



The Holy Spirit
Catholic Primary School

National Curriculum 2014
Planning Document

Year Two

READING YEAR 2

Word Reading	Comprehension
<p>As above and:</p> <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 books to build up fluency and confidence in word reading.▪ Read frequently encountered words quickly and accurately without overt sounding and blending.▪ Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.▪ Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. <i>shoulder, roundabout, grouping</i>.▪ Read longer and less familiar texts independently.▪ Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent.▪ Work out unfamiliar words by focusing on all letters in the word, e.g. not reading <i>place</i> for <i>palace</i>.▪ Read words containing common suffixes e.g. <i>-ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y</i>.▪ Read further common exception words, noting tricky parts (see below).	<p>As above and:</p> <p>Developing pleasure in reading and motivation to read</p> <ul style="list-style-type: none">▪ Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry.▪ Orally retell a wider range of stories, fairy tales and traditional tales.▪ Sequence and discuss the main events in stories and recounts.▪ Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports.▪ Recognise the use of repetitive language within a text or poem (e.g. <i>run, run as fast as you can</i>) and across texts (e.g. <i>long, long ago in a land far away...</i>).▪ Learn and recite a range of poems using appropriate intonation.▪ Make personal reading choices and explain reasons for choices. <p>Understanding books which they can read themselves and those which are read to them</p> <ul style="list-style-type: none">▪ Identify, discuss and collect favourite words and phrases.▪ Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.▪ Use morphology to work out the meaning of unfamiliar words e.g. <i>terror, terrorised</i>.▪ Uses tone and intonation when reading aloud.▪ Activate prior knowledge and raise questions e.g. <i>What do we know? What do we want to know? What have we learned?</i>▪ Check that texts make sense while reading and self-correct.▪ Demonstrate understanding of fiction and non-fiction texts by asking and answering <i>who, what, where, when, why, how</i> questions.▪ Explain and discuss their understanding, giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket because...</i>▪ Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.▪ Make inferences about characters and events using evidence from the text e.g. <i>what is the character thinking, saying and feeling?</i>▪ Make predictions based on what has been read so far.▪ Identify how specific information is organised within a non-fiction text e.g. <i>sub-headings, contents, bullet points, glossary, diagrams</i>.▪ Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts. <p>Participating in discussion</p> <ul style="list-style-type: none">▪ Participate in discussion about what is read to them, taking turns and listening to what others say.▪ Make contributions in whole class and group discussion.▪ Consider other points of view.▪ Listen and respond to contributions from others.

WRITING YEAR 2

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
<p>As above and:</p> <ul style="list-style-type: none"> Say, write and punctuate simple and compound sentences using the joining words <i>and, but, so</i> and <i>or</i> (co-ordination). Use sentences with different forms: statement, question, command, exclamation. Secure the use of full stops, capital letters, exclamation marks and question marks. Use commas to separate items in a list. Use apostrophes for contracted forms e.g. <i>don't, can't, wouldn't, you're, I'll.</i> Use apostrophes for singular possession in nouns, e.g. <i>the girl's name.</i> Use subordination for time using <i>when, before</i> and <i>after</i> e.g. <i>We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</i> Use subordination for reason using <i>because</i> and <i>if</i> e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat.</i> Use the subordinating conjunction <i>that</i> in a sentence, e.g. <i>I hope that it doesn't rain on sports day.</i> Select, generate and effectively use verbs. Explore the progressive form of verbs in the present tense (e.g. <i>she is drumming</i>) and past tense (e.g. <i>he was shouting</i>) to mark actions in progress. Use past tense for narrative, recount (e.g. <i>diary, newspaper report, biography</i>) historical reports. Use present tense for non-chronological reports and persuasive adverts. 	<p>As above and:</p> <p>Planning</p> <ul style="list-style-type: none"> Plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas.</i> <p>Drafting and Writing</p> <ul style="list-style-type: none"> Orally rehearse each sentence prior to writing. Develop a positive attitude to writing. Develop stamina for writing in order to write at length. Write about real and fictional events. Write simple poems based on models. Make simple notes from non-fiction texts, e.g. highlighting and noting key words. Use specific text type features to write for a range of audiences and purposes e.g. <i>to instruct, inform, entertain, explain, discuss, persuade.</i> <p>Evaluating and Editing</p> <ul style="list-style-type: none"> Edit and improve own writing in relation to audience and purpose. Evaluate their writing with adults and peers. Proofread to check for errors in spelling, grammar and punctuation. Proofread to check for correct form of verbs within sentences, e.g. correcting <i>he walking to the shop</i> to <i>he walked to the shop.</i> <p>Performing</p> <ul style="list-style-type: none"> Read aloud their writing with intonation to make the meaning clear. 	<p>As above and:</p> <ul style="list-style-type: none"> Segment spoken words into phonemes and represent these by graphemes, spelling many correctly. Learn new ways of spelling phonemes for which one or more spellings are already known. Learn to spell common exception words (see below). Learn to spell more words with contracted forms, e.g. <i>can't, didn't, hasn't, couldn't, it's, I'll.</i> Learn the possessive apostrophe (singular), e.g. <i>the girl's book.</i> To spell correctly, distinguish between homophones (e.g. <i>here</i> and <i>hear; sea</i> and <i>see; bear</i> and <i>bare; night</i> and <i>knight</i>) and near-homophones (e.g. <i>quite</i> and <i>quiet; one</i> and <i>won; are</i> and <i>our</i>). Add suffixes <i>ness</i> and <i>er</i> e.g. <i>happiness, sadness, teacher, baker.</i> Add suffix <i>ment</i> to spell longer words, e.g. <i>enjoyment.</i> Add suffixes <i>ful</i> and <i>less</i> e.g. <i>playful, careful, careless, hopeless.</i> Use suffixes <i>er</i> and <i>est</i> e.g. <i>faster, fastest, smaller, smallest.</i> Use suffix <i>ly</i> e.g. <i>slowly, gently, carefully.</i> <p>Spell words with:</p> <ul style="list-style-type: none"> the /dʒ/ sound spelt as <i>ge</i> and <i>dge</i> at the end (e.g. <i>age, badge</i>), and spelt as <i>g</i> elsewhere (e.g. <i>magic, giant</i>). the /s/ sound spelt <i>c</i> before <i>e, i</i> and <i>y</i>, e.g. <i>ice, cell</i> the /n/ sound spelt <i>kn</i> and <i>gn</i> at the beginning, e.g. <i>knee, gnat.</i> the /ɹ/ sound spelt <i>wr</i> at the beginning e.g. <i>wrote, wrong.</i> the /l/ or /əl/ sound spelt <i>-le</i> at the end of words, e.g. 	<p>As above and:</p> <ul style="list-style-type: none"> Form lower-case letters of the correct size relative to one another. Orientate capital letters correctly. Use capital letters appropriately e.g. <i>not always writing A as a capital, not using capitals within words.</i> Write capital letters and digits of the correct size relative to one another and to lower case letters. Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Use spacing between words which reflects the size of the letters.

