

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Pirates and Explorers	Wild Britain	On Safari	Castles	Rainforest	Marvellous Medicine
Key Texts						
Significant Authors	Johnny Duddle	Jill Tomlinson	Paul Gerahy	Bethan Woollvin	Jeannie Baker	Roald Dahl
Key Events Experiences		Owl Experience Hanukah Gunpowder Plot Our Town History	Chinese New Year Internet Safety Day Poetry Day	Kenilworth Castle Church Visit Inspirational Women Day Reading Week	Zoo / Botanical Gardens Community Maths Week Inspirational Men Day Science Week	End of Year Performance Science Week Health and Well-Being Week Transition Week
School Values	Respect	Honesty	Perseverance and Pride	Care	Fairness and Equality	Teamwork

Writing	Genre	<p>Fiction Adventure - Granddad's Island by Benji Davis and The Great Explorer by Chris Judge Use 'step aways' from fiction to focus on writing for real events.</p> <p>Non-fiction – Postcard from a famous explorer (Christopher Columbus)</p>	<p>Poetry – Firework Night by Andrew Collett</p> <p>Fiction Adventure – The Owl Who Was Afraid Of The Dark by Jill Tomlinson Use 'step aways' from fiction to focus on writing for real events.</p> <p>Non-Fiction – Instructions – how to make a bird feeder</p>	<p>Fiction Moral Story – The Hunter by Paul Gerahty Use 'step aways' from fiction to focus on writing for real events.</p> <p>Writing for real life events – trip to the zoo?</p> <p>Non-fiction – travel journal – On Safari</p>	<p>Fiction twisted tale – Little Red by Bethan Woolvin Use 'step aways' from fiction to focus on writing for real events.</p> <p>Non-Fiction – Information text – plants by DK grow your own</p>	<p>Fiction moral story – The Great Kapok Tree Use 'step aways' from fiction to focus on writing for real events.</p> <p>Non-Fiction – persuasive letter – Greta and The Giants</p>	<p>Fiction adventure – George's Marvellous Medicine by Roald Dahl</p> <p>Non-Fiction – Great Women Who Changed The World – Biography on Mary Seacole.</p>
	Key Learning outcome	<p>Re-tell a story Write a postcard from a different famous explorer (Ernest Shackleton).</p>	<p>Write their own adventure story Write instructions on how to make a bug house</p>	<p>Re-tell the moral story Write travel journal on their own place of choice</p>	<p>Write their own twisted tale story Write an information text</p>	<p>Write their own moral story Write a persuasive letter to the council on recycling</p>	<p>Re-tell George's Marvellous medicine changing the character Write a biography on Florence Nightingale</p>
	Grammar	<p>Use capital letters, full stops and question marks and exclamation marks. Understand the difference between a compound sentence and a simple sentence. Use a range of time conjunctions in writing: then, next, after, afterwards, before, suddenly, lastly, in the end, soon, later, first. Understand and recognise that dialogue can be written informally. Understand how to start sentences in different ways - adjectives - question words - prepositions (e.g. under, above, on top etc.) - time conjunctions Use a range of adjectives to describe nouns and verbs. Write texts in chronological order. Follow a given planning format to plan texts (Fiction)</p>	<p>Use capital letters, full stops and question marks and exclamation marks. Write compound sentences using 'so', 'and', 'but' 'or' to join sentences together. Use some subordination within writing - use the words when, if, that and because to add extra information to sentences. Use the word 'when' in sentences to explain 'when' something happened. Begin to use causal conjunctions to show cause and effect in sentences: because, if, so then. Write exclamation sentences starting with how and what. Understand what a noun phrase is and use in writing with correct commas. Begin to use alliteration and onomatopoeia in writing. Write texts in chronological order. Follow a given planning format to plan texts (Fiction and Non-Fiction)</p>	<p>Use capital letters, full stops and question marks and exclamation marks. Understand the purpose of commas, identify in reading and use them when writing lists. Use the subordinating conjunctions because, if, that and when to explain reasons within a sentence. Use commas before co-ordinating conjunctions in a compound sentence. Identify and write different types of sentences. Understand what an adverb is and its purpose. Write expanded noun phrases with correctly used commas. Begin to use inverted commas to indicate direct speech Write texts in chronological order. Sequence ideas within writing in a logical order. Follow a given planning format to plan texts (Fiction and Non-fiction)</p>	<p>Use capital letters, full stops and question marks and exclamation marks. Understand the two reasons of apostrophe use (omission and possession) and use within writing Write sentences that are grammatically accurate Write a piece of writing consistently in past tense or present tense. Identify progressive forms of present and past tense to show action. Write texts in chronological order. Sequence ideas within writing in a logical order. Follow a given planning format to plan texts (Fiction and Non-fiction)</p>	<p>Re-cap grammar</p>	<p>Re-cap grammar</p>

Reading	Phonics and decoding	<ul style="list-style-type: none"> * Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. * Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. * Read words containing common suffixes read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. 		
