



Riversdale Primary School

MEDIUM TERM PLANNING

YEAR GROUP	Year 2
TERM	Summer 2

QUALITY STIMULUS TEXT(S)	
	

LEARNING OVERVIEW
<p>This half term in history, the pupils in Year 2 will continue studying The Great Fire of London. They will explore how people tried to put the fire out as well as what we have learned about the fire from Samuel Pepys' diary. This will be followed by looking at the impact of the fire on London today, such as how houses are built and how the city is laid out. In geography, the pupils will continue learning about Littlehampton, UK and Sydney, Australia. The pupils will look at the human and physical features in more depth, recognising the similarities and differences between the two areas. In art, the pupils will begin to learn about printing. They will study the work of artist Sonia Boyce before starting to develop the basic skills related to printing as an art form, including mono-printing, rubbings and making simple print blocks. In Design and Technology, the pupils will apply their learning from Summer 1 around wheels and axles, by undertaking a design, make and evaluate cycle to create their own toy cars in response to a design brief from a fictional member of the school community. Finally, in science, the pupils will build on their prior learning about materials for Year 1, by investigating the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, and cardboard for specific uses. They will also find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting, and stretching.</p>

SIGNIFICANT PEOPLE PAST & PRESENT	
<ul style="list-style-type: none">• Sonia Boyce (Art)• Sir Thomas Bloodworth (History)	<ul style="list-style-type: none">• Samuel Pepys (History)• Jesus (RE)

LINKED UNCRC ARTICLES

- Article 3: Best Interests of the Child
- Article 6: Life, Survival, and Development
- Article 13: Sharing Thoughts Freely
- Article 14: Freedom of Thought & Religion
- Article 24: Health
- Article 27: Food, Clothing, A Safe Home

SUBJECT	CONSOLIDATING: <small>WHAT SKILLS SPECIFIC TO THIS TOPIC ARE BEING BUILT UPON? WHAT KNOWLEDGE SPECIFIC TO THIS TOPIC IS BEING CONSOLIDATED?</small>	LEARNING:		
		HEAD* <small>WHAT SUBSTANTIVE KNOWLEDGE SHOULD THE CHILDREN LEARN?</small>	HAND* <small>WHAT DISCIPLINARY KNOWLEDGE AND SKILLS SHOULD THE CHILDREN LEARN?</small>	HEART* <small>WHAT VALUES AND EMOTIONAL INTELLIGENCE CONCEPTS SHOULD THE CHILDREN DEVELOP?</small>
READING:	<p>Year 2:</p> <ul style="list-style-type: none"> • Building on phonics subject skills and knowledge. • Connect prior knowledge with context. • Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families. • Locate and discuss words and pre-taught vocabulary to find out what the text is about. • Connect prior knowledge to context. • Read sentences with increasing accuracy and fluency. • Self-correction words. • Read aloud with attention to punctuation, including full stops, question, exclamation and intonation. • Self-correction, including re-reading and reading ahead. • Look for specific information in texts using contents and glossaries. • Identify and use text features, e.g. titles, headings and pictures, to 	<p>Ready, Steady Read Together Scheme:</p> <p>Fiction:</p> <ul style="list-style-type: none"> • Grimwood <p>Non-Fiction:</p> <ul style="list-style-type: none"> • My Encyclopaedia of Very Important Dinosaurs <p>Poetry:</p> <ul style="list-style-type: none"> • Jelly Boots, Smelly Boots <p>Comprehension:</p> <ul style="list-style-type: none"> • Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently. • Demonstrate familiarity with and retell a wide range of fairy stories, traditional tales, stories and plays. • Understand many non-fiction books that are structured in different ways. • Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. 	<p>Reading Skills:</p> <ul style="list-style-type: none"> • Building on phonics subject skills and knowledge. • Connect prior knowledge with context. • Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families. • Locate and discuss words and pre-taught vocabulary to find out what the text is about. • Connect prior knowledge to context. • Read sentences with increasing accuracy and fluency. • Self-correction words. • Read aloud with attention to punctuation, including full stops, question, exclamation and intonation. • Self-correction, including re-reading and reading ahead. • Look for specific information in texts using contents and glossaries. • Identify and use text features, e.g. titles, headings and pictures, to 	<ul style="list-style-type: none"> • Pupils will listen respectfully to others' ideas during reading discussions and recognise that different readers may have different opinions, interpretations and preferences. • Pupils will show respect for the characters, cultures, experiences and viewpoints they encounter in the stories, poems and non-fiction texts they read. • Pupils will take responsibility for improving their reading by reading regularly, choosing appropriate books and using feedback to correct mistakes. • Pupils will take responsibility for reading aloud with increasing confidence, caring for reading materials and using classroom reading resources appropriately. • Pupils will contribute positively to paired, group and class reading activities by sharing ideas clearly, taking turns and supporting others. • Pupils will reflect carefully on what they have read, considering the actions, feelings and motivations of characters.

