

Curriculum Intent: Year Group __2__

When:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme:	Victorians Toys, travel and transport.	Victorians Florence Nightingale	At Sea! Pirates	At Sea! Titanic	Holidays	Holidays
Reading Year 1	<p>Year 1</p> <p>Word Reading</p> <ul style="list-style-type: none"> • I can apply phonic knowledge and skills as the route to decode words. • I can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • I can read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. • I can read other words of more than one syllable that contain taught GPCs. • I can read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s). • I can read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. • I can reread these books to build up their fluency and confidence in word reading. <p>Comprehension</p> <ul style="list-style-type: none"> • I can develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently - being encouraged to link what I read or hear to my own experiences - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics 					

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Year 2	<ul style="list-style-type: none">- recognising and joining in with predictable phrases- learning to appreciate rhymes and poems, and to recite some by heart- discussing word meanings, linking new meanings to those already known• I understand both the books I can already read accurately and fluently and those I listen to by:<ul style="list-style-type: none">- drawing on what I already know or on background information and vocabulary provided by the teacher- checking that the text makes sense to me as I read, and correcting inaccurate reading- discussing the significance of the title and events- making inferences on the basis of what is being said and done- predicting what might happen on the basis of what has been read so far• I can participate in discussion about what is read to me, taking turns and listening to what others say.• I can explain clearly my understanding of what is read to them. <p>Year 2</p> <ul style="list-style-type: none">• I can continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.• I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.• I can read accurately words of two or more syllables that contain the same graphemes as above.• I can read words containing common suffixes.• I can read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.• I can read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.• I can read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.• I can reread these books to build up their fluency and confidence in word reading.• I can develop pleasure in reading, motivation to read, vocabulary and understanding by:
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	<ul style="list-style-type: none">- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which I can read independently- discussing the sequence of events in books and how items of information are related- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales- being introduced to non-fiction books that are structured in different ways- recognising simple recurring literary language in stories and poetry- discussing and clarifying the meanings of words, linking new meanings to known vocabulary- discussing their favourite words and phrases- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <ul style="list-style-type: none">• I understand both the books that I can already read accurately and fluently and those that I listen to by:<ul style="list-style-type: none">- drawing on what they already know or on background information and vocabulary provided by the teacher- checking that the text makes sense to me as I read, and correcting inaccurate reading- making inferences on the basis of what is being said and done- answering and asking questions- predicting what might happen on the basis of what has been read so far• I can participate in discussion about books, poems and other works that are read to me and those that I can read for myself, taking turns and listening to what others say.• I can explain and discuss my understanding of books, poems and other material, both those that I listen to and those that I read for myself.
Writing Year 1	<p>Year 1</p> <p>I understand how words can combine to make sentences.</p> <p>I can write sentences by:</p> <ul style="list-style-type: none">• saying out loud what I am going to write about• composing my sentence orally before writing it• sequencing sentences to form short narratives• re-reading what I have written to check that it makes sense• discuss what I have written with my teacher or other pupils• read aloud my writing clearly enough to be heard by my peers and my teacher

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Year 2	<p><u>Handwriting</u></p> <p>I can sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>I can begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>I can form capital letters.</p> <p>I can form digits 0-9.</p> <p>I understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p>Year 2</p> <p><u>Handwriting</u></p> <ul style="list-style-type: none">• I can form lower case letters of the correct size relative to one another.• I can begin using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.• I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.• I can use spacing between words that reflects the size of the letters. <p><u>Composition</u></p> <p>I can develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none">• writing narratives about personal experiences and those of others (real and fictional)• writing about real events• writing poetry• writing for different purposes <p>I can consider what I am going to write before beginning by:</p> <ul style="list-style-type: none">• planning or saying out loud what I am going to write about• writing down ideas and/or key words, including new vocabulary• encapsulating what I want to say, sentence by sentence
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	<p>I can begin to make simple edits to my writing by:</p> <ul style="list-style-type: none">• evaluating my writing with the teacher and other pupils• re-reading to check that my writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form• proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]• read aloud what I have written with appropriate intonation to make the meaning clear
<p>SPAG Year 1</p>	<p>Year 1</p> <p>I can leave a space between words.</p> <p>I can join words and clauses using the word 'and'.</p> <p>I can begin to punctuate my sentences using a capital letter and full stop, question mark or exclamation mark.</p> <p>I can use a capital letter for names of people, places, and days of the week and for the personal pronoun 'I'.</p> <p>I understand the key terminology letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark.</p> <p>I can spell:</p> <ul style="list-style-type: none">• words containing each of the 40+ phonemes already taught• common exception words• the days of the week <p>I can name the letters of the alphabet:</p> <ul style="list-style-type: none">• naming the letters of the alphabet in order• using letter names to distinguish between alternative spellings of the same sound <p>I can add prefixes and suffixes:</p> <ul style="list-style-type: none">• using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs• using the prefix un• using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]

