

Class 2 Curriculum Plan - Year 1 of rolling programme (2020-2021)

	Autumn		Spring		Summer	
Visits	A day in the life of a Celt History/Art/DT themed day Forest School links		Roman visitor Autumn term		Field study - Land use in Exeter	
Topic/Theme	Stone Age to Iron Age		The Romans		Cities of the World	
English	Traditional Tales Explanation Texts Here We Are: Leaflets on how to look after our environment	Recount Poetry - Caligrams Parliament Week: Guy Fawkes Diary writing.	Myths and Legends Diary Writing	Poems to perform Non chronological report	Information texts Different stories by the same author	Instructions Poetry - imagery Letter writing
Ongoing - Reading (Word level and comprehension) Writing (transcription, handwriting, composition, vocabulary, grammar and punctuation) Spoken Language						
Mathematics	Number and place value Addition and subtraction Multiplication and division		Time Fractions Geometry - Shape		Measurement - Length, weight, temperature and capacity Statistics Four Operations	
Ongoing - Number and Place Value						
Science	electricity (carried over from Lockdown)	Rocks	Forces and magnets	Plants	Materials	Light
Computing	Algorithms		Data handling		E-Safety and IT outside the school	
History	Study of changes in Britain from the		Roman invaders - how did this change Britain		Journey around major capital cities of the world.	

	Stone Age to Iron Age. Focus on tribal kingdoms, farming, art and culture.		after the Celts and the Iron Age? Roman Legacy		Depth study - Exeter. Skills and fieldwork unit.	
Geography		Dartmoor to Stonehenge Recap on knowledge of the UK.		Study of Italy - human and physical geography Depth study of Northern Italy - similarities and differences to Devon		Exeter through the ages - from Roman settlement, centre of religion to present day.
RE	What makes some places sacred to believers?	Why does Christmas matter to Christians?	What do Hindus believe God is like?		What does it mean to be Hindu in Britain today?	
DT/Art	Drawing and painting Forest School		Pottery and mosaics		Food from around the world	
Music		Singing/Listening/ Composition Tribal Music (not done as we have		History of Music WCET- Melodicas, playing and composing		Composition Music around the world

		swapped to Romans) "Let your Spirit Fly" composition, improvisation and appraisal				
PSHE	1 Decision Keeping Safe	1 Decision Keeping Healthy	1 Decision Relationships	1 Decision Being Responsible	1 Decision Feelings and Emotions	1 Decision Computer Safety Money Matters
PE	Football	Hockey	Gymnastics Swimming	Outdoor Education	Striking and Fielding; Cricket Tennis	Athletics
MFL- French	Ongoing Themes:-Vocabulary, Grammar (see rolling programme)					
		Colours, numbers, greetings revision. Myself and family		The body Pets		Holidays Places and travel
Outdoor Learning	Forest School				Forest School	