- Select, generate and effectively use **nouns**.
- Add **suffixes** *ness* and *er* to create **nouns** e.g. *happiness, sadness, teacher, baker*.

table, apple.

- the /l/ or /əl/ sound spelt -el at the end of words, e.g. *camel, tunnel.*
- the /l/ or /əl/ sound spelt -al at the end of words, e.g. *pedal, capital.*

<ul style="list-style-type: none"> ▪ Create compound words using nouns, e.g. <i>whiteboard</i> and <i>football</i>. ▪ Select, generate and effectively use adjectives. ▪ Identify, generate and effectively use noun phrases, e.g. <i>the blue butterfly with shimmering wings</i> (for description), <i>granulated sugar</i> (for specification). ▪ Add suffixes <i>ful</i> or <i>less</i> to create adjectives e.g. <i>playful, careful, careless, hopeless</i>. ▪ Use suffixes <i>er</i> and <i>est</i> to create adjectives e.g. <i>faster, fastest, smaller, smallest</i>. ▪ Select, generate and effectively use adverbs. ▪ Use suffix <i>ly</i> to turn adjectives into adverbs e.g. <i>slowly, gently, carefully</i>. 		<ul style="list-style-type: none"> - the ending <i>-il</i> e.g. <i>pencil, fossil, nostril</i>. - the /aɪ/ sound spelt <i>-y</i> at the end of words, e.g. <i>try, reply</i>. - The /ɔ:/ sound spelt <i>a</i> before <i>l</i> and <i>ll</i>, e.g. <i>call, walk</i> - The /ʌ/ sound spelt <i>o</i>, e.g. <i>mother, Monday</i> - The /i:/ sound spelt <i>-ey</i>, e.g. <i>key, donkey</i> - The /ɒ/ sound spelt <i>a</i> after <i>w</i> and <i>qu</i>, e.g. <i>wander, quantity</i> - The /ɜ:/ sound spelt <i>or</i> after <i>w</i>, e.g. <i>word, worm</i> - The /ɔ:/ sound spelt <i>ar</i> after <i>w</i>, e.g. <i>war, warm</i> - The /ɜ/ sound spelt <i>s</i>, e.g. <i>television, usual</i> ▪ Add <i>-es</i> to nouns and verbs ending in <i>-y</i>, e.g. <i>copies, babies</i>. ▪ Add <i>-ed, -ing, -er</i> and <i>-est</i> to a root word ending in <i>-y</i> with a consonant before it, e.g. <i>copied, copier</i>. ▪ Add the endings <i>-ing, -ed, -er, -est</i> and <i>-y</i> to words ending in <i>-e</i> with a consonant before it, e.g. <i>hiking, hiked, hiker</i>. ▪ Add <i>-ing, -ed, -er, -est</i> and <i>-y</i> to words of one syllable ending in a single consonant letter after a single vowel letter, e.g. <i>patting, patted</i>. ▪ Spell words ending in <i>-tion</i>, e.g. <i>station, fiction</i>. ▪ Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	
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MATHS YEAR 2

Number – number and place value	Number – addition and subtraction	Number – multiplication and division
<ul style="list-style-type: none"> ▪ Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. ▪ Read and write numbers to at least 100 in numerals and in words. ▪ Recognise the place value of each digit in a two-digit number (tens, ones). ▪ Identify, represent and estimate numbers using different representations, including the number line. ▪ <i>Partition numbers in different ways (e.g. $23 = 20 + 3$ and $23 = 10 + 13$).</i> ▪ Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs. ▪ <i>Find 1 or 10 more or less than a given number.</i> ▪ <i>Round numbers to at least 100 to the nearest 10.</i> ▪ <i>Understand the connection between the 10 multiplication table and place value.</i> ▪ <i>Describe and extend simple sequences involving counting on or back in different steps.</i> ▪ Use place value and number facts to solve problems. 	<ul style="list-style-type: none"> ▪ <i>Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting).</i> ▪ <i>Select a mental strategy appropriate for the numbers involved in the calculation.</i> ▪ Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. ▪ <i>Understand subtraction as take away and difference (how many more, how many less/fewer).</i> ▪ Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. ▪ <i>Recall and use number bonds for multiples of 5 totalling 60 (to support telling time to nearest 5 minutes).</i> ▪ Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> - a two-digit number and ones. - a two-digit number and tens. - two two-digit numbers. - adding three one-digit numbers. ▪ Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. ▪ Solve problems with addition and subtraction <i>including with missing numbers:</i> <ul style="list-style-type: none"> - using concrete objects and pictorial representations, including those involving numbers, quantities and measures. - applying their increasing knowledge of mental and written methods. 	<ul style="list-style-type: none"> ▪ <i>Understand multiplication as repeated addition.</i> ▪ <i>Understand division as sharing and grouping and that a division calculation can have a remainder.</i> ▪ Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. ▪ Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. ▪ <i>Derive and use doubles of simple two-digit numbers (numbers in which the ones total less than 10).</i> ▪ <i>Derive and use halves of simple two-digit even numbers (numbers in which the tens are even).</i> ▪ Calculate mathematical statements for multiplication <i>using repeated addition</i> and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs. ▪ Solve problems involving multiplication and division (<i>including those with remainders</i>), using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Number – fractions	Geometry – properties of shapes	Measurement
<ul style="list-style-type: none"> ▪ Understand and use the terms <i>numerator</i> and <i>denominator</i>. ▪ Understand that a fraction can describe part of a set. ▪ Understand that the larger the denominator is, the more pieces it is split into and therefore the smaller each part will be. ▪ Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity. ▪ Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. ▪ Count on and back in steps of $\frac{1}{2}$ and $\frac{1}{4}$. 	<ul style="list-style-type: none"> ▪ Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. ▪ Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. ▪ Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]. <p style="text-align: center;">Geometry – position and direction</p> <ul style="list-style-type: none"> ▪ Order/arrange combinations of mathematical objects in patterns/sequences. ▪ Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise). 	<ul style="list-style-type: none"> ▪ Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity and volume (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. ▪ Compare and order lengths, mass, volume/capacity and record the results using >, < and =. ▪ Recognise and use symbols for pounds (£) and pence (p). ▪ Combine amounts to make a particular value. ▪ Find different combinations of coins that equal the same amounts of money. ▪ 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. ▪ Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change <i>and measures (including time)</i>.
		<p style="text-align: center;">Statistics</p> <ul style="list-style-type: none"> ▪ Compare and sort <i>objects, numbers and</i> common 2-D and 3-D shapes and everyday objects. ▪ Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. ▪ Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. ▪ Ask and answer questions about totalling and comparing categorical data.