	Read Write Inc groups	RWI differentiated groups <i>ARE= Blue group (end of Autumn 1)</i> <i>ARE= Grey (end of Autumn 2)</i> <i>Set 1, 2 and 3 sounds</i>	RWI differentiated groups <i>ARE= Grey (end of Spring 1)</i> <i>ARE= Comprehension (end of Spring 2)</i> <i>Set 1, 2 and 3 sounds</i>	RWI differentiated groups <i>ARE= Comprehension (end of Summer 1 & 2)</i> <i>Set 1, 2 and 3 sounds</i>
	Termly Phonics	Read accurately words of two syllables that contain the same graphemes as above	Read accurately words of two or more syllables that contain the same graphemes as above	Read accurately words of two or more syllables that contain the same graphemes as above
	Common exception words	* Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.		
	Fluency	<ul style="list-style-type: none"> * Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation * Re-read these books to build up their fluency and confidence in word reading. * Read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age- appropriate texts. 		
	Understanding and checking inaccuracies	<ul style="list-style-type: none"> * Check that the text makes sense to them as they read and correcting inaccurate reading * Understand both the books that they can already read accurately and fluently and those that they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher. 		
	1a Vocabulary	Discuss word meaning making links to a wider range of known words.	Discuss word meaning making links to a wider range of known words. Discuss their favourite words and phrases, with support from the teacher.	Recognise simple recurring literary language in stories and poetry. Discuss and clarify the meanings of words, linking new meanings to known vocabulary. Discuss their favourite words and phrases.
	1b Retrieval	Retrieve a wider range of information with teacher support. Answer questions about a text.	Ask and answer questions, with teacher support. Retrieve information from a text, starting to explain where they have found the answer.	Explain what has happened so far in what they have read. Retrieve information from a text, explaining where they have found the answer. Ask and answer questions
	1c Sequencing	Sequence events from a story.	Sequence events from a story, justifying their reasoning.	Discuss the sequence of events in books and how items of information are related.
	1d Inferences	With support from the teacher, make inferences on the basis of what is being said and done.	Make some inferences on the basis of what is being said and done	Make some inferences on the basis of what is being said and done
	1e Prediction	Predict what might happen on the basis of what has been read so far	Predict what might happen on the basis of what has been read so far.	Make a plausible prediction about what might happen on the basis of what has been read so far. (GD)
	Poetry and Performance	* Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.		
	Comparing, Contrasting and Commenting	<ul style="list-style-type: none"> * Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say * Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. * Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. * Develop pleasure in reading, motivation to read, vocabulary and understanding * Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. 		
	Non-fiction	Being introduced to non-fiction books that are structured in different ways.		