**Curriculum Overview of skills
Class 2 Year 1 of rolling programme (2020-21)**

English - Pupils in Year 2	English - Pupils in Year 3	English - Pupils in Year 4
<p>Reading</p> <ul style="list-style-type: none"> • Develop phonics until decoding is secure • Read common suffixes • Read and re-read phonic-appropriate books • Read common 'exception' words • Discuss and express views about fiction, non-fiction and poetry • Become familiar with and retell stories • Ask and answer questions; make predictions • Begin to make inferences <p>Writing</p> <ul style="list-style-type: none"> • Spell by segmenting into phonemes • Learn to spell common 'exception' words • Spell using common suffixes, etc • Use appropriate size letters and spaces • Develop a positive attitude and stamina for writing • Record ideas sentence by sentence • Make simple additions and changes after proof reading <p>Grammar</p> <ul style="list-style-type: none"> • Use . ?, and ' • Use simple conjunctions • Begin to expand noun phrases • Use some features of standard English <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Articulate and justify answers • Initiate and respond to comments 	<p>Reading</p> <ul style="list-style-type: none"> • Use knowledge to read 'exception' words • Read a range of fiction and non-fiction words • Use dictionaries to check meaning • Prepare poems and plays to perform • Check own understanding of reading • Draw inferences and make predictions • Retrieve and record information from non-fiction books • Discuss reading with others <p>Writing</p> <ul style="list-style-type: none"> • Use prefixes and suffixes in spelling • Use a dictionary to confirm spellings • Write simple dictated sentences • Use handwriting joins appropriately • Plan to write based on familiar forms • Rehearse sentences orally for writing • Use varied rich vocabulary • Create simple settings and plot • Assess effectiveness of own and others' writing <p>Grammar</p> <ul style="list-style-type: none"> • Use a range of conjunctions • Use perfect tense • Use a range of nouns and pronouns • Use time connectives • Introduce speech punctuation 	<p>Reading</p> <ul style="list-style-type: none"> • Secure decoding of unfamiliar words • Read for a range of purposes • Retell some stories orally • Discuss words and phrases that capture the imagination • Identify themes and conventions • Retrieve and record information • Make inferences and justify predictions • Recognise a variety of forms of poetry • Identify and summarise ideas <p>Writing</p> <ul style="list-style-type: none"> • Correctly spell common homophones • Increase regularity of handwriting • Plan writing based on familiar forms • Organise writing into paragraphs • Use simple organisational devices • Proofread for spelling and punctuation errors • Evaluate own and others' writing • Read own writing aloud <p>Grammar</p> <ul style="list-style-type: none"> • Use wider range of conjunctions • Use perfect tense appropriately • Select pronouns and nouns for clarity • Use and punctuate direct speech • Use and punctuate direct speech • Use commas after front adverbials

<ul style="list-style-type: none"> Use spoken language to develop understanding 	<ul style="list-style-type: none"> Know language and clauses <p>Speaking and listening</p> <ul style="list-style-type: none"> Give structured descriptions Participate actively in conversation Consider and evaluate different viewpoints 	<p>Speaking and Listening</p> <ul style="list-style-type: none"> Articulate and justify opinions Speak audibly in Standard English Gain, maintain and monitor the interest of listeners
<p>Mathematics - Pupils in Year 2</p> <p>Number/Calculation</p> <ul style="list-style-type: none"> Know 2, 5 and 10x tables Begin to use place value (T/U) Count in 2's, 3's, 5's and 10's Identify, represent and estimate numbers Compare/order numbers, inc < > = Write numbers to 100 Know number facts to 20 (+ related to 100) Use multiplication and division symbols Recognise commutative property of multiplication <p>Geometry and measure</p> <ul style="list-style-type: none"> Know and use standard measures Read scales to nearest whole unit Use symbols for £ and p and add/subtract simple sums of less than £1 or in pounds Tell time to the nearest 5 minutes Identify and sort 2d and 3d shapes Identify 2d shapes on 3d surfaces Order and arrange mathematical objects 	<p>Mathematics - Pupils in Year 3</p> <p>Number/Calculation</p> <ul style="list-style-type: none"> Learn 3, 4 and 8 times tables Secure place value to 100 Mentally add and subtract units, tens or hundreds to numbers of up to 3 digits Written column addition and subtraction Solve number problems, including multiplication and simple division and missing number problems Use commutativity to help calculations <p>Geometry and measure</p> <ul style="list-style-type: none"> Measure and calculate with metric measures Measure simple perimeter Add/subtract using money in context Use Roman numerals up to XII; tell time Calculate using simple time problems Draw 2d/make 3d shapes Identify and use right angles Identify horizontal, vertical, perpendicular and parallel lines <p>Fractions and decimals</p> <ul style="list-style-type: none"> Use and count in tenths 	<p>Mathematics - Pupils in Year 4</p> <p>Number/Calculation</p> <ul style="list-style-type: none"> Know all tables to 12 X 12 Secure place value to 1000 Use negative whole numbers Round numbers to nearest 10, 100 or 1000 Use Roman numerals to 100 Column addition and subtraction up to 4 digits Multiply and divide mentally Use standard short multiplication <p>Geometry and measures</p> <ul style="list-style-type: none"> Compare 2d shapes, including quadrilaterals and triangles Find area by counting squares Calculate rectangle perimeters Estimate and calculate measures Identify acute, obtuse and right angles Identify symmetry Use first quadrant coordinates Introduce simple translations <p>Data</p>

