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When:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme:	London Fire	London Guy Fawkes	Explorers Sea	Explorers Space	Africa	Africa
Reading	<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: <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 • 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 					

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	<ul style="list-style-type: none">- 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 <ul style="list-style-type: none">• 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	<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 <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

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	<ul style="list-style-type: none">• 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
Maths	<p><u>Y2 Number and Place Value</u></p> <ul style="list-style-type: none">• I can count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward• I can compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs• I can two-digit numbers to the nearest 10• 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. <p><u>Y2 Addition and Subtraction</u></p> <ul style="list-style-type: none">• 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

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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
- 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 ($^{\circ}\text{C}$); 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

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	<ul style="list-style-type: none">• 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) <p><u>Y2 Statistics</u></p> <ul style="list-style-type: none">• interpret and construct simple pictograms, tally charts, block diagrams and simple tables• 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
SPaG	<ul style="list-style-type: none">• 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. <ul style="list-style-type: none">• 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.

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	<ul style="list-style-type: none"> • 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. 					
Science	<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; 	<ul style="list-style-type: none"> • 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 	<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 a suitable temperature to grow and stay healthy. 	<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. 	<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

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			<p>activities; 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 			<p>idea of a simple food 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</p>
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			<p>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.</p>			<p>diagrams, pictograms, tally charts, block diagrams and simple tables.</p>
<p>Geography</p>	<ul style="list-style-type: none"> • 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 use simple fieldwork and observational 		<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 • I can use basic geographical vocabulary to 	<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 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 	

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	<p>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.</p> <ul style="list-style-type: none"> • I can answer some questions using different resources, such as books, the internet and atlases. • I can name and locate the four countries and capital cities of the United Kingdom and its surrounding seas. 		<p>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. 		<p>understanding in this strand e.g. compare, differences, similarities, population, culture,</p>	
Art	<ul style="list-style-type: none"> • I can explore different techniques involved 	<ul style="list-style-type: none"> • I can use different materials to draw 	<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> • I can use a variety of natural, 	<ul style="list-style-type: none"> • I can name the primary and secondary colours;

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	<p>in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on.</p>	<p>with such as pens, pencils felt tips, charcoal, crayons, chalk and pastels.</p> <p>Drawing vocab: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</p>			<p>recycled and manufactured materials for sculpting, e.g. clay, straw and card;</p> <ul style="list-style-type: none"> • 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.) 	<ul style="list-style-type: none"> • 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>
History	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • I can know and recount episodes from stories and significant events in history. I can talk, write and draw about things from the past. 	<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. 	<ul style="list-style-type: none"> • I can observe or handle evidence to ask simple questions about the past. 		

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	<p>flight or events 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>					
D.T.	<ul style="list-style-type: none"> • I can follow a simple plan or recipe with support. • I can begin to select from a range of hand tools. • I can select from a range of materials, textiles and components according to their characteristics. 	<ul style="list-style-type: none"> • I can explore and evaluate existing products. • I can explain positives and things to improve for existing products. • I can explain how my products will look and work, through talking and simple annotated drawings. 		<ul style="list-style-type: none"> • I can use my knowledge of existing products and my own experience to help generate my ideas. • I can design products that have a purpose and are aimed at an intended user. • I can explain how my products will look and 	<ul style="list-style-type: none"> • I can design models using simple computing software. • I can plan and test ideas using templates and mock-ups. • I understand and can follow simple design criteria. • I can build simple structures, exploring how they can be made stronger, 	

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	<ul style="list-style-type: none"> • I can use hand tools and kitchen equipment safely and appropriately and learn to follow hygiene procedures. I can use a range of materials and components. • I can assemble, join and combine materials, components or ingredients. • I can begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations. 	<ul style="list-style-type: none"> • I can evaluate my product and ideas against simple design criteria 		<p>work, through talking and simple annotated drawings.</p> <ul style="list-style-type: none"> • I can explore and create products using mechanisms such as wheels and axles. • I can explore what materials existing products are made from. • I can evaluate my product and ideas against simple design criteria 	<p>stiffer and more stable.</p> <ul style="list-style-type: none"> • I can talk about and start to understand the simple working characteristics of materials and components. 	
<p>Music</p>	<ul style="list-style-type: none"> · I can use body percussion, instruments and my voice, in the key centres of: C major, G major and A minor. · I can find and keep a steady beat. · I can copy back simple rhythmic patterns using long and short and high and low. · I complete vocal warm-ups with a copy back option to use Solfa. · I can sing short phrases independently. 					