	<p>locate and understand specific information.</p> <ul style="list-style-type: none"> • Re-reading sentences for clarity. • Talk about book preferences. • Identify how texts are organised, e.g. lists, numbered points, tables and bullet points. • Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently. • Demonstrate familiarity with and retell a wide range of fairy stories, traditional tales, stories and plays. • Understand many non-fiction books that are structured in different ways. • Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. • Discuss their favourite words and phrases using some of them in their writing. • Show good understanding of books they have read and listened to drawing on what they already know, with background information and vocabulary provided by the teacher. • Make some predictions of what might happen on the basis of what has been read so far. • Answer and ask questions. • Check the text makes sense to them and correct inaccurate reading. • Explain what has happened so far in what they have listened to or read. 	<ul style="list-style-type: none"> • Discuss their favourite words and phrases using some of them in their writing. • Show good understanding of books they have read and listened to drawing on what they already know, with background information and vocabulary provided by the teacher. • Make some predictions of what might happen on the basis of what has been read so far. • Answer and ask questions. • Check the text makes sense to them and correct inaccurate reading. <p><i>Vocabulary:</i> <i>grapheme, phoneme, syllable, sequence, structure, predict, discuss, question</i></p>	<p>locate and understand specific information.</p> <ul style="list-style-type: none"> • Re-reading sentences for clarity. • Talk about book preferences. • Identify how texts are organised, e.g. lists, numbered points, tables and bullet points. • Explain what has happened so far in what they have listened to or read. • Discuss the sequence of events in books and how many items of information are related. • Recognise simple recurring literary language in stories and poetry and draw upon these for their writing. • Make some inferences on the basis of what is being said and done across the book and drawing on other books they have read. • Discuss an increasing amount of word meanings in context, linking meanings to those already known. • Sometimes discuss alternative meaning of the same word. 	<ul style="list-style-type: none"> • Pupils will reflect on how texts link to their own experiences, explain their opinions about books and consider how their understanding changes as they read. • Pupils will show resilience by challenging themselves with unfamiliar texts, new vocabulary and increasingly complex ideas. • Pupils will keep trying when reading feels difficult, practise reading aloud with growing fluency and aim to improve their understanding over time. • Pupils will develop positive reading habits by engaging with a wide range of stories, poems and non-fiction texts, and talking enthusiastically about books they enjoy.
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	<ul style="list-style-type: none"> • Discuss the sequence of events in books and how many items of information are related. • Recognise simple recurring literary language in stories and poetry and draw upon these for their writing. • Make some inferences on the basis of what is being said and done across the book and drawing on other books they have read. • Discuss an increasing amount of word meanings in context, linking meanings to those already known. • Sometimes discuss alternative meaning of the same word. 			
<p>WRITING:</p>	<ul style="list-style-type: none"> • Know that narratives are written in the order that events happen (chronologically). • Recognise that adverbs of time help show the sequence of events. • Know that sentences must include a subject and a verb. • Know that subordinating conjunctions help to link ideas. • Recognise that coordinating conjunctions join two main ideas together. • Recognise that sentences can be linked with simple conjunctions. • Know that sentences can be joined with words like but, so, and because to give more detail. • Understand that adding extra information makes a story more interesting for the reader. • Know that a new paragraph can be used to show a change in time, place, or action. 	<ul style="list-style-type: none"> • Formation of nouns by compounding. • Use of the Suffixes –er & –est in adjectives. • Use of the suffix –ly to turn adjectives into adverbs. • Subordination (using when, if, that, because). • Co-ordination (or, and, but) • Sentence indicates its function as an exclamation. • Expanded Noun Phrases for description and specification. • Correct choice and consistent use of past and present tense throughout writing. • Use of capital letters, full stops and question marks to demarcate sentences. • Apostrophes to mark singular possession in nouns. • Commas to separate items in a list. <p><i>Vocabulary:</i></p>	<p>Pupils to apply grammar, purpose for writing and specific text type features in Writing to Entertain:</p> <ul style="list-style-type: none"> • An environment narrative. <p>Pupils to apply grammar, purpose for writing and specific text type features in Writing to Inform:</p> <ul style="list-style-type: none"> • An Olympic Sports Guide. <p>Handwriting:</p> <ul style="list-style-type: none"> • Form lower case letters of the correct size relative to one another in most of their writing • Begin to use the diagonal and horizontal strokes needed to join letters in some of their writing • Write capital letters and digits of the correct size, orientation and relationship to each other • Use spacing between words that reflects the size of the letters. <p>Composition:</p> <ul style="list-style-type: none"> • Plan writing before beginning by noting down ideas and vocabulary. 	<ul style="list-style-type: none"> • Pupils will show respect by listening carefully to one another’s ideas, taking turns to speak and valuing the different stories, sentences and vocabulary choices shared by others. • Pupils will take responsibility for their writing by trying their best, using the resources available to them and making careful choices about words, punctuation and presentation. • Pupils will take responsibility when working with a partner or group by sharing ideas, helping others and contributing positively to writing tasks. • Pupils will develop reflection by reading back their own writing, noticing what they have done well and identifying simple ways to improve with support. • Pupils will use reflection to respond to feedback, edit their

