

## YEAR 2 Curriculum Map – Cycle 1

Term	Science	Geography	History	PE	Art	RE	D&T	Computing	Music	PSHE
1	<p><b>Animals Including Humans</b> – Understand that animals, including humans, have offspring which grow into adults. 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> <p><b>Seasons</b> – Observe and describe weather associated with Autumn and how day length varies. Observe changes across the season of Autumn.</p>	<p>Describe seasonal weather changes; Use world maps, atlases and globes to identify the United Kingdom and its countries( as well as the countries, continents and oceans studied at this key stage;</p> <p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley</p> <p>Use basic geographical vocabulary to refer to key human features</p>	<p><b>Whoosh Up We Go</b></p> <p>Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods: the history of flight, who flew first and how</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events such as: naming key figures in the Gunpowder plot,</p> <p>Describe events beyond living memory that are significant nationally or globally. The first aeroplane flight or events commemorated through festivals or anniversaries</p> <p>Use a wide vocabulary of everyday historical terms</p> <p>Speak about how he/she has found out about the past</p>	<p><b>SPORT</b> TBC</p> <p><b>Activities</b> Follow the Leader Balloon Balance</p> <p><b>Pupil's Learning Journey (Personal)</b></p> <p>I can follow instructions, practise safely and work on simple tasks by myself</p> <p>I try several times if at first I don't succeed and ask for help when appropriate</p> <p>I have begun to challenge myself</p> <p>I know where I am with my learning</p>	<p><b>Whoosh Up We Go</b> <u>Produced work inspired by:</u></p> <ul style="list-style-type: none"> <li>o Van Gogh- Studies of skies</li> <li>o Andy Warhol – Sunset 1972</li> <li>o David Hockney</li> </ul> <p><u>Outcome:</u></p> <ul style="list-style-type: none"> <li>o Sky art</li> <li>o Sunset art</li> <li>o Digital art- ipads and paint programme</li> </ul>	<p>Unit 7 – Why are some places special?</p> <p>Key questions – what places are special to me? What places are special to members of a religion? How are special buildings used?</p>	<p><b>Whoosh Up We Go</b></p> <p><b>Processes</b></p> <p><u>Design and make a space rocket from recycled materials</u> -Use design criteria when designing a product -Choose the appropriate equipment to cut, shape and join</p> <p><b>Cooking and nutrition</b></p> <p><u>Sorting food into the different food groups</u> -Understand that food has to be farmed, grown or caught</p> <p><u>Making vegetable soup</u> -Use a wider range of cooking techniques with support to prepare food safely</p>	<p><b>E-safety</b> – Review and edit our online safety guidelines. <b>Touch typing skills</b> <b>Create computer art:</b></p> <ul style="list-style-type: none"> <li>• access an appropriate program for achieving a specific task;</li> <li>• recreate a piece of art using a computer program;</li> <li>• switch between program tools to produce different techniques;</li> <li>• alter the formatting of a tool to adjust the colour or size.</li> </ul>	<p>Learning is focused around one song: <b>Hands, Feet, Heart.</b> The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise different styles of South African music.</p>	<p><b>Being Me in My World</b></p> <ul style="list-style-type: none"> <li>• Identifying hopes and fears for the year ahead.</li> <li>• Understand the rights and responsibilities of class members.</li> <li>• Know that it is important to listen to other people.</li> <li>• Understand that their own views are valuable.</li> <li>• Know about rewards and consequences and that these stem from choices.</li> <li>• Know that positive choices impact positively on self-learning and the learning of other.</li> </ul>
2	<p><b>Living Things &amp; Their Habitats</b> - 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. Learn how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Identify and name a variety of plants and animals in their habitats, including micro-habitats 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>			<p><b>SPORT</b> TBC</p> <p><b>Activities</b> Mirror image Exchange objects</p> <p><b>Pupil's Learning Journey (Social)</b></p> <p>I can work sensibly with others, taking turns and sharing</p> <p>I can help praise and encourage others in their learning</p> <p>I show patience and support to others</p>		<p>Key concepts/stories: Symbols, Ganesha, Christian symbols, belonging</p>		<p><b>E-safety</b> - Create a strong online anti-bullying message <b>touch typing skills</b> <b>Create a presentation</b></p> <ul style="list-style-type: none"> <li>• Insert slides, add and type into a text box</li> <li>• Create folders.