

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

Christianity God

- retell (simply) the Genesis 1 story of creation
- suggest why Christians might think it is important to look after the world
- suggest ways that Christians might express their concern for the natural world
- describe how and why Christians might thank God for creation at Harvest festivals
- identify ways in which humans use (and abuse) the natural world
- talk about why our planet should matter to all humans – and how this should influence our behaviour (PSHE)
- reflect on their own use of the world's resources (PSHE)
- ask questions about what they can do to show that they care about the world (PSHE)

Computing

Online Safety

- Know why passwords should be kept private.
- Know that not everything on the internet is true (PSHE)
- Discuss online safety, understand and abide by an acceptable use policy.
- Talk about keeping myself safe online.
- 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 Ancient Worlds Ancient Egypt

Attitudes to Learning:

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

History

Ancient Egypt

- Uses words and phrases (recently, before, after, now, later, same, different, similarities, differences, sequencing/time order, timeline, historical event, modern) to show the passing of time
- Sequence 5-6 events -closer together in time- (from a specific time period or from an event) e.g. events of King Tut's rule
- Recognise how their own lives are similar and / or different from the lives of people in the past.
- Recognise what the lives of different people were like in the times of Ancient Egypt e.g. rich/poor, male/female
- Explore the life of Tutankhamen and how our lives are different.
- Explain reasons why how Howard Carter is significant.
- Understand that there are reasons why people in the past acted as they did including the building of the pyramids
- Observe or handle evidence to ask simple questions about the past.
- Observe or handle evidence to find answers to simple questions about the past
- Identify the significance of symbols and objects related to Ancient Egypt e.g. canpoic jars, tombs and hieroglyphics
- Use a variety of historical terms and concepts recently, before, after, now, later, same, different, similarities, differences, sequencing/time order, timeline, historical event, modern, artefact, historian, significant, famous
- Draw labelled diagrams and write about them to tell others about people, events and objects from the past.
- Demonstrate simple historical concepts and events through role play.
- Order dates -from the same century – from earliest to latest on simple timelines e.g. Howard Carter's life
- Use historical vocabulary to re-tell simple stories and historical events in the past

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
- Cut dowel using hack saw and bench hook
- Mark out materials to be cut using a template
- Use a glue with close supervision
- (Constructing pyramids.)
- 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 user

Art & Design

- **Form and shape** -Draw shapes in between objects.
- Invent new shapes. (hieroglyphics)
- **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.
- Record and explore ideas from first hand observations.
- Ask and answer questions about the starting points for their work. Explore the work of a craftsperson
- 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.

Geography

- Use basic Geographical vocabulary to describe key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather)

PSHE-& RHE

Keeping Myself Safe

Self-Confidence & Esteem

I don't like that!

Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;

Identify the types of touch they like and do not like;

Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.

NSPCC Letter Home

How safe would you feel?

Identify situations in which they would feel safe or unsafe;

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

What should Harold say?

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.

Harold loses Geoffrey (year 1)

Recognise the range of feelings that are associated with loss.

Sam moves house

Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.

Basic First aid

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

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

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

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.

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

- Locate France on a world map and identify Paris as the capital
- Learn facts about the Eiffel Tower and compare with Blackpool Tower
- 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.

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 – 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.

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

Uses of Everyday Materials Knowledge (DT)

- 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.

Skills

- **Observe** closely and communicate with increasing accuracy the features or properties of things in the real world
- **Name / Identify** common examples, some common features or different uses
- **Sort and group** objects, materials
- **Compare** and contrast... a variety of things [objects, materials or living things] - focusing on the similarities as well as the differences
- With help / scaffolds, begin to ask questions such as "What will happen if...?"
- Carry out simple comparative tests as part of a group, following a **method** with some independence
- Make a simple prediction about what might happen and try to give a vague reason (even though it might not be correct)
- With support, make suggestions on a **method** for setting up a simple comparative test
- Talk about a practical way to find answers to their questions
- Begin to make decisions about which equipment to use
- Correctly and safely use **equipment provided** to make observations (hand lenses, magnifiers) and/or take simple measurements
- Recognise if **results** matched **predictions**. (say if results were what they expected)
- Give a simple, logical reason why something happened (*e.g. I think ... because ...*)
- Begin to discuss if the test was **unfair**
- **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) PSHE Link

- 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 (Maths link)
- 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