge and understanding of events, people and changes in the past</p> <ul style="list-style-type: none"> Use information to describe the past. Describe the differences between then and now. Look at evidence to give and explain reasons why people in the past may have acted in the way they did. Recount the main events from a significant event in history. <p>Historical interpretation</p> <ul style="list-style-type: none"> Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. <p>Organisation and communication</p> <ul style="list-style-type: none"> Describe objects, people or events in history. Use timelines to order events or objects or place significant people. Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT. 	<ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and 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. <p>Human Themes</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office, port, harbour and shop. <p>Understanding Places and Connections</p> <ul style="list-style-type: none"> Understanding geographical similarities and differences through studying the human and physical geography of a small area of the UK. Understanding geographical similarities and differences through studying the human and physical geography of a small area of a contrasting non- European country. <p>Map and Atlas Work</p> <ul style="list-style-type: none"> Use world maps atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this Key Stage. Use simple compass directions (N,S,E,W) and locational and directional language (e.g. near, far, left, right,) to describe the location of features and routes on a map. <p>Fieldwork and Investigation</p> <ul style="list-style-type: none"> 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. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
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<u>History Area of Study</u>	<u>Geography Area of Study</u>	<u>Geography Area of Study</u>	<u>History Area of Study</u>	<u>Geography Area of Study</u>	<u>History Area of Study</u>
<p>Chronological Understanding: Use a timeline to place important events.</p> <p>Knowledge and understanding of events, people and changes in the past: Look at evidence to give and explain reasons why people in the past may have acted in the way they did. Recount the main events from a significant event in history.</p> <p>Historical interpretation Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</p> <p>Organisation and Communication: Use timelines to order events or objects or place significant people.</p> <p>Teaching and learning opportunities:</p>	<p>The UK and Local Area: Develop knowledge of the human and physical geography of a small area of the United Kingdom.</p> <p>Fieldwork and investigation: Aerial photographs of key landmarks in Gateshead both physical and human. Plot key landmarks on a map (Anel of the North, Sage, Baltic, River Tyne, Gateshead stadium etc) and make symbols for a key.</p> <p>Teaching and learning opportunities: Look at the local area including school and Wrekenton. Identify physical features of the local surrounding environment. Draw maps for the local area. Look at local landmarks. Use aerial photos and google maps to see Gateshead and Wrekenton and identify familiar features i.e. The Angel of the North.</p>	<p>The World and Continents: locate the seven continents, Arctic Circle and Arctic Ocean on a world map.</p> <p>Physical Themes: Identify seasonal Arctic weather patterns and compare to UK. Arctic physical features.</p> <p>Teaching and learning opportunities: Look at the physical features of the Arctic and how these features might change seasonally. Use a globe to find the Northern Hemisphere and the arctic circle.</p>	<p>Chronological understanding: Understand and use the words past and present when telling others about an event.</p> <p>Knowledge and understanding of events, people and changes in the past: Describe the differences between then and now.</p> <p>Organisation and Communication: Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</p> <p>Teaching and learning opportunities: Learn about Neil Armstrong and the space race. Compare him to Tim Peak. How are they different? Look at astronauts then and now and how their clothing and</p>	<p>The World and Continents: Locate different rainforest around the world and continents.</p> <p>Map and Atlas Work Use world maps atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this Key Stage.</p> <p>Physical Themes: Identify seasonal rainforest weather patterns and compare to UK. Locate tropics of Cancer and Capricorn and Equator.</p> <p>Teaching and learning opportunities: Look at different rainforests and compare them to each other. Focus on the Amazon as the largest rainforest, Use globes to identify the equator and tropics of Cancer and Capricorn.</p>	<p>Historical interpretation: Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</p> <p>Knowledge and understanding of events, people and changes in the past: Use information to describe the past.</p> <p>Teaching and learning opportunities: Look at the history of the world cup and the countries which have hosted. Look at past mascots and how they have changed. Design own mascot for the world cup this year Look at the history of Russia as the host country.</p> <p>CRC Article 24- children have</p>