</li> <li>• Print files.</li> <li>• Add images.</li> <li>• Format text and text boxes.</li> <li>• Save files in an organised folder structure.</li> </ul>	<p><b>Christmas Production</b></p> <p>Children will learn that performance is sharing with an audience and an audience can include your parents and friends. They will learn to sing in a group, to follow a conductor and to listen to each other. They will learn to express how they feel about their performance.</p>	<p><b>Celebrating Differences</b></p> <ul style="list-style-type: none"> <li>• Know there are stereotypes about boys and girls.</li> <li>• Know that it is OK not to conform to gender stereotypes.</li> <li>• Know it is good to be yourself.</li> <li>• Know that sometimes people get bullied because of difference.</li> <li>• Know the difference between right and wrong and the role that choice has to play in this.</li> <li>• Know that friends can be different and still be friends.</li> <li>• Know where to get help if being bullied.</li> <li>• Know the difference between a one-off incident and bullying.</li> </ul>
3	<p><b>Materials &amp; Their Properties</b> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Describe how the shapes of solid objects made from some materials can be changed.</p> <p><b>Seasons</b> – Observe and describe weather associated with Winter &amp; Spring seasons and how day length varies. Observe changes across the seasons of Winter &amp; Spring</p>	<p>Name, describe and compare familiar places Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom</p> <p>Name, locate and identify characteristics of the seas surrounding the United Kingdom</p>	<p><b>Build It High</b></p> <p>Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods e.g. make a timeline of various homes using pictures of local buildings</p> <p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented e.g, use of books, internet,</p>	<p><b>SPORT</b> TBC</p> <p><b>Activities</b> Rock Paper Scissors Balance Circuit</p> <p><b>Pupil's Learning Journey (Cognitive)</b></p> <p>I can name some things that I am good at</p> <p>I can understand and follow some simple rules</p> <p>I can explain why</p>	<p><b>Build It High</b> <u>Produced work inspired by:</u></p> <ul style="list-style-type: none"> <li>o Buildings / skyscrapers</li> <li>o Gaudi – 3D work and line drawing</li> <li>o Georgia O'Keefe - Manhattan skyline</li> </ul> <p><u>Outcome:</u></p> <ul style="list-style-type: none"> <li>o Junk model Sculpture of a building</li> <li>o Line drawing of patterns</li> <li>o Manhattan skyline</li> </ul>	<p>Unit 9 – why is Jesus important?</p> <p>Key questions: What do stories from the Bible say about Jesus? What things did Jesus say and do that guide people in their lives?</p>	<p><b>Build It High</b></p> <p><b>Processes</b></p> <p><u>Build towers from various materials</u> -Investigate how to stiffen and stabilise structures made from a variety of materials</p> <p><u>Design, make and evaluate a vehicle to transport building materials</u> -Generate, mock-up and develop a design</p>	<p><b>E-safety</b> -Use search engines safely <b>Touch typing skills</b> <b>Code using Turtle</b></p> <ul style="list-style-type: none"> <li>• Draw lines of different lengths using the fd command.</li> <li>• Turn the turtle using rt 90 and lt 90.</li> <li>• Draw squares and rectangles.</li> <li>• Create simple algorithms Some children will be able to:</li> <li>• Write an algorithm for a shape.</li> <li>• Use the repeat command.</li> </ul>	<p>Learning this term is based around <b>I Wanna Play In A Band</b>, a Rock song written especially for children. In this song you learn about singing and playing together in an ensemble.</p> <p>As well as learning to sing, play, improvise and compose with this song, children will listen and appraise classic Rock songs</p>	<p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>• Know how to choose a realistic goal and think about how to achieve it.</li> <li>• Know that it is important to persevere. Know how to recognise what working together well looks like.</li> <li>• Know what good group working looks like.</li> <li>• Know how to share success with other people.</li> </ul>