<p>Maths We will follow the White Rose Maths (Version 3.0)</p> <p>We will also be using the Mastering Number programme to improve fluency and facts at our fingertips.</p>	<p>Exploring Numbers to 20, counting (1/2 Weeks)</p>	<p>Place Value (4 Weeks)</p>	<p>Addition and Subtraction (5 Weeks)</p>	<p>Shape (3 Weeks)</p>	<p>Money (2 Weeks)</p>	<p>Multiplication and Division (5 Weeks)</p>	<p>Length and Height (2 Weeks)</p>	<p>Mass, Capacity and Temperature (3 Weeks)</p>	<p>Fractions (3 Weeks)</p>	<p>Time (3 Weeks)</p>	<p>Statistics (2 Weeks)</p>	<p>Position and Direction (2 Weeks)</p>
<p>PSHCE</p>	<p>Being me in my world I can explore hopes and fears for the year. I understand my rights and responsibilities. I understand rewards and consequences. I can help create and maintain a safe and fair learning environment. I can value contributions. I can understand choices. I can recognise feelings.</p>	<p>Celebrating Difference I can understand and challenge assumptions and stereotypes about gender. I can understand bullying. I can stand up for myself and others. I can make new friends. I can understand gender diversity and will celebrate difference and remaining friends.</p>	<p>Dreams and Goals I can achieve realistic goals and show perseverance. I can learn my own strengths and how to learn with others co-operatively. I can contribute to and share successes.</p>	<p>Protective Behaviour I will discover and explore what our rights are. I will learn what my Early warning signs are. I will understand the importance of personal space. I will learn about my Network hand – recognising people I can go to if I feel unsafe.</p>	<p>Relationships I can explain the different types of family. I can understand physical contact boundaries. I can understand different friendships and how to resolve conflict. I understand the idea of trust and appreciation and the purpose of secrets. I can express appreciation for special relationships.</p>	<p>Healthy Me I am exploring self-motivation. I can make healthier choices. I can understand relaxation. I can understand the benefit of healthy eating, nutrition, healthier snacks and sharing food.</p>	<p>Changing Bodies I can explore life cycles in nature. I understand how things grow from young to old. I understand the differences in female and male bodies (using correct terminology). I can work with increasing independence and assertiveness. I can help to prepare for transition.</p>					
<p>Using PATHS throughout the year</p>	<p>I can learn about self-control and anger management. I can practice calm and relaxation. I can show problem solving skills.</p>											

Science Knowledge	Use of Everyday Materials I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	Living things and their habitats I can explore and compare the differences between things that are living, dead, and things that have never been alive. I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Animals including Humans I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	Living things and their habitats I can identify and name a variety of plants and animals in their habitats, including micro-habitats. I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, identify and name different sources of food.	Plants I can observe and describe how seeds and bulbs grow into mature plants. I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	Investigative Science I can share what I have learnt about famous scientists and how they have helped the world. (e.g. Louis Pasteur and Tim Schmidt)	Animals including Humans I can describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. I can notice that animals, including humans have offspring which grow into adults.
School Context Bringing Learning to Life in Science	Children to compare the uses of everyday materials in and around the school with materials found in other places.	Interview community members (parents, family members) about looking after a baby and/or a pet. Children to set up bird boxes, hedgehog homes and bug hotels in the school grounds.	Children to explore the school environment and care for the animals and insects within our environment.	Children observe plants and the conditions they are growing in around the school grounds, including in the garden, pond area and story circle. Planting and caring for the plants in the school grounds.	Gribbly Bugs to visit the school. Use animals in school; chicks in EYFS if available, if not, children to metamorphosis of caterpillar to butterfly in own classroom.	Looking at school lunches to decide what food groups are most on offer.