	<p>Learn about the history of The Great Fire of London and why it began. Create a fact file for Samuel Pepys and look at the codes used in his diary. Use quills and Samuel Pepys' codes to write lists. Write diaries and discuss the importance of the diary found by Samuel Pepys. Create timelines for the events which happened.</p> <p>CRC Article 24- children have the right to the best possible health.</p> <p>CRC Article 27- children have the right to a standard of living that is good enough to meet their physical and social needs and support their development.</p>	<p>CRC Article 27- children have the right to a standard of living that is good enough to meet their physical and social needs and support their development.</p> <p>CRC Article 31- children have the right to relax, play and take part in a wide range of cultural and artistic activities.</p>		<p>other items may have changed over the years.</p>		<p>the right to the best possible health.</p> <p>CRC Article 29-children have the right to an education.</p> <p>CRC Article 31- children have the right to relax, play and take part in a wide range of cultural and artistic activities.</p>
Computing	<p>Ongoing Skills <u>Independent Learning Lessons</u> This is the key computing objective and it is expected that this will be the focus in approximately 70% of lessons.</p>					
	<p>Online Safety & Core Skills</p> <ul style="list-style-type: none"> 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>Teaching and learning opportunities: Link to internet safety leaflet designed using Purple Mash. Creating an avatar using Twinkl Avatar app.</p> <p>CRC Article 16- children have the right to privacy.</p> <p>CRC Article 17- children have the right to reliable information from a variety of sources.</p>	<p>Digital Literacy & ICT</p> <ul style="list-style-type: none"> Use technology purposefully to create, store, manipulate and retrieve digital content. <p>Teaching and learning opportunities: Create digital images of local land marks using purple mash.</p> <p>CRC Article 17- children have the right to reliable information from a variety of sources.</p>	<p>Computer Science</p> <ul style="list-style-type: none"> Understand what algorithms are, how they are implemented as algorithms 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>Teaching and learning opportunities: Write own algorithms and construct obstacle courses to 'program' a friend around. Program bee bots and design maps linked to Arctic's physical features. Use coding apps in iPads such as Kodable.</p> <p>CRC Article 17- children have the right to reliable</p>	<p>Digital Literacy & ICT</p> <ul style="list-style-type: none"> Use technology purposefully to create, store, manipulate and retrieve digital content. <p>Teaching and learning opportunities: Create a planet/space information leaflet on purple mash.</p> <p>CRC Article 17- children have the right to reliable information from a variety of sources.</p>	<p>Digital Literacy & ICT</p> <ul style="list-style-type: none"> Use technology purposefully to create, store, manipulate and retrieve digital content. <p>Teaching and learning opportunities: Collect rainforest animal's facts and input them onto the poplet app using typing skills.</p> <p>CRC Article 17- children have the right to reliable information from a variety of sources.</p>	<p>Digital Literacy & ICT</p> <ul style="list-style-type: none"> Use technology purposefully to create, store, manipulate and retrieve digital content. <p>Teaching and learning opportunities: Make graphs and bar charts on purple mash using information collect about favourite healthy food and favourite football team.</p> <p>CRC Article 17- children have the right to reliable information from a variety of sources.</p>