SCIENCE YEAR 2

Please Note: There should be plenty of opportunities throughout the year for children to use the school/local environment to observe plant growth, changes in habitats across the seasons and life cycles of a variety of different animals (for example: chicks/other birds, tadpoles/frogs, caterpillars/butterflies, other mini-beasts, other young animals during trips to farms/zoos). This could be done through an ongoing/monthly nature journal to observe, record and review over a period of time. The unit of work on 'Animal survival and growth' can be covered in the same half term as work on 'Habitats' in order to link the concept of survival.

Environment - Living things and their habitats	Animals - Animal survival and growth	Health – How we grow and stay healthy
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ Explore and compare the differences between things that are living, dead, and things that have never been alive. ▪ Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. ▪ Identify and name a variety of plants and animals in their habitats, including micro-habitats. ▪ Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. ▪ Different kinds of plants and animals live in different kinds of places. ▪ There are different kinds of habitat near school which need to be cared for ▪ Habitats provide the preferred conditions for the animals/plants that live there (compare local habitats and less familiar examples). <p>Notes and Guidance (non-statutory): Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy. They should raise and answer questions that help them to become familiar with the life processes that are common to all living things. Pupils should be introduced to the terms 'habitat' (a natural environment or home of a variety of plants and animals) and 'micro-habitat' (a very small habitat, for example for woodlice under stones, logs or leaf litter). They should raise and answer questions about the local environment that help them to identify and study a variety of plants and animals within their habitat and observe how living things depend on each other, for example plants serving as a source of food and shelter for animals. Pupils should compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest.</p> <p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> ▪ Sorting and classifying things as to whether they are living, dead or were never alive. ▪ Recording their findings using charts ▪ Describing how they decided where to place things, ▪ Exploring questions such as: 'Is a flame alive? Is a deciduous tree dead in winter?' ▪ Talking about ways of answering their questions. ▪ Constructing a simple food chain that includes humans (e.g. grass, cow, human); ▪ Describing the conditions in different habitats and micro-habitats (under log, on stony path, under bushes); ▪ Finding out how the conditions affect the number and type(s) of plants and animals that 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ Notice that animals, have offspring which grow into adults. ▪ Find out about and describe the basic needs of animals, for survival (water, food and air). <p>Notes and Guidance (non-statutory): Pupils should be introduced to the basic needs of animals for survival. They should also be introduced to the process of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep.</p> <p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> ▪ Observing, through video or first-hand observation and measurement, how different animals grow; ▪ Asking questions about what things animals need for survival suggesting ways to find answers to their questions. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ Notice that humans, have offspring which grow into adults. ▪ Find out about and describe the basic needs of humans, for survival (water, food and air). ▪ Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. ▪ Medicines can be useful when we are ill. ▪ Medicines can be harmful if not used properly. <p>Notes and Guidance (non-statutory): Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the process of reproduction and growth in animals [humans]. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. Growing into adults can include reference to baby, toddler, child, teenager, adult.</p> <p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> ▪ Observing, through video or first-hand observation and measurement, how humans grow. ▪ Recording their findings using charts. ▪ Asking questions about what things animals [humans]. need for survival and what humans need to stay healthy. ▪ Suggesting ways to find answers to their questions.

live there.

Plants – Plant growth)

Pupils should be taught to:

- Observe and describe how seeds and bulbs grow into mature plants
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
- Plants are living and eventually die

Notes and Guidance (non-statutory):

Pupils should use the local environment throughout the year to observe how different plants grow. Pupils should be introduced to the requirements of plants for germination, growth and survival, as well as the process of reproduction and growth in plants.

Note: Seeds and bulbs need water to grow but most do not need light; seeds and bulbs have a store of food inside them.

Pupils might work scientifically by:

- Observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or
- Observing similar plants at different stages of growth;
- Setting up a comparative test to show that plants need light and water to stay healthy.

Material Properties – Uses of Materials)

Pupils should be taught to:

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching
- Some materials can be found naturally; others have to be made

Notes and Guidance (non-statutory):

Pupils should identify and discuss the uses of different everyday materials so that they become familiar with how some materials are used for more than one thing (metal can be used for coins, cans, cars and table legs; wood can be used for matches, floors, and telegraph poles) or different materials are used for the same thing (spoons can be made from plastic, wood, metal, but not normally from glass). They should think about the properties of materials that make them suitable or unsuitable for particular purposes and they should be encouraged to think about unusual and creative uses for everyday materials. Pupils might find out about people who have developed useful new materials; for example, John Dunlop, Charles Macintosh or John McAdam.

Pupils might work scientifically by:

- Comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs);
- Observing closely,
- Identifying and classifying the uses of different materials, and
- Recording their observations.
- Thinking about unusual and creative uses for everyday materials.

