



Fell Dyke Community Primary School

Year 2 Curriculum Map 2018 - 2019

	AUTUMN 1 7 weeks	AUTUMN 2 8 weeks	SPRING 1 5 weeks	SPRING 2 6 weeks	SUMMER 1 5 weeks	SUMMER 2 7 weeks
Theme ideas	Intrepid Explorers	Fire! Fire!	Home Sweet Home	Awesome Arctic	Rainforest Adventure	On the Move!
Educational visits	The Centre for Life Alive in Space session.	Trip to St Mary's Heritage Centre: Great Fire of Gateshead session.	Trip to visit the Angel of the North and visit to Shipley Art Gallery: Making an Angel workshop.		Sunderland Winter Gardens Rainforest explorer's session.	Transport Through Time session at Beamish Museum.
Curriculum Experience		Durham University outreach visit about The Great Fire of London.			Mexican Fiesta day.	
Literacy Genre	Contemporary Narrative Recount	Traditional Tales Instructions	Adventure stories Letters	Contemporary Narrative Non-chronological reports	Traditional Tales Instructions	Fairy Tales Recount
Core Texts	On the Way Home by Jill Murphy The Owl who was Afraid of the Dark by Jill Tomlinson Non-fiction books on Neil Armstrong and the solar system Non-fiction books on Christopher Columbus.	The Three Billy Goats Gruff by Kaye Umansky The Three Billy Goats Fluff by Rachael Mortimer Jack and The Beanstalk interactive Shoo Fly resources. Kate and the Beanstalk by Mary Pope Osborne. Writing instructions: bread making.	The Enormous Crocodile by Roald Dahl The Magic Finger Roald Dahl.	The Rainbow Bear by Michael Morpurgo Range of non-fiction books on Arctic animals.	Non-fiction books on rainforests and rainforest animals. Little Red Riding Hood – The Wolf's Story. Three Little Wolves and Big Bad Pig by Helen Oxenbury	The Tear Thief by Carol Ann Duffy Baba Yaga by An Leysen The Princess and the White Bear King by Tanya Robyn Batt
Poetry	Free Verse Kit Wright – The Magic Box		Performance Poetry Spike Milligan – The Ning Nang Nong		Poet Study	
Follow up genre	Reports	Instructions	Recounts	Reports	Explanations	Recounts
Maths	See Long Term Plan: White Rose 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	
Science	<u>Living Things and their Habitats</u> <u>Statutory Requirements</u> <ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the 	<u>Materials</u> <u>Statutory Requirements</u> <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, 	<u>Animals Including Humans</u> <u>Statutory Requirements</u> <u>Skills</u> <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) 	<u>Living Things and their Habitats</u> <u>Statutory Requirements</u> <ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the 	<u>Animals Including Humans</u> <u>Statutory Requirements</u> <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 	<u>Plants</u> <u>Statutory Requirements</u> <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. <u>Investigative Skills</u>