			information from a variety of sources.			
RE (Cycle A)	<p>Belonging</p> <ul style="list-style-type: none"> recognise and name some religious buildings. talk about their own experiences of belonging to different communities and what they find interesting or puzzling about the experiences of others. <p>Teaching and learning opportunities: Visit to Local Church to visit Rev Snowball to learn about the Christian Faith. Visit from a Rabbi To learn about the Jewish Faith. Link to art: sketching and drawing a religious artefact.</p> <p>CRC Article 12- children have the right to share their views.</p> <p>CRC Article 13- children have the right to express their own thoughts and opinions.</p> <p>CRC Article 14- children have the right to think and believe what they choose and practise their religion.</p> <p>CRC Article 28- children have the right to an education.</p> <p>CRC Article 30- children have the right to learn and use the religion of their family.</p>	<p>Celebrations</p> <ul style="list-style-type: none"> Re-call the festival of Hanukkah Re-call the story of the birth of Jesus, and talk about the significance of the Advent Ring Talk about how Christians show their commitment to Jesus Talk about their own preparations for Christmas around the world. <p>Teaching and learning opportunities: Visit to Local church to take part in Christmas activities based around the Nativity Story. Link to DT: Make Christ dingles, Advent calendars and Christmas cards. Bake Christmas tree decoration biscuits to decorate and hang on Christmas tree.</p> <p>CRC Article 13- children have the right to express their own thoughts and opinions.</p> <p>CRC Article 14- children have the right to think and believe what they choose and practise their religion.</p> <p>CRC Article 31- children have the right to relax, play and take part in a wide range of cultural and artistic activities.</p>	<p>The Boyhood of Jesus and the Old Testament.</p> <ul style="list-style-type: none"> Retell some stories about from the Old Testament Identify why these stories might be important for Christians today <p>Teaching and learning opportunities: Look at the Creation Story and how Christians believe the world was made. Teach the story of Noah's ark and why the ark was made. Look at the story of David and Goliath as well as Daniel and the Lion's Den. Think about how these stories all have a moral and is teaching us something when reading them. Sing songs about Noah's ark and the creation story.</p> <p>CRC Article 13- children have the right to express their own thoughts and opinions.</p> <p>CRC Article 14- children have the right to think and believe what they choose and practise their religion.</p>	<p>Easter</p> <ul style="list-style-type: none"> Recognise and name some symbols that are important to Christians at Easter Recall the story of Palm Sunday Talk about their own experiences of being part of a crowd joining in a celebration <p>Teaching and learning opportunities: Visit to Local church to take part in Easter activities based around the story of Jesus on the cross. Make Easter cards for family. Bake Easter themed foods.</p> <p>CRC Article 13- children have the right to express their own thoughts and opinions.</p> <p>CRC Article 14- children have the right to think and believe what they choose and practise their religion.</p> <p>CRC Article 31- children have the right to relax, play and take part in a wide range of cultural and artistic activities.</p>	<p>Becoming a follower of Christ</p> <ul style="list-style-type: none"> Recall some elements of the initiation rites of some faith communities Talk about why they and others are special/unique. <p>Teaching and learning opportunities: Look at baptism in the Christians religion and how this welcomes people into the church. Look at first holy communion and compare this to Shabbat. How are they different? How are they the same?</p> <p>CRC Article 13- children have the right to express their own thoughts and opinions.</p> <p>CRC Article 14- children have the right to think and believe what they choose and practise their religion.</p> <p>CRC Article 30- children have the right to learn and use the religion of their family.</p>	<p>Religious Artefacts (Special Things)</p> <ul style="list-style-type: none"> Name and recognise some features of religious life and practice. They will recognise some symbols and other verbal and visual forms of expression. Talk about their own experiences and feelings, about what they find interesting or puzzling and what is of value and concern to themselves and others. <p>Teaching and learning opportunities: Look at holy books used by religions as well as key symbols which represent ideas for their religion. Look at what is special and important to the children. Why is this important to you? Children to bring in one thing that is special to them to share with the class.</p> <p>CRC Article 12- children have the right to share their views.</p> <p>CRC Article 13- children have the right to express their own thoughts and opinions.</p> <p>CRC Article 14- children have the right to think and believe what they choose and practise their religion.</p>