Sort / group / compare / classify / identify	Research <i>finding things out using a wide range of secondary sources of information and recognising that scientific ideas change and develop over time</i>	Modelling	Recording of 'Explore / Observe' <i>developing a deeper understanding of a wide range of scientific ideas encountering more abstract ideas</i>	Questioning <i>asking their own questions about scientific phenomena</i>	Planning <i>using different types of scientific enquiry making decisions about and explaining choices for testing</i>
<ul style="list-style-type: none"> Compare and contrast... a variety of things - focusing on the similarities as well as the differences] including how different things change over different periods of time [objects, materials or living things]. Sort and classify things according to a variety of different features (e.g. "I know it is living because it .. and it...). Decide how to sort and group objects, materials or living things. Name/identify a variety of common features and/or uses for objects, materials or living things. Name/Identify common examples and some common features. 	<ul style="list-style-type: none"> Find out about the work of famous scientists - historical & modern day (Y1/2). Use simple and appropriate secondary sources (such as books, photographs and videos) to find things out / find answers. (Y1/2). Ask people questions (Y1/2). 		<ul style="list-style-type: none"> Record and communicate their findings using simple scientific language. Use their own ideas and their observations to offer answers to questions. Observe and describe simple processes/cycles with several steps e.g. growth cycle, simple food chain, saying how living things depend on one another. Recognise and describe a series of changes over time (e.g. growth). Observe, and record make drawings to represent things in the real world with some accuracy. 	<ul style="list-style-type: none"> Raise their own questions based on or linked to things they have observed. 	<ul style="list-style-type: none"> Set up a comparative test. In a group choose/suggest ways in which they might answer scientific questions. Suggest a [practical way] to find answers to their questions [and listen to the suggestions of others. Use different types of scientific enquiry to answer their own questions.
Equipment and measurement <i>increasing complexity with increasing accuracy and precision make their own decisions about the data to collect</i>	Communicating Recording <i>recording data, reporting findings, presenting findings</i>	Considering the results of an investigation / writing a conclusion			Collaborating
<ul style="list-style-type: none"> Observe more accurately by measuring non-standard and standard units. Use their senses, simple measurements and equipment to gather data with increasing independence. Gather data to help in answering questions. 	<ul style="list-style-type: none"> Record and communicate their findings in a range of ways with increasing independence e.g. talk/discuss; write/describe; draw pictures; take photographs; video; make/construct a variety of tables, charts [including simple, bar charts produced as a group and displays. Make some choices on how to communicate their ideas to a range of audiences in a variety of ways. Use simple scientific language in their recording. Record simple data with some accuracy. Record data to help in answering questions. 	Describe results <i>Looking for patterns analysing functions, relationships and interactions more systematically</i>	Explain results <i>Draw conclusions based on evidence</i>	Trusting my results	<ul style="list-style-type: none"> Listen to the suggestions of others.
		<ul style="list-style-type: none"> With guidance, begin to notice patterns and relationships. Order their findings. Recognise if results matched predictions. Talk/ discuss/ describe/record with some accuracy what they have seen/ what has happened. 	<ul style="list-style-type: none"> Begin to explain how they know...use the word because "it is because...." (Y2) / suggest how and/or why things happen. Draw on use their results and their own experience to answer their questions. Begin to use simple scientific language to describe or explain what they have found out. Read and spell scientific vocabulary. 		

Information Technology

Programme of Study

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Skills

Create, Manage and Manipulate Digital Content

Text and images

On a range of devices:

- Develop correct use of the keyboard (e.g. spacebar, backspace, delete, shift (not caps lock) and enter keys).
 - Add captions to photos and graphics.
 - Select text appropriately e.g. highlighting or clicking text to select.
 - Make simple changes to text e.g. colour, style and size.
 - Select text from word lists (if necessary).
 - Select appropriate images to add to work.
 - Word process short texts directly onto the computer (i.e. do not just copy up handwritten work).
 - Navigate round text in a variety of ways e.g. mouse, arrow keys, touch, when editing work.
- Save and store work in an appropriate area, and be able to print, retrieve and amend it.
 - Use a range of digital devices to capture and save both still and moving images. These could include digital cameras, video cameras, tablets,
 - Refine the use of shape, line and colour to communicate a specific idea or artistic style/effect through various tools including brushes, pens, lines, flood fill, spray and stamps.
 - Talk about their use of graphics package and their choice of tools.
 - Begin to make changes to images e.g. cropping using basic tools in image manipulation software.
 - Upload images or video from cameras and other digital devices to a computer, or into a document, with support if needed.
 - Create a sequence of images to form a short animation.
 - Change the content of a project for a specific audience.
- Begin to add different forms of media together e.g. text and images in blogs or word processing documents.
 - Organise and name files appropriately and accurately.

Knowledge and Understanding

Create, Manage and Manipulate Digital Content

Text and images

- Know that text can be different colours, sizes and styles and that these can easily be changed.
 - Know that technology can be used to communicate ideas in different ways, e.g. text, images, tables and sound.
 - Understand there are a variety of tools in graphics packages, each fulfilling a different purpose.
 - Know that there are various ways of capturing still and moving images.
 - Know the importance of giving an appropriate name to files.
 - Know that files can be stored in folders and how the structure of the directory is ordered.
- Understand that files can be retrieved from their location and edited.
 - Know what the term multimedia means.
 - Understand the differences between a graphics package and paper based art activities.
 - Know that there are various ways of capturing still and moving images.
 - Understand the need to frame an image or scene and keep the camera still.
 - Understand that animation is a sequence of still images.
 - Know how to take images appropriately and responsibly.
 - Understand how the mood of a piece can easily be changed through use of text, graphics and sound.
 - Begin to understand that images, sounds and text can be subject to copyright.
 - Start to understand that content needs to be changed according to the audience.
 - Understand the importance that files need to be Organised and named files appropriately and accurately.

