

Art & Design

- 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.
- Work on different scales
- **Shape**- Create and arrange shapes appropriately.
- Explore the work of a craftsman (e.g. Andy Goldsworthy)
- 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.
- Identify what they might change in their current work.

PSHE & SRE

Keeping myself safe

Understand how diseases can spread;

Recognise and use simple strategies for preventing the spread of diseases.

Identify situations in which they would feel safe or unsafe;

Suggest actions for dealing with unsafe situations including who they could ask for help.

Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.

Physical Health and Mental Wellbeing (Health Education) Basic first-aid

1. How to make a clear and efficient call to emergency services if necessary.

Physical Health and Mental Wellbeing (Health Education) Basic first-aid

2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries

BY (Democracy)- Have a broad general knowledge of and respect for public institutions and services in England e.g. NHS, benefits system.

Business and Enterprise

Understand that people have choices about what they do with their money;

Know that money can be saved for a use at a future time;

Explain how they might feel when they spend money on different things.

Mathematics Y2 Measurement Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.

Recognise that money can be spent on items which are essential or non-essential;

Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.

Computing

Online Safety

Know why passwords should be kept private.

Know that not everything on the internet is true.

Discuss online safety, understand and abide by an acceptable use policy.

Talk about keeping myself safe online. (PSHE)

Know how to minimise a screen if I find something inappropriate on a website and report it to a trusted adult.

Multi-Media

Use ICT to source, generate and amend images.

Understand that each tool/technique can be used to create different styles and effects for different purposes.

Understand that digital still or video cameras, webcams, mobile phones or visualizers can capture an image to store and can then share that image.

Open images created in other software.

Begin to change or enhance photographs and pictures (crop, re-colour).

Create a sequence of still images which together form a short, animated sequence.

Create a simple animation to illustrate a story or idea using images in a software package.

Understand that adding music or a sound can affect the mood/atmosphere of work.

Use software to explore sound and musical phrases



Year 2 Wonderful World

Attitudes to Learning:

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

Geography

Blackpool and Australia

- Name and locate the world's seven continents and five oceans.
- To explore Australia and where it is in the world.
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Blackpool) and Australia (Gold Coast).
- To explore and compare Australia's climate and seasonal weather. (How is this weather different from the UK).
- To investigate Australia's unusual animals and their habitats (Sci)
- To explore Australia's culture and lifestyle.
- Make observations about features that give places their character. (Sci)
- Identify Australia and Blackpool in relation to the equator and the North and South poles.
- To explore the physical features and landscapes of Australia.
- Use basic Geographical vocabulary to describe key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather)
- Use world maps, atlases and globes to identify continents, oceans and countries studied.
- Ask and answer simple geographical questions when investigating different places and their environments e.g. What is it like to live in this place?
- Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map. (FS)
- Begin to understand the need for a key. (FS)
- Use class agreed symbols to make a simple key. (FS)

Forest Schools

Survival Skills

- To understand how birds survive across the seasons (sci)

Music

- Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration).
- Control playing instruments so they sound as they should.
- Practise, rehearse and present performances with some awareness of an audience.
- Identify simple styles and instruments used (e.g. Rock, Reggae, South African, classical).
- Use basic musical language to describe music and feelings towards it.
- Discuss simple dimensions of music (Y1 pulse, rhythm, pitch) including tempo and dynamics and how they fit into the music they are listening to.

Religious Education *British Values link

Islam

- suggest why Muslims believe that it is important to respect God
- talk about why Muslims would want to show their gratitude to God
- know that submission to God is an important aspect of Islamic life
- identify that Islamic beliefs about God motivate most Muslims to pray on a regular basis
- describe the rituals of Islamic prayer (salah), including wudhu and use of a prayer mat
- suggest how making time for the five daily prayers is an act of submission
- talk about the ways in which shared rituals might unite communities (make links with the way that the Islamic community – the Ummah – is united by prayer)
- identify ways in which humans show their gratitude
- talk about the things they do on a regular basis as a sign of their commitment and belonging*
- reflect on who they should be grateful to and how they show this

Modern Languages

Early Start

- Identify, say and order the days of the week.
- Identify, say and order the months of the year.
- Understand simple weather words and phrases.
- Use actions to express different weather types. (link with Dance)
- Say their age and ask others how old they are.

Intercultural Understanding

- Become familiar with French words and phrases associated with Easter.
- Understand how Easter is celebrated in France.
- Compare French traditions with English traditions at Easter.
- 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.

Physical Education

Dance – Weather

- Perform actions that express the weather with control and co-ordination. (link with Modern Languages)
- Use movements with dynamic qualities.
- Work with a partner to create and perform a dance phrase that expresses the weather.

Dance – Salsa

- Become familiar with the style, emotion and expressive qualities of Salsa Dance.
- Perform a range of Salsa Dance actions.
- Work with a partner to create and perform a dance phrase to include 4 contrasting Salsa actions.
- Use descriptive language to talk about their dances.

Games

- Throw underarm with accuracy to a partner.
- Catch a ball with control.
- Make a target when catching.
- Move to a space after passing the ball.
- Dodge with agility.
- Use a tactic to outwit a defender.

Gymnastics

- Work with a partner to adapt a sequence of 4 unlike actions using the apparatus.

Science

Living Things and their Habitats Knowledge

- Notice that animals, including humans, have offspring which grow into adults
- 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 (**seaside/bush**) 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 (FS & Geog)
- Explore and compare the differences between things that are living, dead, and things that have never been alive (Maths link)

Skills

- Observe and describe simple processes/cycles/changes with several steps simple food chain, saying how living things depend on one another)
- Make suggestions about who to ask or where to look for information.
- Ask people questions to help them answer their questions
- Use simple and appropriate secondary sources (such as books, photographs, videos and other technology) to find things out / find answers
- **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 (Geog)
- 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