

Religious Education *British Values link

Christianity Jesus

- suggest what Christians might mean when they refer to Jesus as 'the Light of the world'
- talk about the different titles that might be given to Jesus – Christ/Messiah/Saviour/Son of God
- identify ways in which Christians might use light as part of their Christmas celebrations (advent candles, candle-light carl services, Christingle) – and the symbolic meaning
- talk about the different ways that Christians might celebrate Christmas
- identify different ways that humans use light
- discuss the importance of light – as a source of comfort, security and hope
- talk about how and why light might be an important symbol
- ask questions about the value of sources of light in their own lives
- talk about the people who provide comfort, security and hope for them
- suggest ways in which they might be a light for others

Hindu Dharma (Geog & PSHE)

- know that Hindus believe in one God (Brahman) who can be worshipped in many forms
- know that these forms (the deities) have different qualities and are portrayed in different ways
- suggest why Hindus might believe that it is important to show devotion to the deities
- know that Hindus might worship at a Mandir and/or the home shrine
- suggest why worship in the home might be important
- describe the meaning and symbolism of items used in worship (eg. arti lamp, items on the puja tray)
- talk about qualities that make some people special
- identify ways in which humans show their gratitude to the people who matter in their lives* (PSHE)
- talk about who is special to them and why
- reflect on who they should be grateful to and how they might show this in words and actions*(PSHE)



Year 2 Festivals of Colour

Attitudes to Learning:

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

Geography

- Name and locate the world's seven continents and five oceans.
- Understand geographical similarities and differences through studying the human and physical geography of a small area of India.
- To recognise differences between their own and other people's lives. (RE & PSHE)
- Make observations about features that give places their character.
- Use world maps, atlases and globes to identify continents, oceans and countries studied.
- Sustainability – what are the main causes of air pollution (India & UK) and what are the solutions?
- Use basic Geographical vocabulary to describe key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather)

Modern Languages

Early Start

- Say how they are feeling and ask others how they are feeling.
- Say their name and ask others what their name is.
- Identify and say a range of colour names, linking colours together using a simple joining word.
- Begin to understand the letter sounds in the French Alphabet and compare with English letter sounds.
- 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.
- Show confidence working with numbers to 20; say number before/after a given number.
- Link words and phrases with pictures.

Art & Design

- 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.
Explore the work of a craftsman (Hist)
- 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.

PSHE-& RHE

Diversity – What makes us different?

Self-Confidence, Esteem & Curiosity

What makes us who we are?

Identify some of the physical and non-physical differences and similarities between people;
Know and use words and phrases that show respect for other people.

Me and My Relationships & Valuing Differences

Respect & Communication

How are you feeling today?

Use a range of words to describe feelings

Recognise that people have different ways of expressing their feelings

Identify helpful ways of responding to other's feelings

Being a good friend

Recognise that friendship is a special kind of relationship;

Identify some of the ways that good friends care for each other.

How do we make others feel?

Recognise and explain how a person's behaviour can affect other people.

Let's all be happy

Recognise, name and understand how to deal with feelings (e.g. anger, loneliness);

Explain where someone could get help if they were being upset by someone else's behaviour.

Anti-Bullying

Bullying or teasing

Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two;

Identify situations as to whether they are incidents of teasing or bullying.

Physical Education

Gymnastics

- Perform crab, caterpillar, bunny and bear travelling actions.
- Show straight, star, tuck and quarter turn jumps.
- Begin to maintain still balances on side, back, tummy, shoulders and hips.
- Perform egg, pencil, rock to stand and teddy rolling actions.
- Create a sequence using rolling, jumping and travelling.

Fundamental Movement Skills - The Place Where I Live

- Change direction easily when travelling.
- Roll a ball underarm
- Throw different objects underarm and overarm.
- Kick a ball.
- Aim at various objects using different equipment.
- Strike a ball with a bat.
- Catch a ball at different heights.

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 Festival dance phrase to include 4 contrasting Salsa actions.
- Use descriptive language to talk about their dances.

Music

- Sing songs in ensemble following the tune (melody) well with good sense of pulse internally and in time with the group.
- Use voice to good effect and warm up first.
- Perform in ensemble with instructions from the leader.
- Clap and improvise simple rhythmic patterns including Copy back, Question and answer.
- Sing and improvise simple patterns including Copy back, Question and answer.
- Identify the pulse in music independently.
- 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.

Science

Humans Knowledge

- Describe the importance for humans of exercise, variety of food and hygiene (Maths link – measure)

Skills

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

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

Computing

Programming

- 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.

Digital Literacy

- Talk about different forms of information (text, images, sound and video) and understand that some are more useful than others.
- Ask key questions about a specific topic and find information to answer them.
- Recognise the layout of a webpage, recognise web addresses, menu buttons and links.
- Know that not all information found online is useful.
- Use a child-friendly search engine to find specific given websites.
- Understand that websites have a specific address.
- Can list a range of ways to communicate and beginning to understand and use email.

Online Safety

- Use avatars instead of personal images online and understand reasons
- Talk about keeping myself safe online