<p>Sound</p> <ul style="list-style-type: none"> ▪ Explore a range of electronic music and sound devices and software. ▪ Be able to listen to and to select a sound from a bank of pre-recorded sounds. ▪ Use sound recorders, both at and away from the computer, to record and playback sounds e.g. voices, instruments, environmental sounds. ▪ Use software to explore and create sound and musical phrases for a purpose. ▪ Use basic editing tools to change recorded sounds (speed up, slow down, reverse, echo) to alter the mood or atmosphere ▪ Use recorded sound files in other software applications. ▪ Be able to save sound files. ▪ Be able to share recordings with a known audience. 	<p>Sound</p> <ul style="list-style-type: none"> ▪ Understand that most devices have stop, record and playback functions. ▪ Be aware that sound can be recorded and stored on the computer as a sound file.
<p>Data handling</p> <ul style="list-style-type: none"> ▪ Develop classification skills by carrying out sorting activities ▪ Use simple graphing software to produce pictograms and other basic tables, charts or graphs. ▪ Use graphing software to enter data and change a graph type, e.g. pictogram to bar chart. ▪ Interpret the graphs, discuss the information contained and answer simple questions. ▪ Sort and classify a group of items by asking simple yes / no questions. This may take place away from the computer, e.g. a 'Guess Who' game. ▪ Use a branching database program to sort and identify items. ▪ Use basic search tools in a prepared database to answer simple questions e.g. how many children have brown hair? 	<p>Data handling</p> <ul style="list-style-type: none"> ▪ Understand that IT can be used to sort items and information. ▪ Understand that IT can be used to create and display charts graphs. ▪ Develop an understanding of what datalogging can be used for (Science). ▪ Understand that IT can be used to add to and change charts and graphs quite easily. ▪ Begin to understand that unless data has been entered accurately it cannot be used to provide correct answers to questions.
<p>Digital research – searching</p> <ul style="list-style-type: none"> ▪ Locate specific, teacher defined, age appropriate websites through a favourites menu and /or by typing a website address (URL) into the address bar in a web browser. ▪ Use technology to source, generate and amend ideas e.g. searching a resource such as Espresso for images by a specific artist. ▪ Talk about their use of technology and other ways of finding information, e.g. books, asking other people. ▪ Use and explore appropriate buttons, arrows, menus and hyperlinks to navigate teacher selected web sites, and other sources of stored information. ▪ Use key words to search a specific resource for information, e.g. Espresso and other websites, under the guidance and supervision of an adult. ▪ Be able to retrieve files from a computer using a search of the computer. 	<p>Digital research – searching</p> <ul style="list-style-type: none"> ▪ Begin to understand that some websites are more useful than others when searching for topics. ▪ Understand that technology can give rapid access to a wide variety of information and resources, including internet, TV, DVDs ▪ Understand that there are different ways of finding information, e.g. books, asking other people ▪ Understand that different forms of information, e.g. text, images, sound, multimedia exist and that some are more useful for specific purposes than others. ▪ Understand that files can be retrieved and found on a computer using a search of the computer. ▪ Understand and discuss how information can be obtained and used to answer specific questions. ▪ Understand a website has a unique address and the need for precision when typing it. ▪ Begin to understand that not everything on the internet is true. ▪ Be aware that they can be accidentally diverted from websites through a link to a new website, advertising or pop-ups.

Digital Literacy

Programme of Study

- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Skills

Online safety

- Use technology safely.
- Keep personal information safe.
- Use technology respectfully.
- Recognise situations involving content and contact that are not safe, (e.g. In emails, text messages, videos) and know where to go for help.
- Minimise screen, turn off the monitor, or use back buttons to return to the home page if anything inappropriate appears on the screen.

Electronic communication

- Contribute ideas to class and group emails.
- Send an email, using a subject heading, to a known member of the school community e.g. another class teacher, bursar.
- Open and reply to an email from a known person.
- Contribute to a blog, journal or forum on the school's VLE.
- Develop an awareness of appropriate language to use in email and other forms of digital communication such as blogs.

Knowledge and Understanding

Online safety

- Know what it means to use technology safely.
- Understand what is meant by personal information.
- Understand how to keep personal information safe online.
- Know the rules for keeping safe online.
- Understand that personal information, e.g. email address, usernames, passwords, home address or telephone number should not be shared, either online or offline, without a trusted adult's permission.
- Know that they should not ask to meet anybody from the online world in the offline world.
- Know and abide by the school's rules for keeping safe online (age appropriate).
- Understand that technology should be used respectfully.
- Know where to go for help and support when they have concerns about content they have seen on the internet or other technologies.
- Know where to go for help and support when they have concerns about contact on the internet or other technologies.

Uses of technology

- Recognise common uses of information technology beyond school.

Electronic communication

- Understand that messages can quickly be sent electronically, via a range of devices, over distances and that people can reply to them.
- Understand that an email has to be sent to a unique email address and the need for accuracy in typing the address.
- Understand that electronic messages can be in the form of pictures, sound and/or text.
- Understand that some emails may be malicious or inappropriate and begin to recognise when an attachment may be unsafe to open.
- Understand the different ways that messages can be sent e.g. email, text messages, letter, phone,

<ul style="list-style-type: none"> ▪ Begin to use webcams and /or video conferencing as a class, if appropriate and available, with external providers, another class or school. ▪ Talk openly about their use of online communication in school and at home. 	forums and begin to consider the advantages, or appropriateness, each one.
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<h2 style="color: #800000; margin: 0;">Computer Science</h2>	
<h3 style="color: #800000; margin: 0;">Programme of Study</h3>	
<ul style="list-style-type: none"> ▪ Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. ▪ Create and debug simple programs. ▪ Use logical reasoning to predict the behaviour of simple programs. 	
Skills	Knowledge and Understanding
Programming	Programming
<ul style="list-style-type: none"> ▪ Give and follow commands (one at a time) to navigate other children and programmable toys around a course or a familiar journey, including straight and turning movements. ▪ Plan, generate and follow a sequence of instructions (actual and on-screen) to make something happen; or complete a given task or problem to create a simple program. ▪ Explore and create sequences of commands/instructions in a variety of programs/devices. ▪ Make predictions and describe the effects when creating programs and controlling devices. ▪ Identify errors in instructions. ▪ Use logical reasoning to predict what will happen in simple programs. 	<ul style="list-style-type: none"> ▪ Understand that algorithms are a series of steps or instructions to achieve a specific goal. ▪ Understand that devices respond to commands. ▪ Understand the meaning of the term program. ▪ Talk about devices in the home that are controlled by commands. ▪ Understand that prediction, trial and error are important considerations when creating programs or controlling movement. ▪ Understand that there are different ways to create or produce a sequence of commands, including verbal, recorded, graphical, pressing buttons and on screen methods. ▪ Understand what debugging is and begin to understand that you can develop strategies to help find bugs. ▪ Understand what logical reasoning is and how it can be used to predict what happens in simple programs.
Simulations and modeling	Simulations and modeling
<ul style="list-style-type: none"> ▪ Explore simulations of real and virtual environments e.g. BBC science clips, virtual plants and pets. ▪ Make informed choices when exploring what happens in a simulation. ▪ Discuss use of simulations and compare with reality, e.g. a simulation of a science experiment. ▪ Talk about the rules found in simulations. 	<ul style="list-style-type: none"> ▪ Understand that computer simulations can represent real and virtual environments. ▪ Understand that computer simulations allow the user to explore options and make choices, recognising that different decisions produce different outcomes.