	<ul style="list-style-type: none"> • Understand that paragraphs help to organise a story, so it is easier to read. • Recognise that using pronouns like he, she, and they avoid repeating names too often. • Recognise that words like as and while show two things happening at the same time. • Know that speech-like expressions can be used in dialogue to make characters sound more natural. • Recognise that adjectives add description to make writing more interesting. • Know that adjectives can be formed by adding suffixes -less or -ful. • Understand that -er and -est can be added to adjectives to compare things. • Know that adverbs describe how something happens. • Understand that -ly can be added to adjectives to form adverbs. • Identify that exclamation marks are used to show strong emotion or commands. • Understand that commas are used to separate items in a list. • Know that apostrophes are used for contractions. • Recognise that possessive apostrophes show when something belongs to someone. • Understand that -es, -ed, and -ing can be added to verbs to change their tense. • Recognise that the progressive form of verbs shows ongoing actions in the past or present. • Identify that narratives should use the past tense consistently. 	<p><i>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present) apostrophe, comma</i></p>	<ul style="list-style-type: none"> • Apply basic editing skills to correct spelling, punctuation, and grammar mistakes based on current learning. 	<p>writing and begin to set small targets for improvement.</p> <ul style="list-style-type: none"> • Pupils will show resilience by building confidence as writers, having a go at new vocabulary, sentence structures and spelling patterns, and continuing even when writing feels challenging. • Pupils will show resilience by learning that writing improves through practice, drafting, editing and trying again. • Pupils will develop a positive attitude towards writing by enjoying stories, poems and non-fiction texts, and using these as inspiration for their own writing. • Pupils will show respect and kindness when responding to the work of others, giving feedback in a supportive way and recognising the effort that has gone into each piece of writing.
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<p>MATHEMATICS:</p>	<p>Year 1:</p> <ul style="list-style-type: none"> • Compare, describe and solve practical problems for time. • Measure and begin to record time (hours, minutes, seconds). • Sequence events in chronological order using language. • Recognise and use language relating to dates, including days of the week, weeks, months and years. • Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. • Compare, describe and solve practical problems for capacity and volume. • Measure and begin to record capacity and volume. 	<ul style="list-style-type: none"> • Increase familiarity with analogue clocks. • Recap which hand is the minute hand (long) and which hand is the hour hand (short). • Identify that each whole number on a clock represents 5 minutes. E.g. 1 = 5 minutes past, 2 = 10 minutes past. • Know that the smaller lines in between whole numbers on an analogue clock, represents individual minutes. • Understand the meaning of “past” and “to”. • Know that while the minute hand is before the 6, we tell the time using the “past”. E.g. 20 past 5. • Know that once the minute hand goes past 6, we tell the time using the “to”. E.g. 10 to 6. • Recognise that events are sequential/chronological and that we use time adverbs to communicate this. • Know that quarter of an hour is 15 minutes. • Know that half an hour is 30 minutes. • Know that there are 60 minutes in an hour. • Know that there are 60 seconds in a minute. • Recognise that you can calculate start and end times of an event, by understanding their duration. • Recognise that the term ‘volume’ refers to how much of a substance a container is holding. • Know the difference between volume and capacity (Year 1). • Understand that visual comparisons of volume should 	<p>Measurement (Time):</p> <ul style="list-style-type: none"> • Compare and sequence intervals of time. • Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. • Know the number of minutes in an hour and the number of hours in a day. <p>Measurement (Volume):</p> <ul style="list-style-type: none"> • Choose and use appropriate standard units to estimate and measure capacity (litres/ml) to the nearest appropriate unit, using measuring vessels. • Compare and order volume/ capacity and record the results using >, < and = 	<p>Values: Respect, Individuality, Value, Reflect, Share, Aspire, Empathy</p> <ul style="list-style-type: none"> • Working collaboratively with partners and in groups. • Using appropriate listening skills and turn taking in group discussion. • Showing empathy and kindness by helping each other to understand. • Knowing that giving your partner the answer is not helpful but explaining it is. • To recognise the value in making mistakes. • To identify the importance of resilience in problem solving. • To find different ways to solve the same problem.
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		<p>use identical containers for accuracy.</p> <ul style="list-style-type: none"> • Identify that accurate comparison requires identical units of measurement, e.g. 1 cup = 1 unit. • Know the inequality/equality symbols used for comparison i.e. < = less than, > greater than, = equal to. • Explain that a standard unit of measurement for volume includes litres (l). • Identify that we can measure the volume in litres using a suitable measuring jug. • Know that the lines on a measuring jug/beaker show the different volume measurements. • Identify ½ litre and 1 litre on a measuring jug. • Know that another standard unit of measurement for volume is millilitres (ml) where the volume is less than 1litre. 		
<p>SCIENCE:</p>	<p>Years 1 & 2:</p> <ul style="list-style-type: none"> • Develop the ability to ask questions such as: what something is, how things are similar and different, the ways things work, which alternative is better, how things change and how they happen. • Where appropriate, answer these questions. • Answer questions developed with the teacher through a scenario. • Be involved in planning how to use resources provided to answer questions. • Use different types of enquiries, to recognise that there are different ways in which questions can be answered. 	<p>Materials:</p> <ul style="list-style-type: none"> • Materials like plastic, wood, or metal, are used for different objects because they have more than one useful property. • Plastic is waterproof, light, and can be strong, so it's used for bottles, toys, and bags. • Wood is strong and rigid, so it's used for furniture, floors, and tools. • When a material is used for many things, it's called versatile. • The same object can be made from different materials. • When choosing a material, we must think about how it will be used and what could go wrong if it's not suitable. 	<p>Ask Questions:</p> <ul style="list-style-type: none"> • Develop the ability to ask questions such as: what something is, how things are similar and different, the ways things work, which alternative is better, how things change and how they happen. • Where appropriate, answer these questions. • Answer questions developed with the teacher through a scenario. • Be involved in planning how to use resources provided to answer questions. • Use different types of enquiries, to recognise that there are different ways in which questions can be answered. 	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share</p> <ul style="list-style-type: none"> • Pupils will show respect for classroom resources and equipment by handling materials carefully and listening to others' ideas when comparing their properties. • Pupils will recognise that each material has its own unique properties, just like people, and will celebrate how different materials can be useful in their own ways. • Pupils will begin to value how different materials are chosen carefully for different jobs and appreciate the importance of