Science Skills						
<p>Asks simple questions and recognises that they can be answered in different ways.</p> <p>Observes closely, using simple equipment.</p> <p>Performs simple tests.</p> <p>Can identify and classify.</p> <p>Uses their observations and ideas to suggest answers to questions.</p> <p>Gathers and records data to help in answering questions.</p>	<p>I can classify and sort materials by their properties e.g. manmade, natural.</p> <p>I can investigate and observe what happens to different materials during testing and use this to inform explanation of their properties.</p> <p>I can investigate which materials are fit for a purpose e.g. What is the best material for an umbrella / protector for our explorer?</p> <p>I can explain from my observations how materials change when a force is exerted on them by squashing, bending, twisting and stretching.</p> <p>I can investigate the transparency of objects, recording class data in a table and drawing simple conclusions from the findings.</p> <p>I can ask and answer questions about everyday materials.</p>	<p>I can explore the outside environment regularly to find objects that are living, dead and have never lived.</p> <p>I can sort into living, dead and never lived.</p> <p>I can classify objects found in the local environment.</p> <p>I can observe animals and plants carefully, drawing and labelling diagrams.</p> <p>I can create simple food chains for a familiar local habitat from first hand observation and research.</p> <p>I can give key features that mean the animal or plant is suited to its microhabitat.</p> <p>I can explain in simple terms why an animal or plant is suited to a habitat.</p> <p>I can ask pet owners questions about how they look after their pet.</p>	<p>I can create simple food chains from information given e.g. in picture books (Gruffalo etc.).</p> <p>I can use a food chain to explain what animals eat.</p> <p>I can draw a block graph with a 1:1 scale. I can record appropriately using tables, sorting circles and simple Venn diagrams to help distinguish sets of similar things or organisms.</p> <p>I can describe patterns.</p> <p>I can make comparisons to group similar things or organisms together.</p>	<p>I can make close observations of seeds and bulbs.</p> <p>I can classify seeds and bulbs.</p> <p>I can research and plan when and how to plant a range of seeds and bulbs.</p> <p>I can look after the plants as they grow – weeding, thinning, watering etc.</p> <p>I can make close observations and measurements of their plants growing from seeds and bulbs.</p> <p>I can make comparisons between plants as they grow.</p> <p>I can spot similarities and difference between bulbs and seeds.</p> <p>I can draw and take photos of the changes that I can see.</p>	<p>I can perform simple tests.</p> <p>I can draw pictures/take photos/write simple sentences/complete two column tables/complete tally charts. I can make practical block graphs (e.g. using Lego) or pictograms with a 1:1 scale. I can draw a block graph with a 1:1 scale.</p> <p>I can describe how things or organisms have been sorted. I can describe simple changes and say whether the change was expected if predicted.</p> <p>I can say what I found out and whether it was expected.</p>	<p>I can investigate the effect of exercise on their bodies.</p> <p>I can classify food in a range of ways, including using the Eatwell guide.</p> <p>I can describe, using diagrams, the life cycle of some animals, including humans, and their growth to adults e.g. by creating a life cycle book for a younger child.</p> <p>I can observe how animals, including humans, grow.</p> <p>I can collate what they know about looking after a baby/animal by creating a parenting/pet owners' guide.</p> <p>I can investigate washing hands and making comparisons.</p> <p>I can recognise when a simple comparison or test is unfair.</p> <p>I can ask questions and use secondary sources to find out about the life cycles of some animals.</p> <p>I can observe animals growing over a period of time e.g. chicks, caterpillars, a baby.</p> <p>I can ask questions of a parent about how they look after their baby.</p>

<p>History</p>	<p>Significant People Christopher Columbus/ Ernest Shackleton/Felicity Aston I can research the life of a significant person from the past using sources. I can sequence events on a timeline, giving reasons for order. I can identify differences between ways of life at different times. I can recount the life of a significant person, what they did and why they did it. I can compare pictures/photos of people in the past.</p>	<p>Significant Events Gunpowder Plot Remembrance Day I can sequence events or artefacts, giving reasons for my order. I can recognise why an event happened and what happened as a result. I can research about a significant event using different sources. I can compare 2 versions of a past event. I can begin to understand the term 'Parliament'. I can sequence events on a timeline, giving reasons for order.