

## Art & Design

- **Form and shape** - Draw shapes in between objects.
- Invent new shapes.
- **Lines and Marks** - Invent new lines.
- Draw on different surfaces with a range of media.
- **Tone** - Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.
- **Texture** - Investigate textures by describing, naming, rubbing, copying.
- Use a variety of tools and techniques including different brush sizes and types.
- Mix and match colours to artefacts and objects.
- Experiment with tools and techniques e.g. layering, mixing media, scrapping through.
- **Colour** - Identify primary and secondary colours by name.
- Mix primary shades and tones.
- Mix secondary colours.
- **Texture** - Create textured paint by adding sand, plaster.
- Record and explore ideas from first hand observations.
- Ask and answer questions about the starting points for their work.
- 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

## Design and Technology

- 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
- Roll paper to create tubes
- Cut dowel using hack saw and bench hook
- Mark out materials to be cut using a template
- Use a glue with close supervision
- Propose more than one idea for their product
- Select appropriate technique explaining first, next, last
- Explore ideas rearranging materials
- Use drawings to record ideas and add notes to help explanations
- Explain what they are making and why
- Explain which materials they are using and why
- Describe what they need to do next
- Choose appropriate tools and equipment describing and explaining why they are being used
- Decide how existing products do/do not achieve their purpose
- Note changes made during the making process as annotations to plan/drawings
- Discuss how closely their finished products meets their design criteria and how well it meets the needs of the



## Year 2 Secret Garden

### Attitudes to Learning:

- Resilience and Perseverance
- Teamwork and Cooperation
- Respect and Communication
- Motivation and Curiosity
- Self-confidence and Esteem
- Independence

## Modern Languages

### Early Start

- Understand a wider range of animal names.
- Begin to link animal names with colours.
- Begin to identify family member names for brother, sister, mother and father.
- Use a range of greetings with confidence and begin to initiate simple conversation.
- Begin to use knowledge of letter sounds to improve pronunciation.
- Write some words from memory.
- Begin to show confidence working with numbers to 30; say number before/after a given number.
- Link words and phrases with picture.

## Geography

### Bacup and Rossendale

- To explore what Bacup/ Rossendale is like now using maps and images and compare this to the same location in the past (Hist)
- Use simple locational language when describing features and routes
- Use plan perspectives to recognise landmarks and basic human and physical features of Bacup.
- Look down on objects and make a plan e.g. Bacup centre, shops.
- Follow a route on a map.
- Devise a simple map of the local area e.g. Bacup.
- Express views about the environment around Bacup/ Rossendale and recognise how people sometimes affect the environment.

## History – Local Area Study

- To recognise how Bacup has changed e.g. shops, jobs, houses (Geo)
- Describe and compare the life of local people e.g. mill worker Mary Hindle and Mill owner William Turner.
- Understand why the mills and the coal mine were significant to life in the past.
- Uses words and phrases such as recently, before, after, now, later, same, different, similarities, differences, sequencing, time, order, timeline, historical event, modern
- Sequence 5-6 events closer together in time (from a specific time period or event)
- Order dates from the same century from earliest to latest on a simple timeline.
- Sequence and compare how things have changed over time e.g. local jobs
- Recognise how their own lives are similar and / or different from the lives of people in the past.

## Religious Education \*British Values link

### Christianity – Church

- suggest beliefs and values that might unite the Christian community
- talk about why some Christians might think it is important to come together to worship God
- identify symbols (images and actions) used in Christian worship
- talk about how and why symbols might be used in Christianity
- identify and describe features of a church
- identify signs and symbols in the world around them (FS)
- talk about the school logo – what values it might represent and how it might unite the school community
- ask thoughtful questions about signs and symbols
- talk about communities that they belong to – and how they show their commitment to these communities\*

### Judaism

- retell the story of Moses being given the Ten Commandments
- know some of the Commandments – eg. Keep the Sabbath Day holy, Respect your mother and father
- suggest ways in which the Ten Commandments might influence the life of a believer
- talk about how keeping the Sabbath day holy might influence a Jewish person
- talk about how the Sabbath is a way of making time for God and family
- know about the Jewish tradition of Friday night dinner
- talk about why some people are particularly special to us
- suggest how and why it is important to make time for the people who really matter in our lives
- talk about the people who are special to them and identify the importance of these relationships in their lives
- give examples of why it is important to spend quality time with the people who matter

## PSHE & RHE

### Environment & Community

#### Teamwork & Co-operation

#### How can we look after our environment?(geography)

Identify any problems with the school environment (e.g. things needing repair); Make suggestions for improving the school environment; Recognise that they all have a responsibility for helping to look after the school environment.