ART AND DESIGN

Exploring and Developing Ideas		Evaluating and Developing Work			
<ul style="list-style-type: none"> Record and explore ideas from first hand observations. Ask and answer questions about the starting points for their work. Develop their ideas – try things out, change their minds. Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities. 		<ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work. 			
Drawing					
<ul style="list-style-type: none"> Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. Control the types of marks made with the range of media. 		<p>Lines and Marks</p> <ul style="list-style-type: none"> Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media. 	<p>Form and Shape</p> <ul style="list-style-type: none"> Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes. 	<p>Tone</p> <ul style="list-style-type: none"> Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. 	<p>Texture</p> <ul style="list-style-type: none"> Investigate textures by describing, naming, rubbing, copying.
Digital Media	Painting	Printing	Textiles	3-D	Collage
<ul style="list-style-type: none"> Explore ideas using digital sources i.e. internet, CD-ROMs. Record visual information using digital cameras, video recorders. Use a simple graphics package to create images and effects with: <ul style="list-style-type: none"> – lines by changing the size of brushes in response to ideas; – shapes using eraser, shape and fill tools; and – colours and texture using simple filters to manipulate and create images. Use basic selection and cropping tools. 	<ul style="list-style-type: none"> Use a variety of tools and techniques including different brush sizes and types. Mix and match colours to artefacts and objects. Work on different scales. Experiment with tools and techniques e.g. layering, mixing media, scrapping through. Name different types of paint and their properties. <p>Colour</p> <ul style="list-style-type: none"> Identify primary and secondary colours by name. Mix primary shades and tones. Mix secondary colours. <p>Texture</p> <ul style="list-style-type: none"> Create textured paint by adding sand, plaster. 	<ul style="list-style-type: none"> Print with a range of hard and soft materials e.g. corks, pen barrels, sponge. Make simple marks on rollers and printing palettes. Take simple prints i.e. mono – printing. Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils. Build repeating patterns and recognise pattern in the environment. Create simple printing blocks with press print. Design more repetitive patterns. <p>Colour</p> <ul style="list-style-type: none"> Experiment with overprinting motifs and colour. <p>Texture</p> <ul style="list-style-type: none"> Make rubbings to collect textures and patterns. 	<ul style="list-style-type: none"> Match and sort fabrics and threads for colour, texture, length, size and shape. Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. Cut and shape fabric using scissors/snips. Apply shapes with glue or by stitching. Apply decoration using beads, buttons, feathers etc. Create cords and plaits for decoration. <p>Colour</p> <ul style="list-style-type: none"> Apply colour with printing, dipping, fabric crayons. <p>Texture</p> <ul style="list-style-type: none"> Create and use dyes i.e. onion skins, tea, coffee. <p>Texture</p> <ul style="list-style-type: none"> Create fabrics by weaving materials i.e. grass through twigs. 	<ul style="list-style-type: none"> Manipulate malleable materials in a variety of ways including rolling and kneading. Explore sculpture with a range of malleable media. Manipulate malleable materials for a purpose, e.g. pot, tile. Understand the safety and basic care of materials and tools. <p>Form</p> <ul style="list-style-type: none"> Experiment with constructing and joining recycled, natural and manmade materials. Use simple 2-D shapes to create a 3-D form. <p>Texture</p> <ul style="list-style-type: none"> Change the surface of a malleable material e.g. build a textured tile. 	<ul style="list-style-type: none"> Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc. Arrange and glue materials to different backgrounds. Sort and group materials for different purposes e.g. colour texture. Fold, crumple, tear and overlap papers. Work on different scales. <p>Colour</p> <ul style="list-style-type: none"> Collect, sort, name match colours appropriate for an image. <p>Shape</p> <ul style="list-style-type: none"> Create and arrange shapes appropriately. <p>Texture</p> <ul style="list-style-type: none"> Create, select and use textured paper for an image.
Advised curriculum coverage maximum three media per year					

Design Technology		Make	Evaluate
<ul style="list-style-type: none"> Use pictures and words to convey what they want to design/make. Propose more than one idea for their product. Use kits/reclaimed materials to develop more than one idea. Model ideas with kits, reclaimed materials. Select appropriate technique explaining: First... Next... Last.... Explore ideas by rearranging materials. Select pictures to help develop ideas. Use drawings to record ideas as they are developed. Add notes to drawings to help explanations. Describe their models and drawings of ideas and intentions. 		<ul style="list-style-type: none"> Discuss their work as it progresses. Select materials from a limited range that will meet the design criteria. Select and name the tools needed to work the materials. Explain what they are making. Explain which materials they are using and why. Name the tools they are using. Describe what they need to do next. 	<ul style="list-style-type: none"> Explore existing products and investigate how they have been made. Decide how existing products do/do not achieve their purpose. Talk about their design as they develop and identify good and bad points. Note changes made during the making process as annotation to plans/drawings. Say what they like and do not like about items they have made and attempt to say why. Discuss how closely their finished product meets their design criteria and how well it meets the needs of the user.
Food	Textiles	Structures	Mechanisms
<ul style="list-style-type: none"> Develop a food vocabulary using taste, smell, texture and feel. Group familiar food products e.g. fruit and vegetables. Explain where food comes from. Cut, peel, grate, chop a range of ingredients Work safely and hygienically. Understand the need for a variety of foods in a diet. Measure and weigh food items, non-statutory measures e.g. spoons, cups. 	<ul style="list-style-type: none"> Cut out shapes which have been created by drawing round a template onto the fabric. Join fabrics by using e.g. running stitch, glue, staples, over sewing, tape. Decorate fabrics with attached items e.g. buttons, beads, sequins, braids, ribbons. Colour fabrics using a range of techniques e.g. fabric paints, printing, painting. 	<ul style="list-style-type: none"> Explore how to make structures stronger. Investigate different techniques for stiffening a variety of materials. Test different methods of enabling structures to remain stable. Join appropriately for different materials and situations e.g. glue, tape. Mark out materials to be cut using a template. Use a glue gun with close supervision. 	<ul style="list-style-type: none"> Join appropriately for different materials and situations e.g. glue, tape. Try out different axle fixings and their strengths and weaknesses. Make vehicles with construction kits which contain free running wheels. Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels. Roll paper to create tubes. Cut dowel using hacksaw and bench hook. Attach wheels to a chassis using an axle. Mark out materials to be cut using a template. Fold, tear and cut paper and card. Cut along lines, straight and curved. Use a hole punch. Insert paper fasteners for card. Experiment with levers and sliders to find different ways of making things move in a 2D plane.