<ul style="list-style-type: none"> • Use terminology of position and movement <p>Fractions</p> <ul style="list-style-type: none"> • Find and write simple fractions • Understand equivalence of e.g. $2/4 = 1/2$ <p>Data</p> <ul style="list-style-type: none"> • Interpret simple tables and pictograms • Ask and answer comparison questions • Ask and answer questions about totalling 	<ul style="list-style-type: none"> • Recognise, find and write fractions • Recognise some equivalent fractions • Add/subtract fractions up to <1 • Order fractions with common denominator <p>Data</p> <ul style="list-style-type: none"> • Interpret bar charts and pictograms 	<ul style="list-style-type: none"> • Use bar charts, pictograms and line graphs <p>Fractions and decimals</p> <ul style="list-style-type: none"> • Recognise tenths and hundredths • Identify equivalent fractions • Add and subtract fractions with common denominators • Recognise common equivalents • Round decimals to whole numbers • Solve money problems
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Y2 Science

Working Scientifically (investigations)

- asking simple questions and recognising that they can be answered in different ways.
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions

Y3/4 Science

Working Scientifically

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, using thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, charts and tables.
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- using results to draw simple conclusions, making predictions for new values, suggest improvements and raise further questions.

- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions to support their findings.

Year 2 Sticky Skills

- Ask questions such as :
How long are the roots of tall trees? Why do some animals have underground habitats
- Use microscopes to find out more about small creatures and plants
- Know how to set up a fair test and do so when finding out about how seeds grow best
- Classify or group things according to a given criteria, eg deciduous or coniferous
- Draw conclusions from fair test and explain what has been found out
- Use measures (within Y2 mathematical limits) to help find out more about the investigations they are engaged with

Year 3 Sticky skills

- Ask questions such as : Why do shadows change during the day?
- Observe at what time of day a shadow is likely to be at its longest and shortest
- Observe which type of plants grow in different places e.g. bluebells in woodland, roses in domestic gardens, etc.
- Use research to find out how reflection can help us see things that are around the corner
- Test to see which type of soil is most suitable when growing two similar plants
- Set up a fair test with different variables e.g. the best conditions for a plant to grow
- Measure carefully (taking account of mathematical knowledge up to Year 3) and add to scientific learning
- Use a thermometer to measure temperature and know there are two main scales used to measure temperature
- Gather and record information using a chart, matrix or tally chart, depending on what is most sensible
- Group information according to common factors e.g. plants that grow in woodlands or plants that grow in gardens
- Use bar charts and other statistical tables (in line with Year 3 mathematics statistics) to record findings
- Know how to use a key to help understand information presented on a chart
- Be confident to stand in front of others and explain what has been found out, for example about how the moon changes shape
- Present findings using written explanations and include diagrams when needed
- Make sense of findings and draw conclusions which help them to understand more about scientific information
- Amend predictions according to findings
- Be prepared to change ideas as a result of what has been found out during a scientific enquiry

Year 4 Sticky Skills

- Ask questions such as: What do we mean by 'pitch' when it comes to sound?
- Use research to find out which materials make effective conductors and insulators of electricity
- Carry out tests to see, for example, which of two instruments make the highest or lowest sounds and to see if a glass of ice weighs the same as a glass of water.
- Set up a fair test with more than one variable e.g. using different materials to cut out sound
- Explain to others why a test that has been set up is a fair one
- Measure carefully (taking account of mathematical knowledge up to Year 4) and add to scientific learning
- Gather and record information using a chart, matrix or tally chart, depending on what is most sensible
- Group information according to common factors e.g. materials that make good conductors or insulators
- Use bar charts and other statistical tables (in line with Year 4 mathematics statistics) to record findings
- Present findings using written explanations and include diagrams, when needed
- Write up findings using a planning, doing and evaluating process
- Make sense of findings and draw conclusions which helps them understand more about the scientific information that has been learned
- When making predictions there are plausible reasons as to why they have done so
- Able to amend predictions according to findings
- Prepared to change ideas as a result of what has been found out during a scientific enquiry