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- I can mark the beat of a listening piece (e.g. Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo.
 - I am able to walk in time to the beat of a piece of music.
 - I can identify the beat groupings in the music that I sing and listen to. E.g. 2-time, 3-time etc.
 - I am able to move and dance with the music confidently. And talk about how the music makes me feel.
 - I can find different steady beats.
 - I am able to describe tempo as fast or slow and describe dynamics as loud or quiet.
 - I can join in with sections of the song,. E.g. call and response.
 - I am starting to talk about the style of a piece of music.
 - I can recognise some band and orchestral instruments.
 - I am starting to talk about where music might fit into the world.
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- I can sing as part of a choir and demonstrate good singing posture.
 - I am able to sing songs from memory and/or from notation.
 - I sing to communicate the meaning of the words.
 - I can sing in unison and sometimes in parts, and with more pitching accuracy.
 - I understand and follow the leader or conductor and can add actions to a song.
 - I can move confidently to a steady beat.
 - I talk about feelings created by the music/song and can recognise some band and orchestral instruments.
 - I can describe tempo as fast or slow.
 - I can join in sections of the song. E.g. chorus.
 - I am beginning to understand where the music fits in the world and am beginning to talk about and understand the style of the music.
 - I know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and am able to demonstrate these when singing, by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause).
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- I am able to explore ways of representing high and low sounds and long and short sounds, using symbols and any appropriate means of notation.
 - I can explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of:
C, D, E, F, G, A, B
G, A, B, C, D, E, F#
F, G, A, Bb, C, D, E

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	<p>A, B, C, D, E</p> <ul style="list-style-type: none"> · I am able to identify hand signals as notation, and recognise music notation on a stave of five lines. · I can rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major. · I can explore improvisation within a major scale using the notes: C, D, E C, G, A G, A, B F, G, A · I am able to work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation. · I can create musical sound effects and short sequences of sounds in response to music and video stimulus. · I am able to use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. · I can create a story, choosing and playing classroom instruments. · I am able to create and perform my own rhythm patterns with stick notation, including crotchets, quavers and minims. · I can use music technology, if available, to capture, change and combine sounds. · I can practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. · I can decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance. · I am able to talk about what the song means and why it was chosen to share. · I can talk about the difference between rehearsing a song and performing it. 					
R.E.	<p>How do we show care for others?</p> <p>1. To discuss ways in which people</p>	<p>Why and how are Christmas and Chanukah celebrated?</p>	<p>Who is an inspiring person?</p> <p>1. To enable pupils to reflect upon and</p>	<p>Why and how do special places and symbols show what people believe?</p>	<p>What can we learn from Christian and Jewish Creation stories?</p>	<p>What do Muslims believe?</p> <p>1. To develop a knowledge and</p>

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	<p>are special and unique.</p> <p>2. To enable pupils to think of ways in which they can use their talents to help others.</p> <p>3. To enquire into the concept of charity in different religious traditions.</p> <p>4. To explore the ways in which different religious traditions show they care for others.</p> <p>5. To be able to retell stories about the importance of caring for those in need.</p> <p>6. To learn about some famous Christian individuals who put their faith into action.</p>	<p>1. To be able to recall and demonstrate their knowledge of the Christmas story.</p> <p>2. To know and understand the symbols traditionally associated with Christmas and their meanings.</p> <p>3. To reflect upon why Christmas is an important festival for Christians.</p> <p>4. To demonstrate knowledge and understanding of the story of Chanukah and how it is celebrated.</p> <p>5. To identify similarities and differences between Chanukah and Christmas.</p>	<p>identify inspiring people in their own lives.</p> <p>2. To enable pupils to identify the qualities they would associate with a good leader.</p> <p>3. To give pupils the opportunity to reflect upon their own personal qualities and explain what they could do to inspire others.</p> <p>4. To enable pupils to formulate their own questions about leadership.</p> <p>5. To explain how Jesus demonstrated he was an inspiring leader for Christians.</p> <p>6. To identify the leadership qualities Moses demonstrated, when leading the Israelites out of Egypt and suggest</p>	<p>1. To reflect upon and discuss special objects that are important to the pupils.</p> <p>2. To identify some symbols and objects that are special to Christians.</p> <p>3. To make links between the Easter story and some of the symbols and objects that are used during the festival.</p> <p>4. To explore some of the feelings Christians associate with the Easter story.</p> <p>5. To conduct an enquiry into the church as a special place for Christians.</p>	<p>1. To develop an understanding of the concept of creation.</p> <p>2. To appreciate the world by exploring the many amazing things it contains, including images, story and music.</p> <p>3. To identify and explore ideas for creating the perfect world.</p> <p>4. To demonstrate knowledge and understanding of the Jewish and Christian creation story and acknowledge other views about how the world began.</p> <p>5. To identify ways in which religious people and organisations make a response to God by caring for the world.</p> <p>6. To identify ways in which mankind is harming our world and explore possible</p>	<p>understanding of the importance of God in Islam.</p> <p>2. To enquire into and learn about the religion of Islam and the life of a Muslim believer.</p> <p>3. To enable pupils to ask questions about the beliefs and practices of Islam.</p> <p>4. To consider the importance of the 99 names given to Allah and how these reflect the beliefs about God in Islam.</p> <p>5. To reflect on some of the qualities of God in Islam.</p> <p>6. To enable pupils to discover why there are no images of Allah.</p>
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	7. To be able to explain what is meant by charity.	6. To enquire into what a festival is and why festivals are celebrated.	reasons why people followed him.	6. To identify the main features of a church and explain their function.	solutions. 7. Enquire into festivals in different religious traditions that celebrate and give thanks for the world.	
P.E.	GAMES <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. 	DANCE <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. 	KURLING <ul style="list-style-type: none"> • I can use my skills and become increasingly confident in a range of activities. 	GYMNASTICS <ul style="list-style-type: none"> • I can develop balance, agility and co-ordination. 	GAMES <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. 	ATHLETICS <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	<ul style="list-style-type: none"> • How to be a good friend e.g. kindness, listening, honesty • About different ways that people meet and make friends • Strategies for positive play with friends e.g. joining in, including others etc • About what causes arguments between friends • How to positively resolve arguments between friends 	<ul style="list-style-type: none"> • About being parts of different groups, and the role they play in these groups e.g. class, teams, faith groups • About different rights and responsibilities that they have in school and the wider community • About how a community can help people from different groups to feel included • To recognise that they are all equal, and ways in which they are the same and different in their community. 	<ul style="list-style-type: none"> • About routines and habits for maintaining good physical and mental health • Why sleep and rest are important for growing and keeping healthy • That medicines, including vaccinations can help people stay healthy and manage allergies • Importance of, and routines for, brushing teeth and visiting the dentist • About food and drinks that affect dental health • How to describe and share a range of feelings 			