			<p>paintings, journals</p> <p>Use a wide vocabulary of everyday historical terms</p> <p>Speak about how he/she has found out about the past</p> <p>Record what he/she has learned by drawing and writing – evidence in topic books</p>	<p>someone is working or performing well.</p> <p><b>SPORT</b> TBC</p> <p><b>Activities</b> Getting Around Us All Routes Rollerball</p> <p><b>Pupil's Learning Journey (Creative)</b></p> <p>I can explore and describe different movements</p> <p>I can select and link movements together to fit a theme</p> <p>I can begin to compare my movements and skills with those of others</p>	<p>- Paint and paper silhouettes</p>	<p>Key concepts/stories: Jesus' life, parables of the lost coin and the lost sheep, parable of the Good Samaritan, parable of the mustard seed, Easter</p>	<p>for a product that uses wheels and axles to enable it to move</p> <p>-Safely measure, mark out, cut, shape and join materials and components</p> <p>-Evaluate and assess existing products and those that we have made using a design criteria</p> <p><b>Cooking and nutrition</b></p> <p><u>Savoury Croque-en-Bouche tower</u></p> <p>-Use a wider range of cooking techniques to prepare food safely</p>	<p><b>E-safety</b> -generate strong passwords and keep them safe</p> <p><b>Touch typing skills Coding</b> - Continue to develop children's coding and debugging skills using Turtle, Logo, BeeBots and Roamers</p> <p>Compare different coding software and say which is best and why?</p>	<p>All the learning is focused around one song: <b>Zootime</b>. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p>Healthy Me</p> <ul style="list-style-type: none"> <li>• Know what their body needs to stay healthy.</li> <li>• Know what relaxed means.</li> <li>• Know what makes them feel relaxed / stressed.</li> <li>• Know how medicines work in their bodies.</li> <li>• Know that it is important to use medicines safely.</li> <li>• Know how to make some healthy snacks.</li> <li>• Know why healthy snacks are good for their bodies.</li> <li>• Know which foods given their bodies energy.</li> </ul>
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5	<p><b>Plants</b> – Observe and describe how seeds and bulbs grow into mature plants. Describe how plants need water, light and a suitable temperature to grow and stay healthy, and describe the impact of changing these.</p> <p><b>Seasons</b> – Observe and describe weather associated with Summer season and how day length varies. Observe changes across the seasons of Summer.</p>	<p>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</p> <p>Make simple maps and plans; 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</p>	<p><b>Geography Focus</b></p> <p><b>SPORT</b> TBC</p> <p><b>Activities</b> Juggle Challenge Beat the Buzzer</p> <p><b>Pupil's Learning Journey (Physical)</b></p> <p>I can perform a single skill or movement with some control</p> <p>I can perform a range of skills with some control and consistency</p> <p>I can select and apply a range of skills with good control and consistency</p>	<p><b>The Great Outdoors</b> <u>Produced work inspired by:</u></p> <ul style="list-style-type: none"> <li>o Crafts from around the world: Henna Hands; Adrinka Fabric Painting; Mexican Folk Art.</li> <li>o The book 'Giant' by Juliet and Charles Snape</li> <li>o Meadows</li> </ul> <p><u>Outcome:</u></p> <ul style="list-style-type: none"> <li>o Henna Hands;</li> <li>o Adrinka Fabric Painting;</li> <li>o Mexican Folk Art;</li> <li>o Collage of Earth-based giant</li> <li>o Meadow art</li> </ul>	<p>Unit 4 – Where do we belong? An exploration of family, community and of faith communities</p> <p>Key questions: Where do I belong? Where do people belong? What shows that people belong to a faith or community?</p>	<p><b>The Great Outdoors</b></p> <p><b>Cooking and nutrition</b></p> <p><u>Cheese scones</u></p> <p>-Use a wider range of cooking techniques to prepare food safely</p> <p><u>Campfire cooking (popcorn and damper bread)</u></p> <p>Cook food safely on a camp fire</p> <p><u>Planning and preparing food for a celebration</u></p> <p>-Understand that we need to eat a variety of foods</p> <p>-Use a wider range of cookery techniques to prepare food safely with increasing independence</p>	<p><b>E-safety</b> -Solve online safety issues.</p> <p><b>Touch typing skills Use the internet and blog</b></p> <ul style="list-style-type: none"> <li>• search using the words "for kids";</li> <li>• follow a weblink;</li> <li>• locate their own blog;</li> <li>• understand how to blog safely and responsibly</li> <li>• identify search results that will give some useful information;</li> <li>• know where to find the address of a link;</li> <li>• log in and post a blog or comments.</li> </ul>	<p><b>Campfire Songs</b></p> <p>Games using rhythm and pitch Improvising by making instruments in the WWW Making loud and soft noises</p>	<p>Relationships</p> <ul style="list-style-type: none"> <li>• Know that everyone's family is different. Know that families function well when there is trust, respect, care, love and co-operation.</li> <li>• Know that there are lots of forms of physical contact within a family.</li> <li>• Know how to stay stop if someone is hurting them.</li> <li>• Know some reasons why friends have conflicts.</li> <li>• Know that friendships have ups and downs and sometimes change with time. Know how to use the Mending Friendships or Solve-it-together problem-solving methods.</li> <li>• Know there are good secrets and worry secrets and why it is important to share worry secrets.</li> <li>• Know what trust is.</li> </ul>	