	<ul style="list-style-type: none"> • Use practical resources provided to gather evidence to answer questions generated by themselves or the teacher. • With support carry out: tests to classify; comparative tests; pattern seeking enquiries; and make observations over time. • Make careful observations to support identification, comparison and noticing change. • Use appropriate senses, aided by equipment such as magnifying glasses or digital microscopes, to make observations. • Begin to take measurements, initially by comparisons, then using non-standard units. • Record observations, for example: using photographs, videos, drawings, labelled diagrams or in writing. • Record measurements, for example: using prepared tables, pictograms, tally charts and block graphs. • Classify using simple prepared tables and sorting rings. • Use experiences of the world around them to suggest appropriate answers to questions. • With support, relate answer to evidence, for example: observations made, measurements taken, or information gained from secondary sources. • Recognise 'biggest and smallest', 'best and worst' etc. from their data. • Ask further questions which can be answered by extending the same enquiry. 	<ul style="list-style-type: none"> • We can apply different forces to materials: <ul style="list-style-type: none"> - squash, - bend, - twist, - stretch. • Some materials change shape easily because they are flexible or elastic. • Some materials do not change easily because they are rigid or brittle. • Flexible and soft materials are easier to change. • Hard and rigid materials resist change or break. <p><i>Vocabulary:</i> <i>material, property, suitable, squashing, bending, twisting, stretching, flexible, rigid, strong, test, fair test</i></p>	<p>Enquiry:</p> <ul style="list-style-type: none"> • Use practical resources provided to gather evidence to answer questions generated by themselves or the teacher. • With support carry out: tests to classify; comparative tests; pattern seeking enquiries; and make observations over time. <p>Observe:</p> <ul style="list-style-type: none"> • Make careful observations to support identification, comparison and noticing change. • Use appropriate senses, aided by equipment such as magnifying glasses or digital microscopes, to make observations. • Begin to take measurements, initially by comparisons, then using non-standard units. <p>Record/Present:</p> <ul style="list-style-type: none"> • Record observations, for example: using photographs, videos, drawings, labelled diagrams or in writing. • Record measurements, for example: using prepared tables, pictograms, tally charts and block graphs. • Classify using simple prepared tables and sorting rings. <p>Conclusions:</p> <ul style="list-style-type: none"> • Use experiences of the world around them to suggest appropriate answers to questions. • With support, relate answer to evidence, for example: observations made, measurements taken, or information gained from secondary sources. • Recognise 'biggest and smallest', 'best and worst' etc. from their data. 	<p>using the right material for the right purpose.</p> <ul style="list-style-type: none"> • Pupils will be entrusted with carrying out a fair test responsibly, working with care and honesty to ensure the test is fair and their evidence is reliable. • Pupils will reflect on how different materials respond to forces and consider how their own choices or actions might affect what happens in an investigation. • Pupils will share their results and ideas with others, listen respectfully to different predictions, and work as a team to spot patterns and explain them.
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	<ul style="list-style-type: none"> Orally communicate findings to an audience, using appropriate scientific language. 		<p>Evaluation:</p> <ul style="list-style-type: none"> Ask further questions which can be answered by extending the same enquiry. <p>Communicate:</p> <ul style="list-style-type: none"> Orally communicate findings to an audience, using appropriate scientific language. 	
<p>ART:</p>	<p>Year 2:</p> <ul style="list-style-type: none"> Use a sketchbook to record media experimentations including textures and patterns to inform own work. Use a sketchbook to plan and develop simple ideas based on experimentation. Continue to build information around colour theory. Talk about how a piece of art makes them feel. Talk about own work, explaining the process they have used and begin to identify likes and dislikes. Look at and talk about the other artists expressing their likes and dislikes with increasing detail. Explore the work of a range of artists, and designers, describing the differences and similarities and begin to make simple links to their own work. Mix primary colours to make brown. Mix a range of secondary colours to make tertiary colours, placing them on a colour wheel. Explain what the colour wheel is and what it shows. Explain the term complimentary colours and how these might be used together. Discuss why they have selected specific colours for their work. 	<p>Printing:</p> <ul style="list-style-type: none"> In mono printing you cover a surface in paint/ink. In the subtractive method you put your paper on the paint/ink then draw your design on the back. The pressure lifts the paint/ink on to where you drew. In the additive method you draw your design in the paint/ink before you put your paper on top of it. To make a rubbing carefully press paper onto a textured surface. Using a drawing tool, the artist rubs the paper leaving an image. Relief printing is the oldest printing technique. The relief is covered in paint/ink and pressed onto paper/fabric. The cut away sections remain blank on the print. Monochrome is when a picture or photograph is made using one colour. It is sometimes used to describe art that is just black and white. <p>Significant People Sonia Boyce:</p> <ul style="list-style-type: none"> British Afro-Caribbean artist. Known for innovative and diverse work. 	<p>Exploring & Developing Ideas:</p> <ul style="list-style-type: none"> Use a sketchbook to record media experimentations including textures and patterns to inform own work. Use a sketchbook to plan and develop simple ideas based on experimentation. Continue to build information around colour theory. <p>Responding to Art:</p> <ul style="list-style-type: none"> Talk about how a piece of art makes them feel. Talk about own work, explaining the process they have used and begin to identify likes and dislikes. Look at and talk about the other artists expressing their likes and dislikes with increasing detail. Explore the work of a range of artists, and designers, describing the differences and similarities and begin to make simple links to their own work. <p>Printing:</p> <ul style="list-style-type: none"> Print with a range of hard and soft materials e.g., corks, pens, cotton reels, sponges. Take rubbings to understand and inform their own textured prints and patterns. Mono-print using the subtractive and/or additive methods, controlling line and tone by using tools and/or pressure. 	<p>Values: Respect, Value, Individuality, Reflect, Share</p> <ul style="list-style-type: none"> The pupils should show respect to the contribution Sonia Boyce made in the art world; politically and socially. Value the use of a new art form and another way to be creative. Respect the use of new materials and the use of nature around us to create new and different art. Show their individuality and creativity in the design and use of their print blocks. Reflect on the skills learnt to design a final piece. Reflect on what they have created, beginning to talk about how they could improve next time and what they like about their artwork.