GEOGRAPHY Locational knowledge		Place knowledge	Human and Physical Geography		
<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 		<ul style="list-style-type: none"> Small area of the United Kingdom. Small area in a contrasting non-European country. 	<ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 		
Skills					
Mapping	Fieldwork	Enquiry and Investigation	Communication	Use of ICT / technology	
<ul style="list-style-type: none"> Use a range of maps and globes (including picture maps) at different scales. Use vocabulary such as bigger/smaller, near/far. Know that maps give information about places in the world (where/what?). Locate land and sea on maps. Use large scale maps and aerial photos of the school and local area. Recognise simple features on maps e.g. buildings, roads and fields. Follow a route on a map starting with a picture map of the school. Recognise that maps need titles. Recognise landmarks and basic human features on aerial photos. Know which direction is North on an OS map. Draw a simple map e.g. of a garden, route map, place in a story. Use and construct basic symbols in a map key. Know that symbols mean something on maps. Find a given OS symbol on a map with support Begin to realise why maps need a key. Look down on objects and make a plan e.g. of the classroom or playground. 	<ul style="list-style-type: none"> Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment. Use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc. Use simple compass directions (NSEW). Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards. Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. 	<ul style="list-style-type: none"> Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?' Investigate through observation and description. Recognise differences between their own and others' lives. 	<ul style="list-style-type: none"> Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. Notice and describe patterns. Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom. Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features (tube station, canal etc.) Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right. Use maps and other images to talk about everyday life e.g. where we live, journey to school etc. 	<ul style="list-style-type: none"> Use simple electronic globes/maps. Do simple searches within specific geographic software. Use a postcode to find a place on a digital map. Add simple labels to a digital map. Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen. Use programmable toys or sprites to move around a course/screen following simple directional instructions. Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc. Describe and label electronic images produced. 	

HISTORY Chronology	Events, People and Changes	Communication
<p>Show their emerging knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> ▪ Recognising the distinction between past and present. ▪ Identifying <i>some</i> similarities and differences between their own present and aspects of the past. ▪ Place <i>a few</i> events and objects in order by using common phrases to show the passing of time (<i>old, new/young, days and months</i>). <p>Show their developing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> ▪ Recognising the distinction between present and past in their own and other people's lives. ▪ Identifying some similarities and differences between ways of life in different periods. ▪ Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (<i>before, after, a long time ago, past...</i>). 	<ul style="list-style-type: none"> ▪ To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to <i>parts</i> of stories, and features of events. ▪ Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. ▪ Use simple stories and other sources to show that they know and understand key features of events. 	<ul style="list-style-type: none"> ▪ Understand and use simple historical concepts such as now/then and same/different. ▪ To show what they know and understand about the past in different ways (<i>speaking, role-play, drawing and writing</i>). ▪ Understand historical concepts and use them to make simple connections and draw contrasts.
Enquiry, Interpretation and Using Sources		
<ul style="list-style-type: none"> ▪ Use sources to answer <i>simple</i> questions about the past. ▪ Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources. 	<ul style="list-style-type: none"> ▪ Identify some of the <i>basic</i> ways the past can be represented. ▪ To begin to understand the reasons why people in the past acted as they did from a range of sources (<i>pictures, plays, films, written accounts, songs, museum displays, stories</i>). 	

MUSIC Performing	Listening	Creating
<ul style="list-style-type: none"> ▪ Use their voices expressively by singing songs and speaking chants and rhymes. ▪ Play tuned and untuned instruments. ▪ Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse). 	<ul style="list-style-type: none"> ▪ To listen with concentration to a range of high quality live and recorded music and to internalise and recall sounds with increasing aural memory. ▪ Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures (for example, beginning, middle, end). ▪ Experience how sounds can be made in different ways (for example, vocalising, clapping, by musical instruments, in the environment) and described using given and invented signs and symbols. ▪ Know how music is used for particular purposes (for example, for dance, as a lullaby). 	<ul style="list-style-type: none"> ▪ Experiment with & create musical patterns. ▪ Explore, choose and organise sounds and musical ideas. ▪ Explore and express their ideas and feelings about music using movement, dance and expressive and musical language. ▪ Make improvements to their own work.

Musical Elements						
Pitch	Duration	Dynamics	Tempo	Timbre	Texture	Structure
<ul style="list-style-type: none"> ▪ Identify high and low sounds. 	<ul style="list-style-type: none"> ▪ Respond to sounds of different duration. ▪ Recognise the difference between long and short sounds. ▪ Copy simple patterns of sound of long and short duration. ▪ Recognise the difference between steady beat and no beat. ▪ Identify similar rhythmic patterns. 	<ul style="list-style-type: none"> ▪ Differentiate between loud sounds, quiet sounds and silence. 	<ul style="list-style-type: none"> ▪ Identify the differences between fast and slow tempos. ▪ Identify the tempo of music as fast, moderate, slow, getting faster or getting slower. 	<ul style="list-style-type: none"> ▪ Recognise the difference between singing and speaking. ▪ Recognise the difference between wood, metal, skin (<i>drum</i>) and 'shaker' sounds. ▪ Match selected sounds with their pictured source. ▪ Explore the different kinds of sound that my singing and speaking voice can make. ▪ Identify different voices by their vocal qualities. ▪ Use sound words or phrases to describe selected sounds and the ways in which they are produced. 	<ul style="list-style-type: none"> ▪ Recognise a song with an accompaniment and one without accompaniment. ▪ Determine one strand of music or more than one strand. 	<ul style="list-style-type: none"> ▪ Understand the form of cumulative (<i>a song with a simple melody that changes each verse e.g. 'The Wheels on the Bus', '12 Days of Christmas'</i>) songs. ▪ Recognise that the sections of a piece of music sound the same or different.

Using Technology Appropriately

PHYSICAL EDUCATION

During KS 1 pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.