	<p>basic needs of different kinds of animals and plants, and how they depend on each other.</p> <ul style="list-style-type: none"> Identify and name a variety of plants and animals in their habitats, including microhabitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. <p>Investigative Skills Pupils will work scientifically by: sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts. They should describe how they decided where to place things. Children will raise and answer questions about their local environment that help them to identify and study a variety of plants and animals within local UK habitats and observe how living things depend on each other, for example, plants serving as a source of food and shelter for animals. They will describe the conditions in different habitats and micro-habitats (under log, on stony path, under bushes) and find out how the conditions affect the number and type(s) of plants and animals that live there.</p> <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 local environment. Article 29: developing our respect for the environment.</p>	<p>bending, twisting and stretching.</p> <p>Investigative skills: Pupils will work scientifically by: comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs); observing closely, identifying and classifying the uses of different materials, and recording their observations.</p> <p>Investigative Questions What is our school made of? What are the best materials for a boat/bridge? What happens to materials when they are heated/cooled?</p> <p>Teaching and learning opportunities: To learn about Charles Macintosh and how he developed waterproof materials. Investigate waterproof materials to find the most suitable 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>	<ul style="list-style-type: none"> Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Investigative Questions Do we need exercise to stay healthy? What makes a healthy diet? <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. Learn about the different food groups and what makes a healthy diet. Taste healthy food which may be unfamiliar to them. Design and make a healthy snack. Article 24: our right to be healthy.</p>	<p>basic needs of different kinds of animals and plants, and how they depend on each other.</p> <ul style="list-style-type: none"> Identify and name a variety of plants and animals in their habitats, including microhabitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. <p>Investigative Skills They will construct a simple food chain that includes humans (e.g. grass, cow, human). Pupils will compare animals in familiar UK habitats with animals found in less familiar habitats, for example, in the Arctic, Jungle, oceans and make comparisons.</p> <p>Teaching and learning opportunities: Learn about large habitats around the world. Look at food chains and learn how animals survive. Look at different extreme environments such as the Arctic, Antarctic, desert and oceans and how animals adapt to suit these environments. Identify simple Arctic animal food chains. Investigate the best insulating materials to design a jacket for a camel visiting the Arctic. Article 29: developing our respect for the environment.</p>	<p>importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Investigative skills: Pupils will work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.</p> <p>Investigative Questions Do all animals have live young? Why is it important to grow?</p> <p>Teaching and learning opportunities: Choose a rainforest animal and make a booklet showing its lifecycle. Investigate heart rates when completing different exercises. Learn about how to keep our bodies clean and healthy. Article 24: our right to be healthy.</p>	<p>Pupils will work scientifically by: observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.</p> <p>Investigative Questions What do plants need to grow? How could we grow our own salad? How does a bulb grow?</p> <p>Teaching and learning opportunities: Observe and describe bulbs and seeds. Find out how different plants disperse their seeds. Plant beans and carry out a fair test to find out what they need to germinate and grow. Children to grow and care for their own plant.</p>
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Humanities	<p style="text-align: center;"><u>History Skills</u></p> <p>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. 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>Historical enquiry</p> <ul style="list-style-type: none"> Identify different ways in which the past is represented. Ask questions about the past. Use a wide range of information to answer questions. <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. 		<p style="text-align: center;"><u>Geography Skills</u></p> <p>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"> 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. 			
	<u>History Area of Study</u>	<u>History Area of Study</u>	<u>Geography Area of Study</u>	<u>Geography Area of Study</u>	<u>Geography Area of Study</u>	<u>History Area of Study</u>
<p>Explorers: Christopher Columbus and Neil Armstrong.</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: Use information to describe</p>	<p>The Great Fire of London and Samuel Pepys.</p> <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.</p> <p>Recount the main events from a</p>	<p>Gateshead and London.</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: Ariel photographs of key landmarks in Gateshead both physical and human. Plot key landmarks on a map (Angel of the North, Sage, Baltic, River Tyne, Gateshead stadium etc)</p>	<p>The Arctic Circle.</p> <p>The World and Continents: locate the seven continents, five oceans, Arctic Circle and Artic Ocean on a world map.</p> <p>Physical Themes: 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.</p> <p>Use basic geographical</p>	<p>Rainforests around the world.</p> <p>The World and Continents: Locate different rainforest around the world and their 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>History of Transport.</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:</p>	