Science - Autumn Term

Electricity (carried over from the summer term)

Year 4

- identify common appliances that run on electricity.
- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
- identify whether or not a lamp will light in a simple circuit, based on whether or not the lamp is part of a complete loop

Science - Spring Term

Forces and magnets

- Compare how things move on different surfaces
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance
- Observe how magnets attract or repel each other and attract some materials and not others
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a

Science - Summer Term

Materials

- Identify and compare the uses of everyday materials
- Find out how the shapes of solid objects can be changed

Light

- Recognise that light is needed to see things
- Light is reflected
- Recognise that light from the sun can be dangerous
- Recognise that shadows are formed

with a battery.

- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
- recognise some common conductors and insulators, and associate metals with being good conductors.

Sticky Knowledge

- batteries and mains are both types of electricity
- TVs, fridges, phones and tablets all need electricity to work
- a circuit is an unbroken chain of components that electricity can travel around
- know what cells, wires, lamps, buzzers and switches are
- know that for a component in a circuit to work, there must be no breaks
- know that a switch can break or complete a circuit
- some materials, including most metals, allow electricity to pass through them (conductor) and some do not (insulators)

Rocks

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock

magnet, and identify some magnetic materials

- Describe magnets as having two poles
- Predict whether two magnets will attract or repel each other, depending on which poles are facing

Plants

- 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 (Yr 2)
- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- Explore the requirements of plants for life and growth and how they vary from plant to plant
- Investigate the way in which water is transported within plants
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
- Ask questions
- Observe closely, using equipment
- Identify and classify
- Use observations to suggest answers to questions

- Find patterns in the way that shadows change

<ul style="list-style-type: none"> Recognise that soils are made from rocks and organic matter 	<ul style="list-style-type: none"> Gathering and recording data Set up simple practical enquiries, comparative and fair tests Take accurate measurements Draw simple conclusions 	
<p style="text-align: center;">Computing - Autumn Term</p> <ul style="list-style-type: none"> Understand use of algorithms Write and test simple programs Use logical reasoning to make predictions 	<p style="text-align: center;">Computing</p> <ul style="list-style-type: none"> Design and write programs Organise, store, retrieve and manipulate data Understand computer networks Communicate online safely and respectfully 	<p style="text-align: center;">Computing</p> <ul style="list-style-type: none"> Use Internet safely and appropriately Collect and present data appropriately
<p style="text-align: center;">History - Autumn Term</p> <p>Build on Heatree residential last term. Place period in chronological context - pre Anglo Saxons (Yr 3 of rolling programme). Study daily life and challenges for Stone Age to Iron Age settlers. What is prehistory? How did hunter gatherers survive? What kind of sources tell us about the Stone Age? What are the mysteries around Stonehenge? How did Bronze replace Stone? Who was Boudicca? Why is there a statue in London (link to Victorians - Prince Albert).</p>	<p style="text-align: center;">History - Spring Term</p> <p>Who were the Romans? Why was the empire so powerful? Focus on the Roman soldier, weapons, tactics. Study of the Roman invasion on Britain, and the British resistance. Link to Autumn Term study. Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity Moved to Autumn 1</p>	<p style="text-align: center;">History - Summer Term</p> <p>Exeter through the ages - how has the city has changed over time. Study of how our knowledge of the past is constructed from a range of sources. Answer a hypothesis and provide evidence to support this.</p> <p>Place events in a chronological order. Use sources of information which go beyond simple observations. Communicate ideas in an organised and structured way.</p>