</p>		<p>Local History Kenilworth/Warwick I can explain how our local area was different in the past. I can identify differences between ways of life at different times I can name at least two different ways I can find out about the past. I can discuss reliability of photos/pictures. I can sequence events or artefacts on a timeline, giving reasons for order.</p>		<p>Changes in Living Memory Viruses Significant People Florence Nightingale, Mary Seacole, Edith Cavill I can identify differences between ways of life at different times. I can compare aspects of life for two or more significant people from two periods of time. I can sequence events about the life of a significant person. I can research the life of a significant person from the past using sources. I can recount the life of a significant person, what they did and why they did it and what happened as a result. I can sequence events on a timeline, giving reasons for order. I can begin to discuss the effectiveness of sources</p>
<p>Ongoing History Skills</p>	<p>I can use words and phrase such as before I was born, when I was younger, before, after, past, present, then and now.</p>					
<p>Geography</p>	<p>Locational Knowledge Human and Physical Geography I can name and locate the world's continents I can name and locate the world's oceans. I can locate hot and cold places in relation to the Equator and North and South Pole. I can use world maps, atlases and globes to</p>	<p>Geographical Knowledge Human and Physical Geography I can use developed fieldwork and observational skills to measure and record human and physical features in the local area. I can use locational and directional language to describe the location of features and routes on a map.</p>	<p>Place Knowledge Human and Physical Geography I can locate Kenya on a map. I know Kenya is in the continent of Africa. I can compare features of Bedworth and Nairobi. I can identify physical and human features of Kenya.</p>		<p>Geographical Skills and Fieldwork I can use simple compass directions to describe a location of features and routes on a map. I can name and locate the world's continents. I can name and locate the world's oceans. I can use world maps, atlases and globes to identify continents and oceans.</p>	<p>Locational Knowledge Human and Physical Geography I can name and locate the world's continents I can name and locate the world's oceans. I can locate hot and cold places in relation to the Equator and North and South Pole. I can use world maps, atlases and globes to</p>

	<p>identify continents and oceans.</p>	<p>I can use plan perspectives and maps to recognise landmarks and basic physical and human features.</p> <p>I can devise a simple map, using and constructing basic symbols in a key.</p>			<p>I can identify where rainforests are located in the world.</p> <p>I can locate hot and cold places in relation to the Equator and North and South Pole.</p>	<p>identify continents and oceans.</p>
D&T		<p>Textiles Making a Christmas Decoration I know that a 3D textiles product can be assembled from two identical fabric shapes. I know how free-standing structures can be made stronger, stiffer and more stable by joining, folding or rolling. I can show how to measure out using a template, cut and join textiles to make a simple product. I can use basic sewing techniques such as running stitch I can use appropriate finishing techniques based on own ideas, including those from art and design. I can use the correct technical vocabulary for projects.</p>	<p>Mechanisms – levers and Sliders I know about and can begin to explain the simple working characteristics of materials and components. I know about the movement of simple mechanisms such as levers and sliders. I can use the correct technical vocabulary for projects.</p>			<p>Cooking and Nutrition I know that food has to be farmed, grown elsewhere or caught. I know that everyone should eat at least five portions of fruit and vegetables every day. I know how to prepare some simple dishes (salad) safely and hygienically without using a heat source using techniques accurately e.g. cutting, chopping, peeling and grating. I recognise that food ingredients should be combined according to their sensory characteristics beginning to explain why certain foods go well together. I can explain what being hygienic means. I can use finishing techniques effectively</p>

						(presentation). I can use the correct technical vocabulary for projects.
Ongoing D&T Skills	<p>Designing I can use my own ideas by drawing on my own experiences, those of other people and existing products. I can explain what product I am designing and making, saying how it will work and how it will be suitable for the intended user. I can use simple design criteria. I can describe my ideas by talking, drawing pictures, diagrams and models adding labels and descriptions. I can model ideas by exploring materials, components and construction kits and by making templates and mock-ups. I can use ICT where appropriate to develop and communicate ideas.</p> <p>Making I can select from a range of tools and equipment according to their characteristics, explaining my choices. I can use the correct vocabulary to name and describe the tools and processes. I can follow procedures for safety and hygiene.</p> <p>Evaluating I can evaluate existing projects explaining: what products are, who products are for, what products are for, how products work, how products are used, where products might be used, what materials products are made from, what I like and dislike about products. I can make simple judgements about my products and ideas against design criteria and suggest how my products could be improved.</p>					