	<p>On Going Skills</p> <p>Design</p> <ul style="list-style-type: none"> • Can I think of ideas and plan what to do? • Can I choose the best tools and materials? • Can I give a reason why these are best tools and materials? • Can I describe my design by using pictures, diagrams, model mock-ups, words and ICT • Can I design a product for others following design criteria? <p>Make</p> <ul style="list-style-type: none"> • Can I explain what I am making and why my audience will like it? • Can I join things (materials/components) together in different ways? • Can I choose materials and explain why they are being used depending on their characteristics? <p>Evaluate</p> <ul style="list-style-type: none"> • Can I describe what went well with my work? • Can I evaluate what I would do differently if I did it again and why? • Can I judge my work against the design criteria? 					
Design & Technology	<p>Technical Knowledge Mechanisms</p> <ul style="list-style-type: none"> • Can I join materials together as part of a moving product? • Can I add a specific design to my product? • Can I use axels and wheels in my work? <p>Teaching and learning opportunities: Children to create fire engines using axels for the wheels. Children to design a fire engine which would be more suitable than the ones in 1666. Children to bake bread from Pudding Lane.</p>	<p>Technical Knowledge Cooking and Nutrition</p> <ul style="list-style-type: none"> • Can I describe the properties of the ingredients I am using and why it is important to be varied in my diet? • Can I explain what it means to be hygienic? • Can I keep a hygienic kitchen? • Can I say where food comes from i.e. animals, underground, over ground etc? <p>Teaching and learning opportunities: Create a vegetable soup using the ingredients out of Mr McGregor's garden. Create a stew to stop the Troll from eating the Billy Goats.</p>	<p>Technical Knowledge Textiles</p> <ul style="list-style-type: none"> • Can I measure textiles? • Can I join textiles together to make something? • Can I cut textiles? • Can I explain why they chose a certain textile? <p>Teaching and learning opportunities: Create an Elmer hand puppet by measuring around their hand and adding multi-coloured squares for the patchwork skin.</p>	<p>Technical Knowledge Cooking and Nutrition</p> <ul style="list-style-type: none"> • Can I describe the properties of the ingredients I am using and why it is important to be varied in my diet? • Can I explain what it means to be hygienic? • Can I keep a hygienic kitchen? • Can I say where food comes from i.e. animals, underground, over ground etc? <p>Teaching and learning opportunities: Follow and write instructions then create cupcakes to apologise to Granny from the wolf.</p>	<p>Technical Knowledge Textiles</p> <ul style="list-style-type: none"> • Can I measure textiles? • Can I join textiles together to make something? • Can I cut textiles? • Can I explain why they chose a certain textile? <p>Teaching and learning opportunities: Using animal print materials. Children to design their own rainforest animals. Children to sew around the edges and stuff to create a soft toy.</p>	<p>Technical Knowledge Mechanisms</p> <ul style="list-style-type: none"> • Can I join materials together as part of a moving product? • Can I add a specific design to my product? • Can I use axels and wheels in my work? <p>Teaching and learning opportunities: Create a spinning wheel using an axel for the king so he can have more gold thread.</p>
Music	<p>Performing</p> <ul style="list-style-type: none"> • I can sing and follow the melody (tune) • I can sing accurately at a given pitch • I can perform simple patterns and accompaniments keeping a steady pulse • I can perform with others • I can perform simple rhythmic patterns on an instrument • I can sing / clap a pulse increasing or decreasing in tempo <p>Year 2 Challenging</p> <ul style="list-style-type: none"> • I can sing / play rhythmic patterns in contrasting tempo; keeping to the pulse <p>Composing (Inc. Notation)</p> <ul style="list-style-type: none"> • I can order sounds to make a beginning, middle and end • I can create music in response to different starting points 					

- I can choose sounds that create an effect
- I can use symbols to represent sound
- I can make connections between notations and musical sounds

Year 2 Challenging

- I can use simple structures in a piece of music
- I know that phrases are where we breath in a song

Appraising

- I can improve my own work
- I can listen out for particular things when listening to music

Year 2 Challenging

- I can recognise that sounds move by steps or leaps

Performing

- I can sing and follow the melody (tune)
- I can sing accurately at a given pitch
- I can perform simple patterns and accompaniments keeping a steady pulse
- I can perform with others
- I can perform simple rhythmic patterns on an instrument
- I can sing / clap a pulse increasing or decreasing in tempo

Teaching and learning opportunities: Sing songs for the Harvest festival. Use drums as part of dance lessons to follow a beat and listen to tempo.