<p align="center">Geography - Autumn Term</p> <p>Study of counties of the UK. Describe the location of Dartmoor and Stonehenge. Use aerial images and other models to recognise landmarks. Use OS maps to locate features. Measure distances. Use keys and directional language. Recap 4 fig references - begin to study 6.</p>	<p align="center">Geography - Spring Term</p> <p>Italy - key physical and human features. Depth study - understand the geographical similarities and differences of a region in northern Italy and the county of Devon in the UK. - focus areas of tourism, farming, climate, population.</p>	<p>Journey around major capital cities of the world. Depth study - Exeter. Skills and fieldwork unit.</p> <p>Use maps, atlases and globes and digital mapping to locate major cities of the world. Exeter visit - record the human features in the city and how the land is used. Use skills such as measuring, sketching maps and recording of information in the form of graphs and tables.</p>
<p align="center">RE Autumn term</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Recognise that there are special places where people go to worship, and talk about what people do there. • Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean. • Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship. <p>Understand the impact:</p>	<p align="center">RE Spring Term</p> <p>Make sense of belief</p> <ul style="list-style-type: none"> • Identify some Hindu deities and say how they help Hindus describe God • Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God • Offer informed suggestions about what Hindu murtis express about God <p>Understand the impact:</p>	<p align="center">RE Summer term</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Describe how Hindus show their faith within their families in Britain today (e.g. home puja) • Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) • Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)

<p>Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe</p> <ul style="list-style-type: none"> • Give simple examples of how people worship at a church, mosque or synagogue • Talk about why some people like to belong to a sacred building or a community <p>Begin to recognise that people make special religious journeys or pilgrimages to sacred places.</p> <p>Make connections:</p> <p>Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas</p> <ul style="list-style-type: none"> • Talk about what makes some places special to people, and what the difference is between religious and non-religious special places. 	<ul style="list-style-type: none"> • Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali) • Identify some different ways in which Hindus worship. • Offer informed suggestions about what Hindu murtis express about God. <p>Make connections:</p> <ul style="list-style-type: none"> • Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today • Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas. 	<p>Understand the impact:</p> <ul style="list-style-type: none"> • Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean • Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) <p>Make connections:</p> <p>Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.</p>
<p style="text-align: center;">DT/Art - Autumn Term</p> <ul style="list-style-type: none"> • Use a range of materials • Use drawing and painting • Develop techniques of colour, pattern, texture, line, shape, form and space 	<p style="text-align: center;">DT/Art - Spring Term</p> <ul style="list-style-type: none"> • Use sculpture • Use a range of tools and materials • Generate, model and communicate ideas • Evaluate existing products and own ideas 	<p style="text-align: center;">DT/Art - Summer Term</p> <ul style="list-style-type: none"> • Understand where food comes from • Understand seasonality; prepare and cook mainly savoury dishes