	<ul style="list-style-type: none"> • Begin to select an appropriate brush to produce desired marks, e.g. small brush for small marks. 	<ul style="list-style-type: none"> • Explored different media, including drawing, print, and photography to make her work. <p><i>Vocabulary:</i> <i>pattern, printing, mono printing, rubbing, monochrome, relief print, print block/plate, relief</i></p>	<ul style="list-style-type: none"> • Create repeating patterns. • Create simple relief printing blocks e.g., with string and card. • Make simple monochrome prints. 	
COMPUTING:	<p>Year 2:</p> <ul style="list-style-type: none"> • Developing confidence with the keyboard and the basics of touch typing. • Articulating what decomposition is. • Decomposing a game to predict the algorithms used to create it. • Explaining what an algorithm is. Following an algorithm. • Creating a clear and precise algorithm. • Learning that programs execute by following precise instructions. • Incorporating loops within algorithms. • Using logical thinking to explore software, predicting, testing and explaining what it does. • Using an algorithm to write a basic computer program. • Developing word processing skills, including altering text, copying and pasting and using keyboard shortcuts. 	<p>Kapow Computing Scheme</p> <p>Make Code (Lessons 4 – 5): To know:</p> <ul style="list-style-type: none"> • That programming a computer or device involves giving it instructions to perform specific tasks • That video games, phones, websites and apps are all created using programming. • That different devices and programs use different programming languages or codes. • That an algorithm becomes a program when it is coded. • That programs execute the exact instructions they are given, even if they are incorrect. • That a program is a series of instructions (algorithms) that are written for a computer to follow. • That a person can program a device by giving it an algorithm or algorithms to follow. • That there must be an error if a program does not execute as expected. • That an error in a computer program is known as a ‘bug’ and fixing errors is known as ‘debugging’. <p><i>Vocabulary:</i></p>	<ul style="list-style-type: none"> • Recognising that buttons cause effects and that technology follows instruction. • Explaining what an algorithm is. • Following an algorithm. • Creating a clear and precise algorithm. • Learning that programs execute by following precise instructions. • Incorporating loops within algorithms. • Using logical thinking to explore software, predicting, testing and explaining what it does. • Using an algorithm to write a basic computer program. • Using loop blocks when programming to repeat an instruction more than once. • Using software (and unplugged means) to create story animations. 	<p>Values: Aspire, Empathy, Reflect</p> <ul style="list-style-type: none"> • Encourage students to aspire to improve their problem-solving skills by creating precise algorithms and predicting how software will behave. • Highlight the importance of striving for accuracy and efficiency to solve problems. • Encourage discussions on how empathy can inform ethical choices in programming, helping students understand the importance of creating algorithms that benefit others responsibly. • Incorporate opportunities for students to reflect on their work and ensure their application of logical thinking.

		<p><i>algorithm, block coding, bug, debug, evaluate, micro:bit, MakeCode, program, programming, sequence</i></p>		
<p>DT:</p>	<p>Year 2:</p> <ul style="list-style-type: none"> Identify wheels and axles in context, e.g. skateboard or wheelbarrows, and explain how they work. Use correct vocabulary to describe wheels and axles and how they move, e.g. free and fixed axles. Explore how different size wheels and axle placement affect movement. Recognise that friction can impact the movement of the wheel. State what products they are designing and making. Say whether their products are for themselves or other users. Describe what their products are for. Say how their products will work. Say how they will make their products suitable for their intended users. Use simple design criteria to help develop their ideas. Generate ideas by drawing on their own experiences. Use knowledge of existing products to help come up with ideas. Develop and communicate ideas by talking and drawing. Model ideas by exploring materials, components and construction kits and by making templates and mock-ups. Plan by suggesting what to do next. 	<p>Mechanisms: Wheels & Axles (Lessons 4 – 6):</p> <p>CONTEXT: “Hi everyone, I’m Pauline. My three grandchildren are interested in playing with toy cars. I have lots of materials lying around my house, so I was thinking of making each of them a special toy car. They need to be stable, and the wheels need to move freely. Can you help me design and make some toy cars for them?”</p> <ul style="list-style-type: none"> Wheels and axles work together to make things move. There are many products that use wheels and axles. Wheels and axles can make it easier to move heavy things. A vehicle is something that moves things from one place to another. There are two types of axle: <ul style="list-style-type: none"> Free axles have a loose-fitting axle holder and tight, fixed wheels. Fixed axles have a tight-fitting axle holder with loose fitting wheels. Friction will slow wheels and axles down. Friction happens when things rub together. When making our own vehicle with a free axle, there are different ways to hold it: <ul style="list-style-type: none"> Clothes peg Card bracket Card or plastic straw/tube. <p><i>Vocabulary:</i></p>	<p>Mechanisms</p> <ul style="list-style-type: none"> Use class construction kits with some support to construct free and/or fixed axle vehicles (planning and design phase). <p>Designing:</p> <ul style="list-style-type: none"> State what products they are designing and making. Say whether their products are for themselves or other users. Describe what their products are for. Say how their products will work. Say how they will make their products suitable for their intended users. Use simple design criteria to help develop their ideas. Generate ideas by drawing on their own experiences. Use knowledge of existing products to help come up with ideas. Develop and communicate ideas by talking and drawing. Model ideas by exploring materials, components and construction kits and by making templates and mock-ups. <p>Making:</p> <ul style="list-style-type: none"> Plan by suggesting what to do next. Select from a range of tools and equipment, explaining their choices. Select from a range of materials and components according to their characteristics. Follow procedures for safety and hygiene. 	<p>Values: Individuality, Entrust, Empathy</p> <ul style="list-style-type: none"> Pupils will create their own unique design for a toy car, showing their personal ideas and creativity in how it will look and move. Pupils will be trusted to use tools and materials safely and sensibly, showing they can be responsible when making their own toy car. Pupils will think about what a young child would like in a toy car, showing kindness and empathy by considering someone else’s needs when evaluating their work.