Art	<p><u>Drawing</u></p> <p>To use different materials for non-structured mark making (coloured pencils, felts, graphite pencils, pastels, charcoal) To record some detail using lines and shading. To apply pressure to tools to achieve tones. To record clearly observable light and dark areas.</p>		<p><u>Collage</u></p> <p>Collage on Safari – Henri Rousseau</p> <p>I can select a range of coloured and textured paper to represent ideas. I can cut smaller and more intricate shapes- turning paper rather than body when cutting. I can draw a simple shape and cut around the lines. I can cut around the corners of basic shapes. I can cut basic shapes without a pre-drawn outline. I can apply glue without waste. I can combine materials to achieve texture</p>	<p><u>Sculpture</u></p> <p>I know about the properties of clay. I can use techniques including rolling, cutting, moulding. I can use the ‘score and slip’ technique to join clay. I can use tools to create pattern, detail and texture</p>	<p><u>Painting:</u></p> <p>To create different effects with brushes. To mix primary colours and apply own colours in work.</p>	
Computing	Unit 2.1 – Coding (6) I can understand what an algorithm is. I can	Unit 2.2 – Online Safety (2) As above	Keeping Safe Online	Unit 2.4 – Questioning (4) As before	Unit 2.6 – Creating Pictures (5)	Unit 2.7 – Making Music (3)

<p>We will be using Purple Mash for our learning.</p>	<p>create a computer program using an algorithm. I can create a program using a given design. I can understand the collision detection event. I can understand that algorithms follow a sequence. I can design an algorithm that follows a timed sequence. I understand that different objects have different properties. I understand what different events do in code. I understand the function of buttons in a program. I understand and debug simple programs.</p> <p>Unit 2.2 – Online Safety (1) I know how to refine searches using the Search tool. I can use digital technology to share work on Purple Mash to communicate and connect with others locally. I have some knowledge and understanding about sharing more globally on the Internet. I can begin to understand Email as a communication tool using 2Respond simulations. I understand how we should talk to others in an online situation. I can open and send simple online communications in the form of email. I</p>	<p>Unit 2.3 – Spreadsheets (4) I can use 2Calculate image, lock, move cell, speak and count tools to make a counting machine. I know how to copy and paste in 2Calculate. I can use the totalling tools. I can use a spreadsheet for money calculations. I can use the 2Calculate equals tool to check calculations. I can use 2Calculate to collect data and produce a graph.</p> <p>Unit 2.4 – Questioning (1) I can learn about data handling tools that can give more information than pictograms. I can use yes/no questions to separate information. I can construct a binary tree to identify items. I can use 2Question (a binary tree database) to answer questions. I can use a database to answer more complex search questions. I can use the Search tool to find information.</p>	<p>Using https://www.thinkuknow.co.uk/4-7/ Jessie's stories And exploring parts of Google's Interland</p>	<p>Unit 2.5 – Effective Searching (3) I understand the terminology associated with searching. I can gain a better understanding of searching on the Internet. I can create a leaflet to help someone search for information on the Internet.</p>	<p>I understand the functions of the 2Paint a Picture tool. I can learn about and recreate the Impressionist style of art (Monet, Degas, Renoir). I can recreate Pointillist art and look at the work of pointillist artists such as Seurat. I can learn about the work of Piet Mondrian and recreate the style using the lines template. I can learn about the work of William Morris and recreate the style using the patterns template. I can explore surrealism and eCollage.</p>	<p>I can combine sounds using 2Sequence. I can edit and refine composed music. I can think about how music can be used to express feelings and create tunes which depict feelings. I can upload a sound from a bank of sounds into the Sounds section. I can record and upload environmental sounds into Purple Mash. I can use these sounds to create tunes in 2Sequence.</p> <p>Unit 2.8 – Presenting Ideas (4) I can explore how a story can be presented in different ways. I can make a quiz about a story or class topic. I can make a fact file on a non-fiction topic. I can make a presentation to the class.</p>
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	understand that information put online leaves a digital footprint or trail. I can identify the steps that can be taken to keep personal data and hardware secure.					