<ul style="list-style-type: none"> • Use sketchbooks to collect, record and evaluate ideas • Stone Age Art • Iron Age Art 	<ul style="list-style-type: none"> • Use research and criteria to develop products which are fit for purpose 	
<p style="text-align: center;">Music - Autumn Term Stone Age to Iron Age</p> <p>Charanga resources to be used where useful and applicable</p> <p>Due to a change of Topic we did not do tribal music but the "Let your Spirit Fly" Unit of work from Charanga - However many of the same objectives were covered - those covered are highlighted in yellow</p> <ul style="list-style-type: none"> • Begin to develop an understanding of the history of music, and how music has changed over time- why has it changed? How has it changed? • Explore the concept of 'tribal music' and what this is. Listen and appraise music from ancient tribes and identify key musical features of these. • Use a growing range of musical terminology (pitch, duration, dynamics etc.) with growing accuracy and confidence to talk about a range of music • Find the 'pulse' of a variety of tribal music with ease. • Begin to create own compositions for tribal music, with an awareness of the meaning behind the composition. 	<p style="text-align: center;">Music - Spring Term Romans WCET- Melodicas</p> <p>Charanga resources to be used where useful and applicable</p> <ul style="list-style-type: none"> • Learn how to hold a melodica properly, using correct technique • Learn how to play a range of notes correctly, moving between each one. • Use instruments (melodicas) with increasing accuracy, control and expression • Begin to understand notation (Yr 3/4) and the meaning of different notes • Follow notation on the board to play as a class ensemble. • Use learnt notes to compose a short piece, with an awareness of audience and musical components. • Perform a short composition to an audience with control and confidence. • Develop an understanding of the history of music, and how music has changed over time (especially from the Roman period) • Use musical vocabulary to explain features of music from the Roman time period 	<p style="text-align: center;">Music - Summer Term Cities of the World</p> <p>Charanga resources to be used where useful and applicable</p> <ul style="list-style-type: none"> • Listen to and appraise a range of music from different cultures and genres, and identify their features using a wealth of musical terminology learnt throughout the year. • Generate opinions and responses to different styles of music, and explain why certain instruments have been used and to what effect • Understand what 'improvise' means, and improvise a piece of music to a certain theme of destination • Create short compositions to fit a destination; understand how to change music to fit the 'feel' and 'mood' of a destination. • Play tuned and untuned instruments with skill, control, expression and awareness of 'mood' within compositions • Use growing forms of formal notation to record the notes they want to play, and demonstrate a growing understanding of what different notes mean (Yr 3/4).

<ul style="list-style-type: none"> • Begin to use forms of formal notation to record notes they wish to play (Y2-informal) • Play a variety of tuned and untuned (can't use untuned due to Covid) instruments with an awareness of control and how to make the desired sound. • Learn and sing songs for an audience utilising good singing habits and awareness of posture, breath and phrasing (Christmas Show, Carol Service) • Use your voice expressively and creatively • Play tuned instruments musically • Listen with concentration to a range of music and evaluate it (do you like it? Why?) • Play and perform on your own and as part of a group • Compose a simple melody • Play specific notes as an accompaniment 	<ul style="list-style-type: none"> • Develop an awareness of famous composers, and what a composer is. • Learn and sing songs for an audience (Class 2 Assembly) building on Autumn term skills. 	<ul style="list-style-type: none"> • Develop an understanding of famous composers from different areas of the world, and their contribution to music. • Perform compositions to an audience, with confidence and skill on their chosen instrument.
<p>PSHE - Autumn Term</p> <p>(H- Health and Wellbeing, R- Relationships, L- Living in the Wider World)</p> <p><u>1 Decision Units</u></p> <p><u>Keeping Safe</u></p> <p><u>Year 2</u></p>	<p>PSHE - Spring Term</p> <p>(H- Health and Wellbeing, R- Relationships, L- Living in the Wider World)</p> <p><u>1 Decision Units</u></p> <p><u>Relationships</u></p> <p><u>Year 2</u></p>	<p>PSHE - Spring Term</p> <p>(H- Health and Wellbeing, R- Relationships, L- Living in the Wider World)</p> <p><u>1 Decision Unit</u></p> <p><u>Feelings and Emotions</u></p> <p><u>Year 2</u></p>