Key Learning in Games

Developing Skills	Attacking and Defending Strategies (Games) Applying and Linking skills – (gym/dance)	Evaluating Success Not Statutory at this stage
<p>Travelling</p> <ul style="list-style-type: none"> ▪ Running, hopping, skipping, galloping. ▪ Change direction easily i.e. dodging and swerving. ▪ Travelling with an object i.e. beanbag, ball, bat and ball. <p>Sending</p> <ul style="list-style-type: none"> ▪ Roll a ball underarm. ▪ Throw an object underarm (beanbag). ▪ Throw an object overarm (beanbag, ball). ▪ Kick a ball. ▪ Aiming at various targets using different equipment (beanbag, ball, quoit, shuttlecock etc.). ▪ Striking a ball with a bat. <p>Receiving</p> <ul style="list-style-type: none"> ▪ Trap a ball with feet. ▪ Catching a ball. ▪ Catching a ball at different heights. 	<ul style="list-style-type: none"> ▪ Recognise and use space in a game. ▪ Understand the concept of aiming and the need for accuracy. ▪ Use a feint to try and win a net type game. ▪ Throw or hit an object into space to make it more difficult for their opponents. ▪ Invasion type game – understand to pass the ball to a person in space (Y2). ▪ Net and striking and fielding games – look for space to throw, hit or run into to help them score. Understand why they need to throw or hit into space. 	<ul style="list-style-type: none"> ▪ But advisable in terms of supporting children’s learning. <p>Examples include:</p> <ul style="list-style-type: none"> ▪ Describe what they have done or seen others doing. <i>i.e. opposite foot forward to throwing arm.</i> ▪ Copy actions and ideas and use the information they collect to improve their skills.

Key Learning in Dance type activities

Developing Skills	Attacking and Defending Strategies (Games) Applying and Linking skills – (gym/dance)	Evaluating Success Not Statutory at this stage
<p>Body Actions</p> <p>Copy and explore basic body actions from a range of stimuli (words, poetry, pictures, sounds , objects) e.g. Penguins</p> <p>Travel - <i>waddle, slide</i></p> <p>Turn - <i>spin</i></p> <p>Gesture - <i>bob, flap</i></p> <p>Stillness - <i>freeze</i></p> <ul style="list-style-type: none"> ▪ Copy simple movement patterns <i>i.e. waddling, huddle and flap wings.</i> ▪ Show and tell using body actions to explore moods, ideas and feelings. 	<p>Applying and Linking skills</p> <ul style="list-style-type: none"> ▪ Choose movements to make own simple dance phrase with beginning, middle and ending. ▪ Practise and repeat these movements so they can be performed in a controlled way. ▪ Choose and link actions that express a mood, idea or feeling ▪ Remember and repeat movements showing greater control, coordination and spatial awareness. 	<ul style="list-style-type: none"> ▪ Use simple dance vocabulary to describe movement. <i>i.e. describe what body actions they see.</i> ▪ Describe why they think particular actions have been chosen. ▪ Describe how a dance makes them feel.

▪ Vary speed, strength, energy and tension of their movements.		
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Key Learning in Gymnastic type activities		
Developing Skills	Attacking and Defending Strategies (Games) Applying and Linking skills – (gym/dance)	Evaluating Success Not Statutory at this stage
<p>Travelling – feet</p> <ul style="list-style-type: none"> ▪ Jog, skip, gallop, hop, walk forwards, backwards. <p>Travelling – hands and feet</p> <ul style="list-style-type: none"> ▪ Frog, Bunny, Crab, Bear, Caterpillar, Crocodile, Monkey, etc. <p>Shape</p> <ul style="list-style-type: none"> ▪ Wide, thin, tuck, dish, arch. <p>Rolling</p> <ul style="list-style-type: none"> ▪ Rocking on back, pencil, egg rolls, dish roll, teddy / circle roll, forward roll. <p>Balance</p> <ul style="list-style-type: none"> ▪ Front support, balance on 4 & 3 points, large body parts, tummy, back, bottom, shoulder. <p>Jumping</p> <ul style="list-style-type: none"> ▪ 2 feet to 2 feet, 2 to 1 and 1 to 2. ▪ 2 feet to 2 feet for height with shape <p>Handle small and large apparatus</p> <ul style="list-style-type: none"> ▪ Mats, benches, tables. 	<p>Applying and Linking skills</p> <ul style="list-style-type: none"> ▪ Create and link simple combinations of 2/3 actions / skills e.g. <i>travel and balance</i>. ▪ To link “like” movements with a beginning, middle and end ▪ To copy a partner’s sequence. ▪ Remember and repeat simple linked sequences. ▪ Link simple combinations of 3 / 4 actions / skills e.g. <i>jump, travel, roll, balance</i>. ▪ Devise short sequence, clear begin, middle, and end. ▪ Adapt sequence to include partner or apparatus. ▪ Remember and repeat accurately, devised sequences. 	<ul style="list-style-type: none"> ▪ Observe and describe sequences using appropriate vocabulary. ▪ Observe and copy a partner’s sequence. ▪ Comment on one a sequence and say how to improve it.

Other Key Learning
<ul style="list-style-type: none"> ▪ Knows the lesson begins with a warm up & ends with cool down. ▪ Describe how their heart is beating, and their breathing is normal /puffed at different times in the lesson. ▪ Understand and describe changes to their heart rate when playing different type games. ▪ Recognise risks when handling and placing large apparatus. ▪ Begin to understand basic principles of working with a partner or group. ▪ Explain why running and playing games is good for them. <p>The children should engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p>

PHSCE

Understanding Self and Others	Working With Others	Speaking and Listening	Negotiation	Compassion and Empathy	Body Language - Verbal and Non-Verbal
<ul style="list-style-type: none"> Explain their ideas, and responses to an issue. Recognise their feelings. Play with others. 	<ul style="list-style-type: none"> Find a partner, sit with them and work with them. 	<ul style="list-style-type: none"> Demonstrate active listening skills. Ask questions for clarification. 	<ul style="list-style-type: none"> Negotiate with one another. Speak in front of a group. 	<ul style="list-style-type: none"> Demonstrate compassion, empathy and tolerance. 	<ul style="list-style-type: none"> Recognise simple body language. Understand verbal and non-verbal communication.
Assertiveness	Making Choices	Risk Taking	Influences	Making Decisions	
<ul style="list-style-type: none"> Speak using the assertive 'I'. Know that it is OK to make mistakes. Say 'No' and mean 'No'. 	<ul style="list-style-type: none"> Recognise their likes and dislikes. Think about and verbalise what is important to them when making choices. Demonstrate making simple choices. Begin to think about how to make safe choices. 	<ul style="list-style-type: none"> Understand the concept of risk. Know who and how to tell. Begin to recognise how other factors can influence choice. 	<ul style="list-style-type: none"> Begin to understand that sometimes people persuade you to do things you don't want to do. 	<ul style="list-style-type: none"> Demonstrate making simple choices. Begin to think about why they made a particular choice. 	