RE	<p><u>1.1 Who is a Christian and what do they believe?</u> I can retell a story that shows what Christians think about God.</p> <p>I can talk about some simple ideas about Christian beliefs about God and Jesus.</p> <p>I can talk about issues of good and bad, right and wrong arising from Christian stories.</p> <p>I can ask questions about believing in God and offer ideas of my own (Miracles)</p>	<p><u>1.3 Who is Jewish and what do they believe?</u> I can talk about how the Mezuzah reminds Jewish people about God.</p> <p>I can talk about Shabbat and Hanukah and the significance of these to Jewish people.</p> <p>I can give examples for what Jewish people do at Shabbat and Hanukah.</p> <p><u>1.1 Who is a Christian and what do they believe?</u> I can retell the story of Christmas and explain why it is important to Christians.</p>	<p><u>1.3 Who is Jewish and what do they believe?</u> I can ask good questions about Jewish artefacts and explain their significance to Jewish people. (Passover and Seder plate)</p> <p><u>1.8 How should we care for others and the world and why does this matter?</u> I can answer questions like what would it be like if everyone followed the golden rule/Good Samaritan.</p> <p>I can think about how I should care for others.</p>	<p><u>1.6 How and why do we celebrate special and sacred times?</u> I can describe the link between a selection of Easter artefacts and the story and celebration of Easter events.</p> <p>I can explain some Christian beliefs about Jesus (Easter)</p> <p>I can visit a church or a mosque and ask good questions about what happens there.</p> <p>I can ask appropriate questions of a believer.</p>	<p><u>1.4 What can we learn from sacred books?</u> I can recognise that sacred books contain stories which are special to many people and should be treated with respect.</p> <p>I can compare the Jewish and Christian stories of Creation.</p> <p>I can retell the story of Jonah and explain what it means for Christians.</p> <p>I can talk about issues of right and wrong that arise in sacred stories.</p> <p>I can suggest a meaning for the story of Muhammed and the Black Stone.</p>	<p><u>1.8 How should we care for others and the world and why does this matter?</u> I can retell Bible stories and stories from another faith that about caring for others and the world.</p> <p>I can identify ways that some people make a response to God by caring for others and the world.</p> <p>I can identify two examples of religious believers caring for people. (Mother Theresa)</p> <p><u>1.1 Who is a Christian and what do they believe?</u> I can explain what the story David & Goliath means to Christians.</p>
Music We will be using Charanga for our learning.	<p>Exploring simple patterns I can notice interesting patterns in music that I hear. I can sing songs as part of a group. I can begin to use simple musical patterns to create music. I can listen and respond to music and say how dynamics</p>	<p>Dynamics and Tempo I can learn to sing, listen and respond to different styles of music. I can say how dynamics (loud/soft) and tempo (speed) adds to the music. I am beginning to compose music using a graphics score. I can improvise a rhythm along to a backing track using body sounds or instruments.</p>	<p>Exploring feelings through music I can say how different music makes me feel. I can look at words for songs and say what they might mean. I am beginning to use tuned instruments to play music. I can listen and respond to music using words and movements.</p>	<p>Inventing a musical story I can sing songs in different styles. I am beginning to sing question and answer phrases (taking it in turns). I can use musical vocabulary - tempo (speed) and dynamics (volume) when talking about music. I can play tuned instruments to accompany music.</p>	<p>Music that makes you dance I can create dances for music that I listen to. I am beginning to compose music based on a piece that I have heard. I can listen to music from around the world and begin to recognise different styles. I am beginning to learn what a melody phrase is and draw a</p>	<p>Exploring improvisation I can sing songs in different styles from around the world. I can play a tuned instrument along with a piece of music. I am beginning to challenge myself to play a harder tune. I can improvise patterns using up to 3 notes. I can take lyrics from a song to improvise new lyrics.</p>

	are used to give different feelings to music.			I am beginning to improvise a tune (making up my own).	simple pattern to represent when the music goes up and down. I can say how music is used to represent an image (eg flying music) I can recognise the sounds of some instruments.	I can play a tune I have created more than once.
Ongoing Music Skills	Use my voice expressively and creatively by singing songs and speaking chants and rhymes. I can listen with concentration and understanding to a range of high-quality live and recorded music across different musical periods and styles. I can perform a song I have learnt.					