6			<p><b>SPORT</b> TBC</p> <p><b>Activities</b> Tunnels Front Curling Game</p> <p><b>Pupil's Learning Journey (Health and Fitness)</b></p> <p>I am aware of why exercise is important for good health</p> <p>I use equipment appropriately and move</p>	<p>Key concepts/stories: Family, belonging, Jesus in the Temple, festivals and traditions, special meals, Shabbat, prayer</p>	<p><b>E-safety</b>- apply and understand the PEGI rating system for games.</p> <p><b>Touch typing skills</b></p> <p><b>Fluency</b> - consolidate previous skills learned and link with work in-class through:</p> <ul style="list-style-type: none"> <li>- Making a PowerPoint about some learning in class.</li> <li>- Using I-pads as cameras and take images to do observational art from back in class (Outdoor</li> </ul>	<p><b>Performance</b></p> <p>Children choose a piece they have learnt during the year, rehearse and perform it at the Music Festival.</p> <p>They are encouraged to add their ideas to the performance.</p> <p>Children review the recording of their performance and articulate how they were feeling about it.</p>	<p>Changing Me</p> <ul style="list-style-type: none"> <li>• Know that life cycles exist in nature.</li> <li>• Know that aging is a natural process including old-age.</li> <li>• Know that some changes are out of an individual's control.</li> <li>• Know how their bodies have changed from when they were a baby and that they will continue to change as they age. Know the physical differences between male and female bodies.</li> <li>• Know the correct names for private body parts.</li> </ul>			

				and land safely  I can describe how and why my body changes during and after exercise				learning) - Inserting and annotating images linked to in-class learning - Consolidating and extending coding skills using Beebots, Roamers, Logo or Turtle (link to maths)		<ul style="list-style-type: none"><li>• Know that private body parts are special and that no one has the right to hurt these.</li><li>• Know who to ask for help if they are worried or frightened.</li><li>• Know there are different types of touch and that some are acceptable and some are unacceptable.</li></ul>
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## YEAR 2 Curriculum Map – Cycle 2

Term	Science	Geography	History	PE	Art	RE	DT	Computing	Music	PSHE
1	<p><b>Animals Including Humans</b> – Understand that animals, including humans, have offspring which grow into adults. 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> <p><b>Seasons</b> – Observe and describe weather associated with Autumn and how day length varies. Observe changes across the season of Autumn.</p>	<p>Describe seasonal weather changes; Use world maps, atlases and globes to identify the United Kingdom and its countries</p> <p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean,</p> <p>Use basic geographical vocabulary to refer to key human features</p>	<p><b>In A Flap/Gunpowder Plot</b></p> <p>Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods such as Starting school, first flight, Gunpowder plot</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events such as key places in the Gunpowder Plot</p> <p>Describe changes within living memory and aspects of change in national life – lockdown and now</p>	<p><b>SPORT</b> TBC</p> <p><b>Activities</b> Follow the Leader Balloon Balance</p> <p><b>Pupil's Learning Journey (Personal)</b></p> <p>I can follow instructions, practise safely and work on simple tasks by myself</p> <p>I try several times if at first I don't succeed and ask for help when appropriate</p> <p>I have begun to challenge myself</p> <p>I know where I am with my learning</p>	<p><b>In a Flap (Birds)</b> <u>Produced work inspired by:</u></p> <ul style="list-style-type: none"> <li>o Garden birds</li> <li>o Birds of prey</li> <li>o Feathers</li> <li>o Penguins</li> </ul> <p><u>Outcome:</u></p> <ul style="list-style-type: none"> <li>o Sketch of birds / feathers of prey using pencil, chalk or charcoal.