	<p>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> <p>Organisation and Communication: 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.</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 other items may have changed over the years.</p>	<p>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: Learn about the history of The Great Fire of London and why it began. Understand how it spread and how it stopped. Create a fact file for Samuel Pepys and look at the codes used in his diary. Create timelines for the events which happened. Compare the Great Fire of London to the Great Fire of Gateshead in their own locality.</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>and make symbols for a key.</p> <p>Teaching and learning opportunities: Look at their local area of Gateshead and the capital city of London. Identify human and physical features of the local surrounding environment and compare them to London. Draw maps for the local area. Look at local landmarks. Use aerial photos and google maps to see Gateshead and London and identify familiar features e.g. The Angel of the North, River Tyne, Baltic, Sage.</p> <p>DT link to The Angel of the North and Antony Gormley.</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>vocabulary to refer to key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</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>Teaching and learning opportunities: Look at the physical features and weather of the Arctic and how these features might change seasonally. Use a globe and maps to find the Northern Hemisphere and the Arctic Circle. Locate the seven countries within the Arctic Circle. Learn about the different animals that inhabit the Arctic and their adaptations.</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 the South American rainforests and compare the weather to the Arctic. Focus on the Amazon as the largest rainforest, use maps to identify the Equator and tropics of Cancer and Capricorn. Look at the different flora and fauna of the rainforests and study the different layers of the rainforest and the animals that live there.</p>	<p>Use information to describe the past. Describe the differences between then and now.</p> <p>Organisation and communication Describe objects, people or events in history.</p> <p>Teaching and learning opportunities: Learn about transport in the past and how it has changed over time. Children to find out how they travel to school and collect data to create their own pictograms, bar graphs and tally charts.</p>
<p>Computing</p>	<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 13: our right to information, as long as it is within the law. CRC Article 16: our right to privacy. CRC Article 16- children have the right to privacy. 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 a digital storyboard of the Three Billy Goats gruff using Purple Mash.</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. Use 2code on Purple Mash.</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 an Arctic animal factsheet.</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 a bar chart using 2Graph on Purple Mash to find out the class' favourite Rainforest animal. Create a fact sheet about rainforest animals.</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: Children to compare old and new transport and create a poster. Children to design a road safety poster to display in school.</p>
RE	<p>Important People and a Local Saint Meaning, purpose and truth:</p> <ul style="list-style-type: none"> Listen to and ask questions about stories of individuals and their relationship with God. Explore a range of stories and extracts from sacred writings and talk about the meaning they have for believers. <p>Beliefs, teaching and sources</p> <ul style="list-style-type: none"> Explore stories about the lives and teachings of key religious figures. <p>Teaching and learning opportunities: Visit from Rev Snowball to learn about her role and the Christian Faith. Children to learn about St Cuthbert.</p> <p>CRC Article 12- children have the right to share their views. CRC Article 13- children have</p>	<p>Gifts at Christmas Meaning, purpose and truth:</p> <ul style="list-style-type: none"> Engage with stories and extracts from religious literature and talk about their meanings. <p>Practices and ways of life</p> <ul style="list-style-type: none"> Explore the preparations for and find out about the celebration of festivals. <p>Teaching and learning opportunities: Children to learn about special gifts and why the gifts brought to baby Jesus were special and what they symbolised. 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.</p> <p>CRC Article 13- children have the right to express their own thoughts and opinions. CRC Article 14- children have the right to think and believe</p>	<p>Beliefs and practises Christianity and Judaism Beliefs, teaching and sources</p> <ul style="list-style-type: none"> Find out about ways in which sacred texts are regarded, read and handled by believers. Find out about how and when people worship and ask questions about why this is important to believers. Identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives. <p>Practices and ways of life</p> <ul style="list-style-type: none"> Find out about how and when people worship and ask questions about why this is important to believers. <p>Identity, diversity and belonging</p> <ul style="list-style-type: none"> Reflect and respond to stories about belonging and relating to religious communities Identify and ask questions about customs associated with particular religious 	<p>Easter Beliefs, teaching and sources</p> <ul style="list-style-type: none"> Explore stories about the lives and teachings of key religious figures. Engage with stories and extracts from religious literature and talk about their meanings. <p>Practices and ways of life</p> <ul style="list-style-type: none"> Find out about how and when people worship and ask questions about why this is important to believers. <p>Expressing meaning</p> <ul style="list-style-type: none"> Explore as appropriate the special nature of artefacts used in worship Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies Engage with religious beliefs and ideas expressed through story, symbol and other visual forms of expression 	<p>Places of worship Beliefs, teaching and sources</p> <ul style="list-style-type: none"> Find out about ways in which sacred texts are regarded, read and handled by believers. <p>Practices and ways of life</p> <ul style="list-style-type: none"> Identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives. Find out about how and when people worship and ask questions about why this is important to believers. <p>Expressing meaning</p> <ul style="list-style-type: none"> Explore as appropriate the special nature of artefacts used in worship Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies 	<p>Sacred Texts Beliefs, teaching and sources</p> <ul style="list-style-type: none"> Explore stories about the lives and teachings of key religious figures. Engage with stories and extracts from religious literature and talk about their meanings Find out about ways in which sacred texts are regarded, read and handled by believers. <p>Expressing meaning</p> <ul style="list-style-type: none"> Explore as appropriate the special nature of artefacts used in worship Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies Engage with religious beliefs and ideas expressed through story, symbol and other visual forms of expression