#### Growing & Changing

#### Resilience & Perseverance

#### You can do it!

Explain the stages of the learning line showing an understanding of the learning process;  
Suggest phrases and words of encouragement to give someone who is learning something new;  
Identify and describe where they are on the learning line in a given activity and apply its positive mind-set strategies to their own learning.

## Music

- Practise, rehearse and present performances with some awareness of an audience.
- Watch a recording and/or discuss the performance and offer helpful feedback and comments.
- Play and improvise simple patterns including Copy back, Question and answer.
- Create simple melodies with up to 3 notes within the context of song being learnt.
- Record composition appropriately (pictorial/graphic notation, video, ICT).
- Demonstrate understanding and use of musical dimensions when creating music e.g. getting louder/quieter (dynamics), higher/lower (pitch), faster/slower (tempo).
- Identify simple styles and instruments used (e.g. Rock, Reggae, South African, classical).
- Use basic musical language to describe music and feelings towards it.

## Science

### Humans Knowledge

- Describe the importance for humans of exercise, variety of food and hygiene (PSHE)

#### Skills

- **Observe** and describe simple processes/cycles/changes with several steps . **human growth cycle (Hist)(PSHE)**
- **Measure** using non-standard and simple standard measures (e.g. cm, time) with increasing accuracy

### Living Things and their Habitats Knowledge

- 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.
- Identify that most living things live in habitats (**Bacup**) 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

#### Skills

- **Record** simple data with some accuracy to help in answering questions; With support or using frameworks, make decisions about how to complete a variety of tables/charts (*e.g. a 2 column table, tally charts, Venn diagram, pictograms, block graphs with 1:1 scale*) (Maths link)
- **Record** and communicate their findings in a range of ways to a variety of audiences
- Begin to use simple scientific language (from year 2 PoS) to explain what they have found out.

### Living Things and their Habitats Knowledge (seasons week)

- Identify and name a variety of plants and animals in their habitats, including micro-habitats
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- 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.

#### Skills

- Use observations to make suggestions and/or ask questions
- Sequence / annotate photographs of change over time
- Produce increasingly detailed drawings - labelled/annotated
- With guidance, begin to notice **patterns** in their data e. g order their findings, sequence best to worst, say what happened over time, etc.
- Use their recordings to talk about and describe what has happened

## Physical Education

### **Games – The Farm Shop**

- Aim at various targets using different equipment.
- Change direction easily by dodging and swerving
- Throw overarm.
- Catch a ball at different heights.
- Begin to understand to pass a ball to a person in a space when playing Invasion type games.

### **Athletics/Games - Buckets & Spades**

- FMS – Final Assessment
- Develop skills of sprinting, hopping, rolling for accuracy, underarm throwing and jumping for distance.
- Aim at various targets using different equipment.
- Change direction easily by dodging and swerving.
- Complete run, jump and throw challenges.
- Apply changing direction to relay type races.
- Outdoor & Adventurous (Forest School Link)
- Recognise known objects as symbols.
- Observe and move around an area using a simple plan.
- Follow a simple trails and instructions, collecting and recording what they have found.

### **Dance – Wind in the Willows**

- Copy and explore basic body actions using the story of The Wind in the Willows.
- Explore body shapes and movements that communicate moods, ideas and feelings linked to the story.
- Create, remember, repeat and perform a short dance phrase to retell the main parts of the story.
- Use descriptive language to talk about their dances.

## Computing

### **Programming NB Repetition is essential to embedding skills**

- Understand the devices can be controlled by sequences of commands (algorithms).
- Write, test and debug simple programs.
- Create a series of commands (algorithm) to control a real or virtual device using appropriate buttons, make predictions and estimate distances and turns.
- Evaluate own programs and debug them if need to.

### **Data Handling**

- Understand that information can be represented as a simple graph or pictogram.
- Discuss and explore how to use ICT to organise, present and understand data as a simple graph.
- Understand that ICT allows quick changes to the display of data.
- Use a simple graphing package to record information.
- Can add labels and numbers as appropriate.
- Use a branching database and know that it can be used to find out the answers to questions.
- Save, retrieve and amend my work.
- Use graphs to create and answer questions.

### **Online Safety**

- Know how much time I spend online
- Understand what rumours are and how they spread