PE – Sports Specialist	Send and return Unit 1 Ball skills I can use hand-eye coordination to control a ball within a range of environments. I can throw and catch a small sized ball accurately. I can balance a ball on a bat I can dribble a ball in and out of a set of obstacles. I can hit a ball with some accuracy using a racket or bat I can throw a beanbag into a given target. I can confidently send the ball to others in a range of ways. I can use both hands and feet in order to control a ball.	Gymnastics I can remember and repeat simple gymnastic actions with control. I can balance on isolated parts of the body using the floor and hold balance. I can develop a range of gymnastic moves, particularly balancing. I can link together a number of gymnastic actions into a sequence. I can explore ways of travelling around on large apparatus. I can create different pathways and patterns. I can choose and use a variety of gymnastic actions to make a sequence.	Dance Dance to link in with learning theme (Responds imaginatively to stimuli.) I can link a short series of dance sequences together. I can copy and explore basic movements with clear control. I can vary levels, speed and direction within a sequence. I can use space well and negotiate space clearly. I can describe a short dance using appropriate vocabulary.	Hit catch, run 1 I can participate in a game with an opposing side I can develop simple tactics and use them appropriately. I can control a ball within a game setting. I can play a game with a set of rules. I can play as part of a team and cooperate with team mates. I am beginning to develop an understanding of attacking/defending. I understand the importance of rules in games. Independent peer coaching, use coaching cards and appropriate vocabulary to support each other	Hit catch run 2 I can participate in a game with an opposing side I can develop simple tactics and use them appropriately. I can control a ball within a game setting. I can play a game with a set of rules. I can play as part of a team and cooperate with team mates.	Send and return (cricket) I can use hand-eye coordination to control a ball within a range of environments. I can throw and catch a small sized ball accurately. I can balance a ball on a bat I can dribble a ball in and out of a set of obstacles. I can hit a ball with some accuracy using a racket or bat I can throw a beanbag into a given target. I can confidently send the ball to others in a range of ways. I can use both hands and feet in order to control a ball.
PE – We will be using PE Hub to support teaching and learning	Run jump throw 1 I can run with agility and confidence. I can use the best jumping techniques for distance. I can throw different objects in a variety of ways. I can hurdle an obstacle and maintain effective running style. I can run for distance. I can complete an obstacle course with control and agility.	Send and return 2 Badminton I can use hand-eye coordination to control a ball within a range of environments. I can throw and catch a small sized ball accurately. I can balance a ball on a bat I can dribble a ball in and out of a set of obstacles. I can hit a ball with some accuracy using a racket or bat I can throw a beanbag into a given target. I can confidently send the ball to others in a range of ways. I can use both hands and feet in order to control a ball.	Gymnastics 2 I can remember and repeat simple gymnastic actions with control. I can balance on isolated parts of the body using the floor and hold balance. I can develop a range of gymnastic moves, particularly balancing. I can link together a number of gymnastic actions into a sequence. I can explore ways of travelling around on large apparatus. I can create different pathways and patterns. I can choose and use a variety of gymnastic actions to make a sequence.	Attack, defend, shoot 1 I can participate in a game with an opposing side I can develop simple tactics and use them appropriately. I can control a ball within a game setting. I can play a game with a set of rules. I can play as part of a team and cooperate with team mates. I am beginning to develop an understanding of attacking/defending. I understand the importance of rules in games. Independent peer coaching, use coaching cards and appropriate vocabulary to support each other	Attack, defend, shoot 2 I can participate in a game with an opposing side I can develop simple tactics and use them appropriately. I can control a ball within a game setting. I can play a game with a set of rules. I can play as part of a team and cooperate with team mates. I am beginning to develop an understanding of attacking/defending. I understand the importance of rules in games. Independent peer coaching, use coaching cards and appropriate vocabulary to support each other	Run, jump, throw 2 I can run with agility and confidence. I can use the best jumping techniques for distance. I can throw different objects in a variety of ways. I can hurdle an obstacle and maintain effective running style. I can run for distance. I can complete an obstacle course with control and agility.
PE Ongoing Knowledge and Skills	I can use appropriate vocabulary to explain how my body is reacting when I exercise. I can explain the types of foods, which help keep me healthy and how I can maintain a healthy lifestyle.					