	<ul style="list-style-type: none"> • Select from a range of tools and equipment, explaining their choices. • Select from a range of materials and components according to their characteristics. • Follow procedures for safety and hygiene. • Use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components. • Measure, mark out, cut and shape materials and components. • Assemble, join and combine materials and components. • Use finishing techniques, including those from art and design (where applicable). • Talk about their design ideas and what they are making. • Make simple judgements about their products and ideas against design criteria. • Suggest how their products could be improved. 	<p><i>mechanism, wheel, axle, chassis, axle holder, free axle, fixed axle, friction, surface, movement</i></p>	<ul style="list-style-type: none"> • Use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components. • Measure, mark out, cut and shape materials and components. • Assemble, join and combine materials and components. • Use finishing techniques, including those from art and design (where applicable). <p>Evaluating:</p> <ul style="list-style-type: none"> • Talk about their design ideas and what they are making. • Make simple judgements about their products and ideas against design criteria. • Suggest how their products could be improved. 	
<p>GEOGRAPHY:</p>	<p>Years 1 & 2:</p> <ul style="list-style-type: none"> • Ask geographical questions such as ‘why is this place like this?’ and ‘how is this place changing?’. • Use photographs to recognise landmarks and basic human and physical features. • Use simple recording techniques to express their feelings about a specific place and explain why they like/dislike some of its features. • Begin to identify similarities and differences in the human and physical geography of 	<p>Oh, I Do Like to be Beside the Seaside (Lessons 4 – 6):</p> <ul style="list-style-type: none"> • Sydney is known for beaches, its harbour, and the Sydney Opera House. • Sydney is famous as a place for sailing, swimming, and surfing, and unique wildlife. • Sydney is a large coastal city. • Sydney has warmer temperatures due to its location. <p><i>Vocabulary:</i> <i>locality, coastal, rural, urban, village town, city, harbour, cliff, vegetation, wildlife, skylines</i></p>	<p>Enquiry & Investigation:</p> <ul style="list-style-type: none"> • Ask geographical questions such as ‘why is this place like this?’ and ‘how is this place changing?’. <p>Interpret a Range of Sources:</p> <ul style="list-style-type: none"> • Use photographs to recognise landmarks and basic human and physical features. <p>Communicate Geographical Information:</p> <ul style="list-style-type: none"> • Use simple recording techniques to express their feelings about a specific place and explain why they like/dislike some of its features. <p>Place Knowledge:</p>	<p>Values: Individuality, Reflect, Share</p> <ul style="list-style-type: none"> • Examining the diverse and vibrant life in Sydney, highlights the individuality of different cultures and communities. • Encourage students to reflect on the similarities and differences between natural environments. • Sharing information about different places promotes collaboration and collective learning.

	<p>Littlehampton, England and Sydney, Australia.</p> <ul style="list-style-type: none"> • Apply geographical vocabulary learnt to refer to key physical features and human features of the UK and it's countries. • Apply geographical vocabulary learnt to refer to key physical features and human features of a contrasting non-European country (Sydney, Australia). • Key physical features may include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather. • Key human features may include: city, town, village, factory, farm, house, office, port, harbour, shop. 		<ul style="list-style-type: none"> • Begin to identify similarities and differences in the human and physical geography of Littlehampton, England and Sydney, Australia. <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> • Apply geographical vocabulary learnt to refer to key physical features and human features of the UK and it's countries. • Apply geographical vocabulary learnt to refer to key physical features and human features of a contrasting non-European country (Sydney, Australia). • Key physical features may include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather. • Key human features may include: city, town, village, factory, farm, house, office, port, harbour, shop. 	
<p>HISTORY:</p>	<p>Years 1 & 2:</p> <ul style="list-style-type: none"> • Know that photographs and artefacts can tell us about the past. • Use artefacts, photographs and visits to museums to answer simple questions about the past. • Find answers to simple questions about the past using sources. • Know that we can find out about the past by asking people who were there. • Ask a range of simple questions to develop an understanding of a historical event. • Recognise that there are reasons why people in the past acted as they did. 	<p>The Great Fire of London (Lessons 4 – 6):</p> <ul style="list-style-type: none"> • A strong wind helped to quickly spread of the flames. • As there was no fire brigade, people used buckets of water and fire hooks to stop the fire. • The fire was extinguished on 6th September 1666. • New regulations were put in place to stop fires spreading. • Houses now must be made of brick and stone. <p>Significant People</p> <p>Sir Thomas Bloodworth:</p> <ul style="list-style-type: none"> • Was the Lord Mayor of London at the time of the fire. • Did not act quickly at the start of the fire. <p>Samuel Pepys:</p>	<p>Using Sources for Enquiry:</p> <ul style="list-style-type: none"> • Know that photographs and artefacts can tell us about the past. • Use artefacts, photographs and visits to museums to answer simple questions about the past. • Find answers to simple questions about the past using sources. • Know that we can find out about the past by asking people who were there. <p>Historical Interpretation:</p> <ul style="list-style-type: none"> • Ask a range of simple questions to develop an understanding of a historical event. • Recognise that there are reasons why people in the past acted as they did. 	<p>Values: Share, Empathy, Aspire</p> <ul style="list-style-type: none"> • Pupils will learn how people had to work together, share tools, and support one another to try to stop the fire from spreading across the city. • Pupils will develop empathy by imagining how Samuel Pepys and others felt during the fire, and how their experiences help us understand the past. • Pupils will recognise how people rebuilt London to be safer and better, showing that we can always aspire to make improvements after something difficult happens.