</li> <li>o Printed penguin scene (fingers and thumbs)</li> <li>o Felt glove puppets (linked to DT)</li> </ul>	<p>Unit 7 – Why are some places special?</p> <p>Key questions – what places are special to me? What places are special to members of a religion? How are special buildings used?</p>	<p><b>In a Flap</b></p> <p><u>Processes</u></p> <p><u>Design and make a space rocket from recycled materials</u> -Use design criteria when designing a product -Choose the appropriate equipment to cut, shape and join</p> <p><u>Cooking and nutrition</u></p> <p><u>Sorting food into the different food groups</u> -Understand that food has to be farmed, grown or caught</p> <p><u>Making vegetable soup</u> -Use a wider range of cooking techniques with support to prepare food safely</p>	<p><b>E-safety</b> – Review and edit our online safety guidelines. <b>Touch typing skills</b> <b>Create computer art:</b></p> <ul style="list-style-type: none"> <li>• access an appropriate program for achieving a specific task;</li> <li>• recreate a piece of art using a computer program;</li> <li>• switch between program tools to produce different techniques;</li> <li>• alter the formatting of a tool to adjust the colour or size.</li> </ul>	<p>Learning is focused around one song: <b>Hands, Feet, Heart</b>. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise different styles of South African music</p>	<p>Being Me in My World</p> <ul style="list-style-type: none"> <li>• Identifying hopes and fears for the year ahead.</li> <li>• Understand the rights and responsibilities of class members.</li> <li>• Know that it is important to listen to other people.</li> <li>• Understand that their own views are valuable.</li> <li>• Know about rewards and consequences and that these stem from choices.</li> <li>• Know that positive choices impact positively on self-learning and the learning of other.</li> </ul>
2	<p><b>Living Things &amp; Their Habitats</b> - 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. Learn how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Identify and name a variety of plants and animals in their habitats, including micro-habitats 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>		<p>Speak about how he/she has found out about the past</p> <p>Record what he/she has learned by drawing and writing – evidence in topic books</p>	<p><b>SPORT</b> TBC</p> <p><b>Activities</b> Mirror image Exchange objects</p> <p><b>Pupil's Learning Journey (Social)</b></p> <p>I can work sensibly with others, taking turns and sharing</p> <p>I can help praise and encourage others in their learning</p> <p>I show patience and support to others</p>		<p>Key concepts/stories: Symbols, Ganesha, Christian symbols, belonging</p>		<p><b>E-safety</b> - Create a strong online anti-bullying message <b>touch typing skills</b> <b>Create a presentation</b></p> <ul style="list-style-type: none"> <li>• Insert slides, add and type into a text box</li> <li>• Create folders.</li> <li>• Print files.</li> <li>• Add images.</li> <li>• Format text and text boxes.</li> <li>• Save files in an organised folder structure.</li> </ul>	<p><b>Christmas Production</b> Children will learn that performance is sharing with an audience and an audience can include your parents and friends. They will learn to sing in a group, to follow a conductor and to listen to each other. They will learn to express how they feel about their performance.</p>	<p>Celebrating Differences</p> <ul style="list-style-type: none"> <li>• Know there are stereotypes about boys and girls.</li> <li>• Know that it is OK not to conform to gender stereotypes.</li> <li>• Know it is good to be yourself.</li> <li>• Know that sometimes people get bullied because of difference.</li> <li>• Know the difference between right and wrong and the role that choice has to play in this.</li> <li>• Know that friends can be different and still be friends.</li> <li>• Know where to get help if being bullied.</li> <li>• Know the difference between a one-off incident and bullying.</li> </ul>