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Year 2

- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Year 2

- I can segment spoken words into phonemes and represent these by graphemes, spelling many correctly.
 - I can learn new ways of spelling phonemes for which one or more spellings are already known and learn some words with each spelling including common homophones.
 - I can learn to spell common exception words.
 - I can learn to spell words with contracted forms.
 - I can begin to use the possessive apostrophe.
 - I understand homophones and near homophones and can distinguish between them.
 - I can add suffixes to spell longer words including –ment, -ness, -ful, -less and =ly.
 - I can apply spelling rules from the National Curriculum Appendix 1 (attached).
 - I can write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
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- I can use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).
 - I can use sentences with different forms: statement, command question, exclamation.
 - I can use expanded noun phrases to describe and specify.
 - I can use the present and past tenses correctly and consistently including the progressive form.
 - I can use subordination (when, if, that, because).
 - I can use coordination (or, and, but).
 - I can use some features of standard written English.
 - I understand the key terminology noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma and use these terms when discussing my writing.

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Maths Year 1

Year 1

Number and Place Value

- I can count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- I can count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens given a number, identify one more and one less
- I can use the language of: equal to, more than, less than (fewer), most, least
- I can identify and represent numbers using objects and pictorial representations including the number line
- I can read and write numbers from 1 to 20 in numerals and words.

Addition and Subtraction

- I can represent and use number bonds and related subtraction facts within 20
- I can add and subtract one digit and two--digit numbers to 20, including zero
- I can read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (appears also in Written Methods)
- I can solve one--step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$

Multiplication and Division

- I can count in multiples of twos, fives and tens
- I can solve one--step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher

Fractions

- I can recognise, find and name a half as one of two equal parts of an object, shape or quantity
- I can recognise, find and name a quarter as one of four equal parts of an object, shape or quantity

Measurement (including time)

- compare, describe and solve practical problems for:

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- I can identify, represent and estimate numbers using different representations, including the number line
- I can read and write numbers to at least 100 in numerals and in words
- I can recognise the place value of each digit in a two---digit number (tens, ones)
- I can use place value and number facts to solve problems.

Y2 Addition and Subtraction

- I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- I can halve and double 2-digit numbers
- I can add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two---digit number and ones / a two---digit number and tens / two two---digit numbers adding three one---digit numbers
- I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- I can recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
- I can solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures and applying their increasing knowledge of mental and written methods
- I can solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

Y2 Multiplication and Division

- I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognizing odd and even numbers
- I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs

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- I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Y2 Fractions

- I can recognise, find, name and write fractions $\frac{1}{2}$ $\frac{1}{4}$ $\frac{3}{4}$ $\frac{1}{3}$ $\frac{2}{4}$ and $\frac{1}{}$ of a length, shape, set of objects or quantity
- I can write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the simple equivalence

Y2 Measurement (including time)

- compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$
- compare and sequence intervals of time
- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}$ C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.
- know the number of minutes in an hour and the number of hours in a day.