	<ul style="list-style-type: none"> • Know that we remember some (but not all) of the events that we have lived through. • Describe simple changes relating to ideas/objects that have occurred. • Identify simple reasons for change. • Know that history is the study of change over time. • Discuss a significant person within a historical event and why they were important. • Know that 'historically significant' people or events changed many people's lives. • Discuss why a historical event was significant in relation to its impact on society. • Know that some people and events are considered more 'special' or significant than others. 	<ul style="list-style-type: none"> • His diary is a primary source. • We know what people did, saw, and feared because of his writing. <p><i>Vocabulary:</i> 17th century, thatch, narrow, crowded, ignite, firebreak, fire hook, diarist, primary, source, regulations, extinguish, legacy</p>	<ul style="list-style-type: none"> • Know that we remember some (but not all) of the events that we have lived through. <p>Change & Continuity:</p> <ul style="list-style-type: none"> • Describe simple changes relating to ideas/objects that have occurred. • Identify simple reasons for change. • Know that history is the study of change over time. <p>Historical Significance:</p> <ul style="list-style-type: none"> • Discuss a significant person within a historical event and why they were important. • Know that 'historically significant' people or events changed many people's lives. • Discuss why a historical event was significant in relation to its impact on society. • Know that some people and events are considered more 'special' or significant than others. 	
MUSIC:	<p>Year 2:</p> <ul style="list-style-type: none"> • Recognising simple patterns and repetition in pitch (e.g. do-re-mi). • Talking about the pitch of music, using the vocabulary high and low. • Stating what they enjoyed about their peers' performances. • Singing simple songs, chants and rhymes from memory. • Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together). • Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower. 	<p>Kapow Music Scheme:</p> <p>Pitch (Musical Me): To know that:</p> <ul style="list-style-type: none"> • Notation is read from left to right. • In all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. • Sounds within music can be described as high or low sounds and the meaning of these terms. <p><i>Vocabulary:</i> dot, high, low, musical sentence, notation, phrase, pitch, pitch pattern, stave</p>	<p>Listening and Evaluating:</p> <ul style="list-style-type: none"> • Recognising simple patterns and repetition in pitch (e.g. do-re-mi). • Talking about the pitch of music, using the vocabulary high and low. • Stating what they enjoyed about their peers' performances. <p>Creating Sound:</p> <ul style="list-style-type: none"> • Singing simple songs, chants and rhymes from memory. • Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together). • Practising singing songs with a wider pitch range (e.g. pentatonic 	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> • Respect different musical traditions, genres, and cultures. • Appreciate the skills and efforts of their peers and musicians. • Respect for the instruments and equipment used in music-making. • Explore different instruments and musical roles. • Maintain individual responsibilities in group performances, ensemble rehearsals, and collaborative projects. • Engage in reflective practices after performances, analysing what

	<ul style="list-style-type: none"> Breathing at appropriate times when singing. Singing part of a given song in their head (using their 'thinking voice'). Developing an awareness of how sound is affected by the way an instrument is held (Group A, B and C). Learning to use instruments to follow the beat, by first observing and then mimicking the teacher's modelling. Starting to understand how to produce different sounds on pitched instruments (Group C). Maintaining a comfortable position when sitting or standing to sing and play instruments. Reading different types of notations by moving eyes from left to right as sound occurs. Using a simplified version of a stave (three lines) to notate known musical phrases (of two pitches). Offering positive feedback on others' performances. Beginning to acknowledge their own feelings around performance. Standing or sitting appropriately when performing or waiting to perform. 		<p>melodies) which is gradually getting higher or lower.</p> <ul style="list-style-type: none"> Breathing at appropriate times when singing. Singing part of a given song in their head (using their 'thinking voice'). Developing an awareness of how sound is affected by the way an instrument is held (Group A, B and C). Learning to use instruments to follow the beat, by first observing and then mimicking the teacher's modelling. Starting to understand how to produce different sounds on pitched instruments (Group C). Maintaining a comfortable position when sitting or standing to sing and play instruments. <p>Notation:</p> <ul style="list-style-type: none"> Reading different types of notations by moving eyes from left to right as sound occurs. Using a simplified version of a stave (three lines) to notate known musical phrases (of two pitches). <p>Performing:</p> <ul style="list-style-type: none"> Offering positive feedback on others' performances. Beginning to acknowledge their own feelings around performance. Standing or sitting appropriately when performing or waiting to perform. 	<p>went well and areas for improvement.</p> <ul style="list-style-type: none"> Share musical talents and skills through performances. Share ideas, insights, and responsibilities. Aim for higher levels of musical proficiency and expression. Develop a love for music through exposure to various genres and styles. Listen to and understand each other in teamwork.
PE:	<p>Year 1:</p> <ul style="list-style-type: none"> Space helps teams keep possession. Defenders try to stop attackers. 	<p>Invasion Games</p> <p>Know that:</p>	<ul style="list-style-type: none"> Pass, receive, travel and change direction with increasing control. Understand attacking and defending in small-sided games. 	<p>Pupils will show:</p> <ul style="list-style-type: none"> Respect by following the rules so that games are safe and fair.

