

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
- 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* (pshe)

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



Year 2

Inspirational People

Explorers

(Helen Skelton, Amelia Earhart, Scott of Antarctic)

Attitudes to Learning:

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

Art & Design (DT)

- 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.
- Match and sort fabrics and threads for colour, texture, length, size and shape.
- Change and modify threads and fabrics,
- Cut and shape fabric using scissors/snips.
- Apply shapes with glue or by stitching.
- Apply decorations using beads, buttons, feathers etc.
- **Colour** -Apply colour with printing, dipping, fabric crayons.
- Create and use dyes i.e. onion skins, tea, coffee.
- **Texture**-Create fabrics by weaving materials i.e. grass through twigs.
- Record and explore ideas from first hand observations.
- Ask and answer questions about the starting points for their work.
- Explore the work of a crafts person
- 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.

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.

History

- 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) the life of Amelia Earhart
- Order dates -from the same century – from earliest to latest on simple timelines e.g. the life of Amelia Earhart
- Using the significant people, sequence and compare how things have changed over different periods (e.g. the different explorers equipment from 1900-modern day).
- Recognise how their own lives are similar and / or different from the lives of people in the past.
- Use historical vocabulary to re-tell simple stories and historical events in the past
- Give reasons why someone/ an event might be significant and what changed/ happened as a result (the impact)

Geography

- Identify the equator and the North and South poles (Linked to the race to the South Pole and explorers)
- 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 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. of the classroom and of the playground.
- Follow a route on a map.
- Express views about the environment and recognise how people sometimes affect the environment.
- Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map.
- Devise a simple map of a real or imaginary place
- Begin to understand the need for a key.
- Use class agreed symbols to make a simple key.
- Use basic Geographical vocabulary to describe key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) (Sci)

Design Technology (Art)

- 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 and tape
- Link to Antarctic
- 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

PSHE & RHE

Money & Enterprise

Independence/ teamwork & Co-operation

Harold saves for something special

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.

Harold goes camping

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.

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.

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

Physical Education - 'Bear Grylls'

Dance – Explorers

- Copy and explore basic body actions from a range of stimuli based on Explorers.
- Use body actions to explore moods, ideas and feelings.
- Vary speed, strength, energy and tension of movements.
- Use descriptive language to talk about their dances.

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.

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.

Swimming

Science

Living Things and their Habitats Knowledge

- Notice that animals, including humans, have offspring which grow into adults (PSHE)
- 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 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
- Explore and compare the differences between things that are living, dead, and things that have never been alive

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) (FS)
- 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