Performing

- I can sing and follow the melody (tune)
- I can sing accurately at a given pitch
- I can perform simple patterns and accompaniments keeping a steady pulse
- I can perform with others
- I can perform simple rhythmic patterns on an instrument
- I can sing / clap a pulse increasing or decreasing in tempo

Teaching and learning opportunities: Learn songs for class assembly. Sing songs for Christmas production and carol service. Learn Christmas songs from around the world.

Composing (Inc. Notation)

- I can order sounds to make a beginning, middle and end
- I can create music in response to different starting points
- I can choose sounds that create an effect
- I can use symbols to represent sound
- I can make connections between notations and musical sounds

Appraising

- I can improve my own work
- I can listen out for particular things when listening to music

Teaching and learning opportunities: Listen to ocean noises and create a rhythmic pattern as a whole class under water song.

Performing

- I can sing and follow the melody (tune)
- I can sing accurately at a given pitch
- I can perform simple patterns and accompaniments keeping a steady pulse
- I can perform with others
- I can perform simple rhythmic patterns on an instrument
- I can sing / clap a pulse increasing or decreasing in tempo

Teaching and learning opportunities: Sing songs for Easter celebrations. Use instruments to create an alien song. Create a space song using ideas about what aliens may sound like.

Composing (Inc. Notation)

- I can order sounds to make a beginning, middle and end
- I can create music in response to different starting points
- I can choose sounds that create an effect
- I can use symbols to represent sound
- I can make connections between notations and musical sounds

Appraising

- I can improve my own work
- I can listen out for particular things when listening to music

Teaching and learning opportunities: Use percussion instruments to create a rainforest medley. Listen to noises from the rainforest.

Composing (Inc. Notation)

- I can order sounds to make a beginning, middle and end
- I can create music in response to different starting points
- I can choose sounds that create an effect
- I can use symbols to represent sound
- I can make connections between notations and musical sounds

Appraising

- I can improve my own work
- I can listen out for particular things when listening to music

Teaching and learning opportunities: Sing songs for end of summer assembly. Learn National anthems from football teams taking part in the world cup. Create own class anthem.

Physical Education

Gymnastics

- I can plan jump, roll, balance and make different shapes with my body.
- I can link at least four actions together to create a sequence.
- I can plan and show a sequence of movements.
- I can show control in my movements.
- I can move smoothly between movements in a sequence.
- I can think of more than one way to create a sequence which follows a set of 'rules'.
- I can work on my own and with a partner to create a sequence.

Dance

- I can link actions.
- I can perform body actions with control and co-ordination.
- I can change rhythm, speed, level and direction.

- I can make a sequence by linking sections together.
- I can link movement to show a mood or feeling.
- I can remember and repeat dance phrases.
- I can perform short dances showing an understanding of expressive qualities.
- I can describe how dancing affects my body.
- I can suggest ways to improve my work.

Games

- I can use hitting, kicking and/or rolling in a game.
- I can be a defender and catch the ball when attackers are throwing it.
- I can be a defender and hit the ball out of the way when attackers are throwing it.
- I can be an attacker and throw the ball to another attacker.
- I can be an attacker and catch the ball when another attacker throws it to me.
- I can decide where the best place to be is during a game.
- I can follow the rules in a game.
- I can aim at a target.
- I can aim with the clubface and shoulders.
- I can keep my feet still for good balance through the swing.
- I can brush the ground to get the ball into the air.
- I can control the distance with a tick-tock swing.

Gymnastics

- I can plan jump, roll, balance and make different shapes with my body.
- I can link at least four actions together to create a sequence.
- I can plan and show a sequence of movements.
- I can move smoothly between movements in a sequence.
- I can work on my own and with a partner to create a sequence.

Dance

- I can link actions.
- I can change rhythm, speed, level and direction.
- I can make a sequence by linking sections together.
- I can link movement to show a mood or feeling.
- I can remember and repeat dance phrases.
- I can suggest ways to improve my work.