	<ul style="list-style-type: none"> • Teamwork improves success. • Quick movement creates opportunities. • Passing can help maintain possession. • Rules support fair play and safety. • Pass, receive, travel and change direction with increasing control. • Understand attacking and defending in small-sided games. • Identify successful passes, movement and positioning. • Demonstrate fairness and cooperation during games. 	<ul style="list-style-type: none"> • Space helps teams keep possession. • Defenders try to stop attackers. • Teamwork improves success. • Quick movement creates opportunities. • Passing can help maintain possession. • Rules support fair play and safety. <p><i>Vocabulary:</i> <i>team, attacker, defender, space, possession, pass, receive, travel, direction, control, rules, fair play</i></p>	<ul style="list-style-type: none"> • Identify successful passes, movement and positioning. • Demonstrate fairness and cooperation during games. 	<ul style="list-style-type: none"> • Respect by encouraging teammates and recognising the efforts of others. • Respect by taking turns and sharing the ball during team games. • Responsibility by moving safely into space and being aware of other players. • Responsibility by passing and receiving with care to help their team keep possession. • Responsibility by understanding their role as an attacker or defender during a game. • Reflection by thinking about where to move to help their team. • Reflection by noticing when a pass, movement or position has helped the team. • Resilience by keeping going when it is difficult to keep possession or score. • Resilience by trying again after losing the ball or making a mistake.
<p>RE:</p>	<p>Year 2:</p> <ul style="list-style-type: none"> • Tell religious stories and talk about them. • Can talk about some of the things that are the same for religious people. • Say what some symbols stand for. • Describe a few things that a believer might learn from a religious story. • Briefly describe some similarities and differences between religions. • Talk about some things in stories that make people ask questions. • Talk about what is important to them and to others. 	<p>What is a parable?</p> <ul style="list-style-type: none"> • The Bible is the holy book for Christians. • The 4 Gospels are the part of the Bible that tell us about Jesus' life and teachings. • Religions use symbols to represent things that are hard to explain, in everyday life, in art and in stories. • For example, God can be described as a king or as a judge. • Jesus told stories to explain God to people, these stories are called parables, and include: <ul style="list-style-type: none"> - The Parable of the Lost Sheep 	<p>Learning About Religion/Belief:</p> <ul style="list-style-type: none"> • Tell religious stories and talk about them. • Can talk about some of the things that are the same for religious people. • Say what some symbols stand for. • Describe a few things that a believer might learn from a religious story. • Briefly describe some similarities and differences between religions. <p>Learning From Religion/Belief:</p> <ul style="list-style-type: none"> • Talk about some things in stories that make people ask questions. 	<p>Values: Reflect, Share, Value, Love, Empathy</p> <ul style="list-style-type: none"> • Reflect on the meanings of well-known stories that we share. • Reflect on the use of symbols in stories and what these mean. • Think about the how the shepherd values his sheep and the love that he shows for the lost one. • Think about what we value and reflect upon how this shapes our lives. • Consider how we show respect and love, who we entrust with our thoughts and feelings and what we aspire to be.

	<ul style="list-style-type: none"> • Compare some of the things that influence them with those that influence others. • Ask important questions about life and compare their ideas with others. • Begin to link things that are important to them and other people with the way people behave. 	<ul style="list-style-type: none"> - The Parable of the Two Builders - The Parable of the Lost Coin • Parables have meanings, such as: <ul style="list-style-type: none"> - God looks after and worries about us, when one of us is lost, God will help us, and when we come back to God, God is so happy. - Humans get lost when they do things that are bad. - People should build their lives on good foundations. <p>Significant People</p> <p>Jesus:</p> <ul style="list-style-type: none"> • Central figure in Christianity. • Sometimes called Jesus Christ or Jesus of Nazareth. • He taught people about God using special stories, called parables. <p><i>Vocabulary:</i> parable, God, symbol, 'lost sheep', shepherd, foundations, legacy</p>	<ul style="list-style-type: none"> • Talk about what is important to them and to others. • Compare some of the things that influence them with those that influence others. • Ask important questions about life and compare their ideas with others. • Begin to link things that are important to them and other people with the way people behave. 	<ul style="list-style-type: none"> • Think about how the lady values her coins and the love that she shows for the lost one. • Reflect on why Jesus may have chosen a coin as a symbol. • Understand the value placed on the teachings of Jesus shown in parables. • Reflect on what the parables are teaching Christians about God. • Be aware that Jesus taught people that God loved them • Show empathy and understanding for the characters in the parables.
RHW:	<p>Year 1:</p> <ul style="list-style-type: none"> • About change and loss (including death); to identify feelings associated with this • To recognise what helps people to feel better. • To recognise what makes them special. • To recognise the ways in which we are all unique. • To identify what they are good at, what they like and dislike. • How to manage when finding things difficult. • About growing and changing from young to old and how people's needs change. 	<p>My Happy World: Economic Wellbeing</p> <p>Learn:</p> <ul style="list-style-type: none"> • What money is; forms that money comes in. • That money comes from different sources. • That people make different choices about how to save and spend money. • About the difference between needs and wants • That sometimes people may not always be able to have the things they want. • That money needs to be looked after; different ways of doing this. 	<p>My Happy World: Economic Wellbeing</p> <ul style="list-style-type: none"> • Identify and sort examples of needs and wants. • Recognise different forms that money can take. • Explain simple ways that people receive, save, and spend money. • Make choices about how money could be used in different situations. • Demonstrate simple ways to look after money and belongings. • Identify different jobs within their family, school, and local community. • Describe how jobs help people earn money. 	<p>My Happy World: Economic Wellbeing</p> <ul style="list-style-type: none"> • Pupils will understand the importance of making responsible choices about money and looking after their belongings. • Pupils will reflect on their own strengths and interests and how these might help them in different roles and jobs in the future. <p>My Happy Body: Ourselves, Growing & Changing</p> <ul style="list-style-type: none"> • Pupils will reflect on their strengths, feelings, experiences, and the changes they encounter as they grow.

	<ul style="list-style-type: none"> About preparing to move to a new class/year group. 	<ul style="list-style-type: none"> That everyone has different strengths. That jobs help people to earn money to pay for things. Different jobs that people they know or people who work in the community do. About some of the strengths and interests someone might need to do different jobs. <p><i>Vocabulary:</i> money, want, need, jobs, community, save, spend</p> <p>My Happy Body: Ourselves, Growing & Changing</p> <p>Learn:</p> <ul style="list-style-type: none"> About preparing to move to a new class/year group. <p><i>Vocabulary:</i> grow, change</p>	<ul style="list-style-type: none"> Recognise their own strengths and interests and link them to different types of jobs. Discuss why different people choose different jobs and spending priorities. <p>My Happy Body: Ourselves, Growing & Changing</p> <ul style="list-style-type: none"> Share thoughts and feelings about moving to a new class or year group. Identify positive actions that can help them prepare for transition. 	<ul style="list-style-type: none"> Pupils will develop resilience in managing change, overcoming challenges, and adapting to new situations.
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