Y2 Geometry Shape and Position

- identify and describe the properties of 2---D shapes, including the number of sides and line symmetry in a vertical line
- identify and describe the properties of 3---D shapes, including the number of
- edges, vertices and faces
- identify 2---D shapes on the surface of 3---D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
- compare and sort common 2---D and 3---D shapes and everyday objects
- use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three--- quarter turns (clockwise and anti---clockwise)

Y2 Statistics

- interpret and construct simple pictograms, tally charts, block diagrams and simple tables

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	<ul style="list-style-type: none"> • Using lists/tables/diagrams to sort objects • ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity • ask and answer questions about totalling and comparing categorical data 					
Science	<p>I can distinguish between an object and the material from which it is made;</p> <p>I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock;</p> <p>I can describe the simple physical properties of a variety of everyday materials;</p> <p>I can compare and group together a variety of everyday materials on the basis of their</p>	<ul style="list-style-type: none"> • I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses; • I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<ul style="list-style-type: none"> • I can explore the world around, leading to ask some simple scientific questions about how and why things happen. • I can begin to recognise ways in which they might answer scientific questions; • I can carry out simple practical tests, using simple equipment; experience different types of scientific enquiries, including practical activities; 	<p>I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees;</p> <p>I can identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <ul style="list-style-type: none"> • I can observe and describe how seeds and bulbs grow into mature plants; • I can find out and describe how plants need water, light and 	<p>I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals;</p> <p>I can identify and name a variety of common animals that are carnivores, herbivores and omnivores;</p> <p>I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals</p>	<ul style="list-style-type: none"> • I can explore and compare the differences between things that are living, dead, and things that have never been alive; • I can 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. • I can identify and name a variety of plants and animals in their habitats, including microhabitats; • I can describe how animals obtain their food from plants and other animals, using the idea of a simple food

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	<p>simple physical properties.</p> <p>Seasons I can observe changes across the 4 seasons I can observe and describe weather associated with the seasons and how day length varies. (To be continued throughout the year)</p>		<p>talk about the aim of scientific tests they are working on.</p> <p>Children can:</p> <ul style="list-style-type: none"> a notice links between cause and effect with support; b begin to notice patterns and relationships with support; c begin to draw simple conclusions; d identify and discuss differences between their results; e use simple and scientific language; f read and spell scientific vocabulary at a level 	<p>a suitable temperature to grow and stay healthy.</p>	<p>including pets);</p> <ul style="list-style-type: none"> • I can notice that animals, including humans, have offspring which grow into adults; • I can find out about and describe the basic needs of animals, including humans, for survival water, food and air); • I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<p>chain, and identify and name different sources of food.</p> <p>Gathering and recording data to help in answering questions. Children can:</p> <ul style="list-style-type: none"> a use simple features to compare objects, materials and living things; b decide how to sort and classify objects into simple groups with some help; c record and communicate findings in a range of ways with support; <p>sort, group, gather and record data in a variety of ways to help in answering questions such as in simple sorting diagrams, pictograms,</p>
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			<p>consistent with their increasing word reading and spelling knowledge at key stage 1; talk about their findings to a variety of audiences in a variety of ways.</p>			<p>tally charts, block diagrams and simple tables.</p>
<p>Science Investigation strands</p>	<p><u>ASKING QUESTIONS AND CARRYING OUT FAIR AND COMPARATIVE TESTS</u></p> <p>Performing simple tests. Children can:</p> <ul style="list-style-type: none"> a explore the world around them, leading them to ask some simple scientific questions about how and why things happen; b begin to recognise ways in which they might answer scientific questions; c ask people questions and use simple secondary sources to find answers; d carry out simple practical tests, using simple equipment; e experience different types of scientific enquiries, including practical activities; <p>talk about the aim of scientific tests they are working on</p> <p>Asking simple questions and recognising that they can be answered in different ways.</p> <p><u>OBSERVING AND MEASURING CHANGES</u></p> <p>Asking simple questions and recognising that they can be answered in different ways.</p> <p>Performing simple tests. Children can:</p>					

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- a explore the world around them, leading them to ask some simple scientific questions about how and why things happen;
- b begin to recognise ways in which they might answer scientific questions;
- c ask people questions and use simple secondary sources to find answers;
- d carry out simple practical tests, using simple equipment;
- e experience different types of scientific enquiries, including practical activities ;talk about the aim of scientific tests they are working on.

IDENTIFYING, CLASSIFYING, RECORDING AND PRESENTING DATA

Identifying and classifying.