Gymnastics

- I can plan jump, roll, balance and make different shapes with my body.
- I can link at least four actions together to create a sequence.
- I can plan and show a sequence of movements.
- I can show control in my movements.
- I can move smoothly between movements in a sequence.
- I can think of more than one way to create a sequence which follows a set of 'rules'.
- I can work on my own and with a partner to create a sequence.

Dance

- I can link actions.
- I can perform body actions with control and co-ordination.
- I can change rhythm, speed, level and direction.
- I can make a sequence by linking sections together.
- I can link movement to show a mood or feeling.
- I can remember and repeat dance phrases.
- I can perform short dances showing an understanding of expressive qualities.
- I can describe how dancing affects my body.
- I can suggest ways to improve my work.

Tri-Golf putting

- I can follow instructions to stay safe.
- I can stand with my feet shoulder width apart.
- I can place the ball between the centre of my feet.
- My toes and buckle belt are facing the ball.
- I can swing the putter smoothly and not too fast.
- I can increase the distance of the putt by swinging the club further back.
- I can swing through and point the club towards the target.

chipping

- Place the club head on the floor with the grip pointing to the centre of my feet.
- Face the club head of the chipper directly towards the target.
- Brush the ground to get the ball into the air.
- Lift the ball into the air.
- To increase the distance of my shot, swing the club further back.

Tri-Golf/Games

- I can use hitting, kicking and/or rolling in a game.
- I can be a defender and catch the ball when attackers are throwing it.
- I can be a defender and hit the ball out of the way when attackers are throwing it.
- I can be an attacker and throw the ball to another attacker.
- I can be an attacker and catch the ball when another attacker throws it to me.
- I can decide where the best place to be is during a game.
- I can follow the rules in a game.

<p>PSHE&C</p>	<p>CORE THEME: HEALTH AND WELLBEING <u>Living in the Wider World</u> <u>Rights and Respect/Valuing Difference.</u> To learn the skills necessary to contribute to the life of the classroom.</p> <p>CRC Article 24- children have the right to the best possible health.</p> <p>CRC Article 27- children have the right to a standard of living that is good enough to meet their physical and social needs and support their development.</p>	<p>CORE THEME: RELATIONSHIPS Feelings and Emotions(SEMH, emotional literacy, managing emotions)</p> <p>CRC Article 13- children have the right to express their own thoughts and opinions.</p> <p>CRC Article 14- children have the right to think and believe what they choose and practise their religion.</p>	<p>CORE THEME: HEALTH AND WELL BEING Keeping Safe keeping physically and emotionally safe on- and offline; risk assessment and management; independence and responsibility; pressure on behaviour: peer and media; managing emergencies; habits: alcohol, tobacco and drugs</p> <p>CRC Article 24- children have the right to the best possible health.</p> <p>CRC Article 27- children have the right to a standard of living that is good enough to meet their physical and social needs and support their development.</p>	<p>CORE THEME: HEALTH AND WELL BEING Growing and Changing</p> <p>CRC Article 6- children have the right to life.</p> <p>CRC Article 24- children have the right to the best possible health.</p> <p>CRC Article 27- children have the right to a standard of living that is good enough to meet their physical and social needs and support their development.</p>	<p>CORE THEME: Relationships Healthy Relationships (Transition/Friendships/positive relationships/dealing with conflict/ relationships at home and school/</p> <p>CRC Article 5- children have the right to make their own choices.</p> <p>CRC Article 18- children have the right to have both parents bring them up.</p>	<p>CORE THEME: Living in the Wider World Money matters (aspirations, goals, employment, enterprise, world of work, savings, debt etc)</p> <p>CRC Article 28- children have the right to an education.</p> <p>CRC Article 29- children have the right to respect others.</p> <p>CRC Article 31- children have the right to relax, play and take part in a wide range of cultural and artistic activities.</p>
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