	<p>the right to express their own thoughts and opinions. CRC Article 14- children have the right to think and believe what they choose and practise their religion. CRC Article 30- children have the right to learn and use the religion of their family.</p>	<p>what they choose and practise their religion. CRC Article 31- children have the right to relax, play and take part in a wide range of cultural and artistic activities.</p>	<p>communities. <u>Values and commitment</u></p> <ul style="list-style-type: none"> • Reflect and respond to stories highlighting the morals and values of believers in practice • Reflect on examples of care and concern shown by believers and religious communities and explore reasons for these actions <p>Teaching and learning opportunities: Children to learn about and compare the similarities and differences of Christianity and Judaism.</p> <p>CRC Article 13- children have the right to express their own thoughts and opinions. CRC Article 14- children have the right to think and believe what they choose and practise their religion.</p>	<p><u>Identity, diversity and belonging</u></p> <p>Teaching and learning opportunities: Visit to Local church to take part in Easter activities based around the Easter Story. Make Easter cards for family. Learn about Lent and Palm Sunday. Look at how Christians celebrate Easter and religious symbolism.</p> <p>CRC Article 13- children have the right to express their own thoughts and opinions. CRC Article 14- children have the right to think and believe what they choose and practise their religion. CRC Article 31- children have the right to relax, play and take part in a wide range of cultural and artistic activities.</p>	<p>ceremonies</p> <ul style="list-style-type: none"> • Engage with religious beliefs and ideas expressed through story, symbol and other visual forms of expression <p><u>Identity, diversity and belonging</u></p> <ul style="list-style-type: none"> • Reflect and respond to stories about belonging and relating to religious communities Identify and ask questions about customs associated with particular religious communities. <p><u>Values and commitment</u></p> <ul style="list-style-type: none"> • Reflect and respond to stories highlighting the morals and values of believers in practice. • Reflect on examples of care and concern shown by believers and religious communities and explore reasons for these actions <p>Teaching and learning opportunities:</p> <p>CRC Article 13- children have the right to express their own thoughts and opinions. CRC Article 14- children have the right to think and believe what they choose and practise their religion. CRC Article 30- children have the right to learn and use the religion of their family.</p>	<p>Teaching and learning opportunities: Look at holy books used by religions as well as key symbols which represent ideas for their religion.</p> <p>CRC Article 12- children have the right to share their views. CRC Article 13- children have the right to express their own thoughts and opinions. CRC Article 14- children have the right to think and believe what they choose and practise their religion.</p>
<p>Art & Design</p>	<p><u>Ongoing Skills</u> <u>Exploring and Developing Ideas</u></p> <ul style="list-style-type: none"> • Record and explore ideas from first hand observation, experience and imagination. • Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. <p><u>Evaluating and Developing Work</u></p> <ul style="list-style-type: none"> • Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook • Identify what they might change in their current work or develop in their future work. • Annotate work in sketchbook. 					

	<p>Drawing</p> <ul style="list-style-type: none"> Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Understand the basic use of a sketchbook and work out ideas for drawings. Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour. <p>Teaching and learning opportunities: Sketching beach items linked to Christopher Columbus' arrival on the island in the Bahamas. Sketching autumn leaves.</p>	<p>Painting</p> <ul style="list-style-type: none"> Mix a range of secondary colours, shades and tones. Experiment with tools and techniques, Inc. layering, mixing media, scraping through etc. Name different types of paint and their properties. Work on a range of scales e.g. large brush on large paper etc. Mix and match colours using artefacts and objects. <p>Teaching and learning opportunities: Mix watercolours and explore different techniques to create Great Fire of London Pictures. Look at how hot and cold colours are used in artwork and experiment with paint mixing.</p>	<p>Sculpture</p> <ul style="list-style-type: none"> Manipulate clay for a variety of purposes, Inc. thumb pots, simple coil pots and models. Build a textured relief tile. Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently. <p>Teaching and learning opportunities: Artist study of Anthony Gormley and his sculpture of the Angel of the North leading to taking part in Angel workshop at the Shipley Art Gallery.</p>	<p>Collage/Textiles</p> <ul style="list-style-type: none"> Use a variety of techniques, Inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. Create textured collages from a variety of media. Make a simple mosaic. Stitch, knot and use other manipulative skills. <p>Teaching and learning opportunities: Collages of Arctic Animals and Northern Lights pictures.</p>	<p>Printing</p> <ul style="list-style-type: none"> Use a variety of techniques, Inc. carbon printing, relief, press and fabric printing and rubbings. Design patterns of increasing complexity and repetition. Print using a variety of materials, objects and techniques. <p>Teaching and learning opportunities: Look at the artist Kate Morgan and how she uses wildlife, plants and landscapes to create paintings. Use flowers to print images and design animal prints when creating a rainforest scene.</p>	<p>Artist Study</p> <ul style="list-style-type: none"> Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. <p>Teaching and learning opportunities: Children to study the artist Henri-Edmond Cross and his picture 'The Viaduct'. Children to create their own version of the picture.</p>
<p>Design & Technology</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? 					
	<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</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 	<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:</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 	<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:</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:</p>