Gathering and recording data to help in answering questions. Children can:

- a use simple features to compare objects, materials and living things;
- b decide how to sort and classify objects into simple groups with some help;
- c record and communicate findings in a range of ways with support;

sort, group, gather and record data in a variety of ways to help in answering questions such as in simple sorting diagrams, pictograms, tally charts, block diagrams and simple tables.

Using their observations and ideas to suggest answers to questions.

DRAWING CONCLUSIONS, NOTICING PATTERNS AND PRESENTING FINDINGS

Children can:

- a notice links between cause and effect with support;
- b begin to notice patterns and relationships with support;
- c begin to draw simple conclusions;
- d identify and discuss differences between their results;
- e use simple and scientific language;
- f read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1;

talk about their findings to a variety of audiences in a variety of ways.

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<p>Geography</p>			<ul style="list-style-type: none"> • I can name and locate the world's seven continents and 5 oceans. • I can use geographical vocabulary to refer to key human features including city, town, village, factory, farm, house, office <p>I can use basic geographical vocabulary to refer to key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, season, weather, valley, soil, vegetation.</p> <ul style="list-style-type: none"> • I can devise a simple map and use and construct basic symbols in a key. 	<ul style="list-style-type: none"> • I can use simple compass directions and locational directions to describe the locations of features and routes on a map. 	<ul style="list-style-type: none"> • I can name and locate the four countries and capital cities of the United Kingdom and its surrounding seas. • I can use key vocabulary to demonstrate knowledge and understanding in this strand eg record, observe, map, key, position, route, journey, human physical, compass, 4-point direction, North, South, East, West • I can answer some questions using different resources, such as books, the internet and atlases. • I can use simple fieldwork and observational skills to study the geography of the surrounding area including key human and physical features using a range of methods eg maps, tally charts, pictograms. • I can use world maps, atlases and globes to identify the countries and continents and oceans studied at this key stage. • I can compare a local town/city in the UK with a contrasting town/city in a different country. • I can use key vocabulary to demonstrate knowledge and understanding in this strand e.g. compare, differences, similarities, population, culture,
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<p>Art</p>	<ul style="list-style-type: none"> • I can explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. <p>Drawing vocab: portrait, self-portrait, line drawing, detail, landscape, cityscape ,building, pastels, drawings, line, bold, size, space.</p>	<p>I can describe the work of famous notable artists to replicate a piece of work.</p> <p>I can express an opinion on the work of famous notable artists.</p> <p>I can use inspiration from famous, notable artists to create my own work and compare.</p> <ul style="list-style-type: none"> • I can use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; • I can use a variety of techniques, e.g. rolling, cutting, pinching; • I can use a variety of shapes, including lines and texture; (Sculpture vocab: 	<ul style="list-style-type: none"> • I can use different materials to draw with such as pens, pencils felt tips, charcoal, crayons, chalk and pastels. • I can name the primary and secondary colours; • I can experiment with different brushes (including brushstrokes) and other painting tools; • I can mix primary colours to make secondary colours; • I can add white and black to alter tints and shades; <p>Vocab Painting: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint</p>		<ul style="list-style-type: none"> • I can use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; • I can use a variety of techniques, e.g. rolling, cutting, pinching; • I can use a variety of shapes, including lines and texture; (Sculpture vocab: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.) 	
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		sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.)				
History	<ul style="list-style-type: none"> • I can find out about the lives of significant individuals in the past who have contributed to national and international achievements -0 Queen Victoria. • I can find out about events beyond living memory that are significant nationally or globally (for example the Great Fire of London, the first aeroplane flight or events 	<ul style="list-style-type: none"> • I can know and recount episodes from stories and significant events in history. <p>I can talk, write and draw about things from the past.</p>	.	<ul style="list-style-type: none"> • I can observe or handle evidence to ask simple questions about the past. • I can know and recount episodes from stories and significant events in history. <p>I can talk, write and draw about things from the past.</p> <p>I can order dates from earliest to</p>	I can talk, write and draw about things from the past.	