<p>Being Safe (R) How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. How to recognise and report feelings of being unsafe or feeling bad about any adult. Being safe at home and on the road. How to recognise dangers to themselves and to others.</p> <p><u>Year 3/4</u> How to manage risks to physical and emotional health and wellbeing Ways of keeping physically and emotionally safe.</p> <p>Drugs, Alcohol and Tobacco (H) The facts about legal and illegal harmful substances and associated risks</p> <p><u>Keeping healthy</u></p> <p>Year 2 Healthy Eating (H) What constitutes a healthy diet (including understanding calories and other nutritional content) The principles of planning and preparing a range of healthy meals The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</p> <p>Year 3/4</p>	<p>Respectful relationships (R) That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>Caring friendships (R) How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p><u>Year 3/4</u></p> <p>Being Safe (R) About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p><u>Being Responsible</u></p> <p>Year 2 The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. The risks associated with an inactive lifestyle (including obesity).</p>	<p>Caring friendships (R) That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>Mental wellbeing (H) That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>Mental wellbeing (H) That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p><u>Year 3/4</u> Wellbeing (H) How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>Simple self-care techniques, including the importance of rest, time spent with friends and</p>
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<p>Healthy Eating (H) Know and understand that too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older.</p> <p>About dental health and the benefits of good oral hygiene and dental flossing, including regular check-up</p>	<p>Being safe (R) How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p><u>Year 3/4</u> Respectful relationships (R) Practical steps they can take in a range of different contexts to improve or support respectful relationships. The conventions of courtesy and manners.</p>	<p>family and the benefits of hobbies and interests</p> <p><u>Money Matters</u> <u>Year 2</u> Core theme - Living in the Wider World About where money comes from, keeping it safe and the importance of managing it effectively The part that money plays in people's lives A basic understanding of enterprise.</p> <p><u>Year 3/4</u> Basic First Aid (H) How to make a clear and efficient call to emergency services if necessary.</p>
<p style="text-align: center;">PE - Autumn Term</p> <ul style="list-style-type: none"> • Master basic movement - running, throwing, catching in isolation and combination • Participate in team games • Develop flexibility and control in gym • Compare performances to achieve personal bests <p style="text-align: center;">Football Hockey Dance; which term?</p>	<p style="text-align: center;">PE - Spring Term</p> <ul style="list-style-type: none"> • Swimming proficiency • Take part in outdoor and adventurous activities • Play competitive games and apply basic principles in attacking and defending • Develop flexibility and control in dance • Compare performances to achieve personal best <p style="text-align: center;">Gymnastics Outdoor Education Swimming</p>	<p style="text-align: center;">PE - Summer Term</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and combination • Play competitive games and apply basic principles of attacking and defending • Compare performance and demonstrate improvement <p style="text-align: center;">Striking and Fielding;Cricket Tennis Athletics</p>
MFL - Autumn Term	MFL - Spring Term	MFL - Summer Term

Topics- In all lessons children will:-	Topics- In all lessons children will:-	Topics- In all lessons children:-
<p>Listen and engage</p> <p>Ask and answer questions</p> <p>Speak in short sentences using familiar vocabulary</p> <p>Develop appropriate pronunciation and intonation.</p> <p>Show understanding of words and phrases</p> <p>Appreciate stories, songs, poems and rhymes</p> <p>Broaden vocabulary</p>	<p>Listen and engage</p> <p>Ask and answer questions</p> <p>Speak in short sentences using familiar vocabulary</p> <p>Develop appropriate pronunciation and intonation.</p> <p>Show understanding of words and phrases</p> <p>Appreciate stories, songs, poems and rhymes</p> <p>Broaden vocabulary</p>	<p>Listen and engage</p> <p>Ask and answer questions</p> <p>Speak in short sentences using familiar vocabulary</p> <p>Develop appropriate pronunciation and intonation.</p> <p>Show understanding of words and phrases</p> <p>Appreciate stories, songs, poems and rhymes</p> <p>Broaden vocabulary</p>
<p>Skills</p> <p>Children will be able to:</p>		
<p>Listening</p>	<p>Y2/3</p> <p>recognise a few familiar spoken words and phrases - e.g. the teacher's instructions, colours, numbers</p>	<p>Y3/4</p> <p>understand familiar spoken words and phrases - e.g. the teacher's instructions, colours, numbers</p>
<p>Speaking</p>	<p>Y2/3</p> <p>say and repeat single words and short simple phrases.</p>	<p>Y3/4</p> <p>answer simple questions and give basic information - e.g. name, age</p>
<p>Reading</p>	<p>Y2/3</p> <p>recognise and read out a few familiar words and phrases</p>	<p>Y3/4</p> <p>understand and read out familiar written words and some phrases.</p>
<p>Writing</p>	<p>Y2/3</p>	<p>Y3/4</p> <p>write one or two short sentences to a model and fill in the words on a simple form.</p>

	write or copy simple words or symbols correctly.	
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