	<p>opportunities: Learn all about wheels, axles and chassis and how they are combined to make the framework of a vehicle. Create a moon buggy for Neil Armstrong using wheels and axels.</p>	<p>comes from i.e. animals, underground, over ground etc?</p> <p>Teaching and learning opportunities: Bake bread linked to Pudding Lane Bakery.</p>	<p>Use sowing techniques to create a hand puppet. Children to then measure and cut material to create a face and clothing accessories.</p>	<p>comes from i.e. animals, underground, over ground etc?</p> <p>Teaching and learning opportunities: Design and make a healthy packed lunch for an Arctic explorer.</p>	<p>Learn about how inhabitants of the rainforest use weaving techniques to create, clothes, houses, bowls and baskets. Children to create their own rainforest weaving using weaving cards and different materials.</p>	<p>Investigate a variety of different vehicles before designing, making and evaluating their own vehicle. Design an eye-catching body.</p>
<p>Music</p>	<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 <p>Year 2 Challenging</p> <ul style="list-style-type: none"> I can use simple structures in a piece of music I know that phrases are where we breath in a song <p>Appraising</p> <ul style="list-style-type: none"> I can improve my own work I can listen out for particular things when listening to music <p>Year 2 Challenging</p> <ul style="list-style-type: none"> I can recognise that sounds move by steps or leaps 					
<p>Physical Education</p>	<p>Gymnastics</p> <ul style="list-style-type: none"> 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. <p>Dance</p> <ul style="list-style-type: none"> 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.

CRC Article 24: our right to be healthy.

CRC Article 24- children have the right to the best possible health.

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.

[Gymnastics coaching delivered by Grassroots.](#)

Athletics (Throwing and Catching)

- I can plan jump, roll, balance and make different shapes with my body.
- I can use underarm throws accurately.
- I can use overarm throws accurately.
- I can choose an appropriate throwing action for distance.
- I can choose an appropriate throwing action for equipment.
- I can comment on other performances.

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- I can comment on other performances.
- I can say what I have done

Dance

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- 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.

[Look at different dances from around the world. Create a dance with the whole class. Create a group dance to perform.](#)

[Mini Basketball coaching delivered by Gateshead SSP.](#)

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.

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[Compete in intra](#)

Athletics Skills

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- I can decide where the best place to be is during a game.
- I can follow the rules in a game.

[Team games to practice for sports day. Compete in house team competitions. Multi Skills competition.](#)

	<ul style="list-style-type: none"> I can say what I have done well and what I need to improve. 	well and what I need to improve.			competitions within class. Sainsbury's School Games Day Tri Golf Festival	
PSHE&C	<p>CORE THEME: HEALTH AND WELLBEING Relationships/Living in the Wider World</p> <p>Dealing with friendships and conflicts at school, school rules, class rules, people special to us.</p> <p>Pupils should be taught: Why do we come to school?</p> <p>Our roles in the classroom.</p> <p>How can we make our class a safe and happy place?</p> <p>What makes us special and unique.</p> <p>Who is special to us and how do we make people feel special.</p>	<p>CORE THEME: RELATIONSHIPS</p> <p>Feelings and Emotions (SEMH, emotional literacy, managing emotions) Pupils should be taught:</p> <p>How to recognise and respond to the range of emotions we experience.</p> <p>Understand how feelings can affect thoughts and behaviour.</p> <p>How to recognise emotions in others and empathise.</p> <p>How to respond appropriately to others.</p> <p>Describe or demonstrate ways of managing difficult or challenging feelings.</p>	<p>CORE THEME: HEALTH AND WELL BEING</p> <p>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 Pupils should be taught:</p> <p>What is meant by a healthy lifestyle.</p> <p>How to maintain physical, mental and emotional health and wellbeing.</p> <p>How to manage risks to physical and emotional health and wellbeing</p> <p>Ways of keeping physically and emotionally safe.</p>	<p>RE THEME: HEALTH AND WELL BEING</p> <p>Growing and Changing aspirations, goals and feeling valued; intensity of our and others' feelings; conflicting emotions; change: bereavement, loss, grief and transitions; feelings and changes associated with puberty, including body image; human reproduction and conception (year 6)</p> <p>How to talk about their bodies appropriately.</p> <p>Positive and negative influences on health choices.</p> <p>What do our minds and bodies need in order to be healthy: Sleep, diet, relaxation.</p> <p>Body image.</p>	<p>CORE THEME: RELATIONSHIPS</p> <p>Healthy Relationships (Transition/Friendships/positive relationships/dealing with conflict/ relationships at home and school/ Pupils should be taught:</p> <p>How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts.</p> <p>How to recognise and manage emotions within a range of relationships.</p> <p>How to recognise risky or negative relationships including all forms of bullying and abuse.</p>	<p>CORE THEME: LIVING IN THE WIDER WORLD</p> <p>Money matters (aspirations, goals, employment, enterprise, world of work, savings, debt etc) Pupils should be taught: About where money comes from, keeping it safe, and the importance of managing it effectively. How money plays an important part in people's lives. A basic understanding of enterprise.</p> <p>Enterprise</p>