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	<p>commemorated through festivals or anniversaries).</p> <p>I can observe or handle evidence to ask simple questions about the past.</p> <p>I can order dates from earliest to latest on simple timelines.</p>		<p>latest on simple timelines.</p>		
D.T.	<p>Design a bridge to hold the train weight.</p> <p>I can use my knowledge of existing products and my own experience to help generate my ideas.</p> <p>I can design products that have a purpose and are aimed at an intended user.</p> <p>I can explain how my products will look and work, through talking and simple annotated drawings.</p> <p>I can build simple structures, exploring how they can be made stronger, stiffer and more stable.</p>	<p>Use levers and sliders – moving pirate picture.</p> <p>I can use my knowledge of existing products and my own experience to help generate my ideas.</p> <p>I can design products that have a purpose and are aimed at an intended user.</p> <p>I can explore and create products using mechanisms such as levels and sliders.</p>	<p>Design and make a bug house – (minibeasts science)</p>		

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	I can evaluate my product and ideas against simple design criteria.		
Music	<p><u>MUSICIANSHIP: Understanding music</u></p> <ul style="list-style-type: none"> · I can use body percussion, instruments and my voice in the key centres of: C major, F major, G major and A minor. · I can find and keep a steady beat . · I understand the difference between creating a rhythm pattern and a pitch pattern. · I can copy back simple rhythmic patterns using long and short. · I can copy back simple melodic patterns using high and low. · I complete vocal warm-ups with a copy back option to use Solfa <p><u>Listening: Respond and analyse</u></p> <ul style="list-style-type: none"> · I can respond/analyse, move and dance with the music. · I can find the steady beat within a piece of music. · I can talk about feelings created by the music. · I recognise some band and orchestral instruments. · I can describe tempo as fast or slow and describe dynamics as loud and quiet. · I can join in sections of the song, e.g. chorus. · I am beginning to understand where the music fits in the world. · I am beginning to understand about different styles of music. <p><u>Singing</u></p> <ul style="list-style-type: none"> · I can sing, rap, rhyme, chant and use spoken word. · I demonstrate good singing posture. · I can sing songs from memory. · I can copy back intervals of an octave and fifth (high, low). · I can sing in unison. <p><u>Notation</u></p> <ul style="list-style-type: none"> · I explore ways of representing high and low sounds and long and short sounds, using symbols and any appropriate means of notation. · If appropriate: explore standard notation, using crotchets, quavers and minims, and simple combinations of: C, D, E, F, G F, G, A G, B, D 		

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D, E, F#, G, A

D, A, C

Playing Instruments

· I rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major, D major and D minor

Creating : Improvising

· I can explore improvisation within a major and minor scale using the notes:

C, D, E

D, E, A

F, G, A

D, F, G

· I can improvise simple vocal patterns using 'Question and Answer' phrases.

I understand the difference between creating a rhythm pattern and a pitch pattern.

Creating: Composing

Year 1

· I can explore and create graphic scores: Create musical sound effects and short sequences of sounds in response to music and video stimulus.

· I can create a story, choosing and playing classroom instruments and/or sound makers.

· I can recognise how graphic notation can represent created sounds.

· I can explore and invent my own symbols.

· I use music technology, if available, to capture, change and combine sounds.

· I can use simple notation if appropriate, to create a simple melody using crotchets and minims:

C, D C, D, E

C, D, E, F

C, D, E, F, G Start and end on the note C

F, G F, G, A

F, G, A, C

F, G, A, C, D Start and end on the note F

D, F D, F, G

D, F, G, A

D, F, G, A, C Start and end on the note D

Performing · I enjoy and have fun performing.