3	<p><b>Materials &amp; Their Properties</b> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Describe how the shapes of solid objects made from some materials can be changed.</p> <p><b>Seasons</b> – Observe and describe weather associated with Winter &amp; Spring seasons and how day length varies. Observe changes across</p>	<p>Name, describe and compare familiar places Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom</p>	<p><b>Rolling, Rolling, Rolling</b></p> <p>Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. Make a timeline of various road vehicles</p> <p>Show understanding of some of the ways in which we find out about the past</p>	<p><b>SPORT</b> TBC</p> <p><b>Activities</b> Rock Paper Scissors Balance Circuit</p> <p><b>Pupil's Learning Journey (Cognitive)</b></p> <p>I can name some things that I am good at</p> <p>I can understand and</p>	<p><b>Rolling Rolling Rolling! (Transport)</b> <u>Produced work inspired by:</u></p> <ul style="list-style-type: none"> <li>o Study work by Dufy</li> <li>o 'The Yellow Submarine.'</li> <li>o Bristol Balloon Fiesta.</li> </ul> <p><u>Outcome:</u></p> <ul style="list-style-type: none"> <li>o Artwork inspired by Dufy.</li> <li>o Collective picture inspired by 'The</li> </ul>	<p>Unit 9 – why is Jesus important?</p> <p>Key questions: What do stories from the Bible say about Jesus? What things did Jesus say and do that guide people in their lives?</p>	<p><b>Rolling, Rolling, Rolling!</b></p> <p><u>Processes</u></p> <p><u>Build towers from various materials</u> -Investigate how to stiffen and stabilise structures made from a variety of materials</p> <p><u>Design, make and evaluate a vehicle to transport building materials</u></p>	<p><b>E-safety</b> -Use search engines safely <b>Touch typing skills</b> <b>Code using Turtle</b></p> <ul style="list-style-type: none"> <li>• Draw lines of different lengths using the fd command.</li> <li>• Turn the turtle using rt 90 and lt 90.</li> <li>• Draw squares and rectangles.</li> <li>• Create simple algorithms Some children will be able to:</li> <li>• Write an algorithm for a</li> </ul>	<p>Learning this term is based around <b>I Wanna Play In A Band</b>, a Rock song written especially for children. In this song you learn about singing and playing together in an ensemble.</p> <p>As well as learning to sing, play, improvise and compose with this song, children will listen and appraise classic Rock songs</p>	<p>Dreams and Goals</p> <ul style="list-style-type: none"> <li>• Know how to choose a realistic goal and think about how to achieve it.</li> <li>• Know that it is important to persevere. Know how to recognise what working together well looks like.</li> <li>• Know what good group working looks like.</li> <li>• Know how to share success with other people.</li> </ul>

	the seasons of Winter & Spring	Name, locate and identify characteristics of the seas surrounding the United Kingdom	and identify different ways in which it is represented. Use books, internet, paintings, journals  Speak about how he/she has found out about the past – list resources such as artefacts and the internet	follow some simple rules  I can explain why someone is working or performing well.	Yellow Submarine.’ (Sort, cut and shape fabrics) o Collective picture inspired by Bristol Balloon Fiesta. Background paint and tissue paper.	-Generate, mock-up and develop a design for a product that uses wheels and axles to enable it to move -Safely measure, mark out, cut, shape and join materials and components -Evaluate and assess existing products and those that we have made using a design criteria  <b>Cooking and nutrition</b>  <u>Savoury Croque-en-Bouche tower</u> -Use a wider range of cooking techniques to prepare food safely	shape. • Use the repeat command.			
4			Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods such as George Stephenson and Sir James Dyson	<b>SPORT</b> TBC  <b>Activities</b> Getting Around Us All Routes Rollerball  <b>Pupil’s Learning Journey (Creative)</b>  I can explore and describe different movements  I can select and link movements together to fit a theme  I can begin to compare my movements and skills with those of others		Key concepts/stories: Jesus’ life, parables of the lost coin and the lost sheep, parable of the Good Samaritan, parable of the mustard seed, Easter  <b>Cooking and nutrition</b>  <u>Savoury Croque-en-Bouche tower</u> -Use a wider range of cooking techniques to prepare food safely	<b>E-safety</b> -generate strong passwords and keep them safe <b>Touch typing skills Coding</b> - Continue to develop children’s coding and debugging skills using Turtle, Logo, BeeBots and Roamers Compare different coding software and say which is best and why?	All the learning is focused around one song: <b>Zootime</b> . The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.	Healthy Me • Know what their body needs to stay healthy. • Know what relaxed means. • Know what makes them feel relaxed / stressed. • Know how medicines work in their bodies. • Know that it is important to use medicines safely. • Know how to make some healthy snacks. • Know why healthy snacks are good for their bodies. • Know which foods given their bodies energy.	