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	<ul style="list-style-type: none"> • I choose a song/songs to perform to a well-known audience. • I can prepare a song to perform. • I can communicate the meaning of the song. • I can add actions to a song. • I can play some simple instrumental parts. 					
R.E.						
P.E.	<p>GAMES</p> <ul style="list-style-type: none"> • I can participate in different team games, developing tactics for attacking and defending. • I can use my skills and become increasingly confident in a range of activities. 	<p>DANCE</p> <ul style="list-style-type: none"> • I can move imaginatively during, responding to music. • I can change rhythm, speed, level and direction. • I can dance with control and co-ordination. • I can express ideas and feelings through dance. 	<p>KURLING</p> <ul style="list-style-type: none"> • I can use my skills and become increasingly confident in a range of activities. 	<p>GYMNASTICS</p> <ul style="list-style-type: none"> • I can develop balance, agility and co-ordination. 	<p>GAMES</p> <ul style="list-style-type: none"> • I can use basic movements including running, jumping, throwing and catching. • I can participate in different team games, developing tactics for attacking and defending. 	<p>ATHLETICS</p> <ul style="list-style-type: none"> • I can use basic movements including running, jumping, throwing and catching. • I can use my skills and become increasingly confident in a range of activities.
P.S.H.E. Personal Development	<p>Families and friendships Roles of different people; families; feeling cared for</p>	<p>Respecting ourselves and others How behaviour affects others; being polite and respectful</p>	<p>Being a change maker What rules are; caring for others' needs; looking after the environment</p>	<p>Money and Work Strengths and interests; jobs in the community</p>	<p>Physical health and Mental Wellbeing Keeping healthy; food and exercise; hygiene routines; sun safety</p>	<p>Keeping safe How rules and age restrictions help us; keeping safe online</p>

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	<p>Who is special to me? PoS Refs: R1, R2, R3, R4, R5</p> <p>Safe relationships Recognising privacy; staying safe; seeking permission</p> <p>What makes me feel safe? PoS Refs: R10, R13, R15, R16, R17</p>	<p>What does respect mean to me? Pos Refs: R21, R22</p>	<p>In what way am I a change maker? PoS Refs:L1, L2, L3</p>	<p>Why is that job important? Pos Refs: L14, L16, L17</p>	<p>What does it mean to be healthy? PoS Refs: H1, H2, H3, H5, H8, H9, H10</p> <p>Growing and changing Recognising what makes them unique and special; feelings; managing when things go wrong</p> <p>What makes me special? PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24</p>	<p>What does it mean to stay safe online? Pos Refs: H28 H34</p> <p>Media literacy ad digital resilience Using the internet and digital devices; communicating online</p> <p>How do I stay safe online? PoS Refs: L7, L8</p>
Computing	<p><u>Digital literacy</u></p> <p>E-safety</p> <ul style="list-style-type: none"> • What are the dangers of sharing photos online? • People online are not always who they say they are. 15 • Trusting information online. • Using the Internet responsibly. • Being respectful. Internet Research • Understand how a web-page displays information in different ways; text, images, videos and interactive elements. • Use a web-page to answer questions. <p><u>Coding</u></p> <p>Develop Programming</p> <ul style="list-style-type: none"> • Create and debug simple programs by selecting code blocks, placing them in 	<p><u>Digital art</u></p> <ul style="list-style-type: none"> • Use lines and fill tools to make interesting patterns. • Add a variety of lines and shapes (outlines and fill) and label them with text. Re-create graphics using pixels with different colours. <p><u>Introduction to Animation</u></p> <ul style="list-style-type: none"> • Add a background and objects to a frame (including text) • Copy/clone a frame and move objects to create an animation, including flipping objects. • Create an animation with multiple objects moving simultaneously. • Create screen-recording animation (optional, requires iPad). 	<p><u>Database/Graphing</u></p> <ul style="list-style-type: none"> • Understand what data is and collect it as a tally. • Use software to label a pictogram and add data to each column. • Edit a table with correct titles and numbers. • Use software to create a bar chart/pie chart/line chart suitable for the data. • Interpret a pictogram/bar chart/line chart. 			

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	<p>the correct sequence and executing a program.</p> <ul style="list-style-type: none"> • Use logical reasoning to predict the behaviour of simple programs. Simplify a program by using a loop. Programming with Scratch Jr • Program movements. • Program outputs for audio or text. • Find errors in a program. • Program inputs. • Program selection/conditions (if one sprite hits another). 		<ul style="list-style-type: none"> • Create stop-motion animation with photos (optional, requires iPad). • Create animated drawings of characters by cropping photos and adjusting points of movement <p style="text-align: center;"><u>Internet research</u></p> <ul style="list-style-type: none"> • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies 			
P4C	<p>What makes a good family?</p> <p>What is a disability?</p>	<p>Why is it important that we all get on together in class?</p>	<p>What type of person makes a good friend?</p>	<p>Should we change to fit in?</p>	<p>Treat others as you wish to be treated. Is this a good idea?</p>	<p>Are there certain jobs for men women?</p>