5	<b>Plants</b> – Observe and describe how seeds and bulbs grow into mature plants. Describe how plants need water, light and a suitable temperature to grow and stay healthy, and describe the impact of changing these.  <b>Seasons</b> – Observe and describe weather associated with Summer season and how day length varies. Observe changes across the seasons of Summer.	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  Make simple maps and plans; Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features	<b>All Creatures Great and Small</b>  Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented such as the use of books, internet, paintings, journals when researching how horses were used in the past	<b>SPORT</b> TBC  <b>Activities</b> Juggle Challenge Beat the Buzzer  <b>Pupil’s Learning Journey (Physical)</b>  I can perform a single skill or movement with some control  I can perform a range of skills with some control and consistency  I can select and apply a range of skills with good control and consistency	<b>All Creatures Great and Small</b> <u>Produced work inspired by:</u> o Crafts from around the world: Asian Elephant Craft; Aboriginal Dot Paintings; Tropical Morpho Butterfly Craft. o Andy Goldsworthy.  <u>Outcome:</u> o Asian Elephant Craft; o Aboriginal Dot Painting; o Tropical Morpho Butterfly Craft. o Fantasy animals made from natural materials inspired by Andy Goldsworthy.	Unit 4 – Where do we belong? An exploration of family, community and of faith communities  Key questions: Where do I belong? Where do people belong? What shows that people belong to a faith or community?	<b>All Creatures Great and Small</b>  <b>Cooking and nutrition</b>  <u>Cheese scones</u> -Use a wider range of cooking techniques to prepare food safely  <u>Campfire cooking (popcorn and damper bread)</u> -Cook food safely on a camp fire  <u>Planning and preparing food for a celebration</u> -Understand that we need to eat a variety of foods -Use a wider range of cookery techniques to prepare food safely with increasing independence	<b>E-safety</b> -Solve online safety issues. <b>Touch typing skills Use the internet and blog</b> "for kids"; • follow a weblink; • locate their own blog; • understand how to blog safely and responsibly • identify search results that will give some useful information; • know where to find the address of a link; • log in and post a blog or comments.	<b>Campfire Songs</b>  Games using rhythm and pitch Improvising by making instruments in the WWW Making loud and soft noises	Relationships • Know that everyone’s family is different. Know that families function well when there is trust, respect, care, love and co-operation. • Know that there are lots of forms of physical contact within a family. • Know how to stay stop if someone is hurting them. • Know some reasons why friends have conflicts. • Know that friendships have ups and downs and sometimes change with time. Know how to use the Mending Friendships or Solve-it-together problem-solving methods. • Know there are good secrets and worry secrets and why it is important to share worry secrets. • Know what trust is.
6				<b>SPORT</b> TBC  <b>Activities</b> Tunnels Front Curling Game  <b>Pupil’s Learning Journey (Health and Fitness)</b>			<b>E-safety</b> - apply and understand the PEGI rating system for games. <b>Touch typing skills</b>  <b>Fluency</b> - consolidate previous skills learned and link with work in-class through: - Making a PowerPoint	<b>Performance</b> Children choose a piece they have learnt during the year, rehearse and perform it at the Music Festival. They are encouraged to add their ideas to the performance. Children review the recording of their performance and	Changing Me • Know that life cycles exist in nature. • Know that aging is a natural process including old-age. • Know that some changes are out of an individual’s control. • Know how their bodies have changed from when they were a baby and that they will	

				<p>I am aware of why exercise is important for good health</p> <p>I use equipment appropriately and move and land safely</p> <p>I can describe how and why my body changes during and after exercise</p>				<p>about some learning in class.</p> <ul style="list-style-type: none"> <li>- Using I-pads as cameras and take images to do observational art from back in class (Outdoor learning)</li> <li>- Inserting and annotating images linked to in-class learning</li> <li>- Consolidating and extending coding skills using Beebots, Roamers, Logo or Turtle (link to maths)</li> </ul>	<p>articulate how they were feeling about it.</p>	<p>continue to change as they age. Know the physical differences between male and female bodies.</p> <ul style="list-style-type: none"> <li>• Know the correct names for private body parts.</li> <li>• Know that private body parts are special and that no one has the right to hurt these.</li> <li>• Know who to ask for help if they are worried or frightened.</li> <li>• Know there are different types of touch and that some are acceptable and some are unacceptable.</li> </ul>
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