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	<ul style="list-style-type: none"> • How to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else. • How to recognise hurtful behaviour, including online • What to do and whom to tell if they see or experience hurtful behaviour, including online • About what bullying is and different types of bullying • How someone may feel if they are being bullied • About the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • How to resist pressure to do something that feels uncomfortable or unsafe • How to ask for help if they feel unsafe or worried and what vocabulary to use. • About the things they have in common with their friends, classmates, and other people • How friends can have both similarities and differences • How to play and work cooperatively in different groups and situations <p>How to share their ideas and listen to others, take part in discussions, and give reasons for their views.</p>	<ul style="list-style-type: none"> • The ways in which people can access the internet e.g. phones, tablets, computers • To recognise the purpose and value of the internet in everyday life • To recognise that some content on the internet is factual and some is entertainment e.g. news, games, videos that information online may not always be true. • What money is and its different forms e.g. coins, notes and ways of paying for things e.g. debit cards, electronic payments • How money can be kept and looked after • About getting, keeping, and spending money • That people are paid money for the job they do • How to recognise the difference between needs and wants <p>How people make choices about spending money, including thinking about needs and wants</p>	<ul style="list-style-type: none"> • Way to feel good, calm down or change their mood e.g. playing outside, listening to music, spending times with others • When and how to ask for help, and how to help others, with their feelings. • About the human life cycle and how people grow from young to old • How our needs and bodies change as we grow up • To identify and name the main parts of the body including external genitalia e.g. vagina, penis, testicles • About change as people grow up, including new opportunities and responsibilities • Preparing to move class and setting goals for next year. • How to recognise risk in everyday situations e.g. road, water and rail safety, medicines • How to help keep themselves safe in familiar and unfamiliar environments such as in school, online and out and about • To identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger • How to help keep themselves safe at home in relation to electrical appliances, fire safety and medicine / household products • About things people can put into their body or onto their skin e.g. medicines and creams and how these can affect how people feel • How to respond if there is an accident and someone is hurt • About whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say.
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<p>Computing</p>	<ul style="list-style-type: none"> • <u>Coding</u> • I can explain an algorithm is a set of instructions to complete a task. (2.1) • I know I need to carefully plan my algorithm so it will work when I make it into code. (2.1) • I can design a simple program using 2Code that achieves a purpose. (2.1) • I can find and correct some errors in my program. (2.1) • I can say what will happen in a program. (2.1) • I can spot something in a program that has an action or effect (does something). (2.1) • I can edit digital data such as data in music composition software like 2Sequence. (2.7 and most units) <p><u>Digital literacy</u></p> <ul style="list-style-type: none"> • I can see where technology is used at school such as in the office or canteen. (2.2) • I understand that my creations such as programs in 2Code, need similar skills to the adult world. e.g. The program used for collecting money for school trips. (2.1) 	<ul style="list-style-type: none"> • <u>Communication and networking/ Email</u> • I can find information I need using a search engine. (2.5) • I can share work and communicate electronically – for example using 2Email or the display boards. (2.2 and others) 	<ul style="list-style-type: none"> • <u>Database/Graphing</u> • I can organise data – for example, using a database such as 2Investigate. (2.3, 2.4) • I can find data using specific searches – for example, using 2Investigate. (2.4, 2.5) • I can use several programs to organise information – for example, using binary trees such as 2Question or spreadsheets such as 2Calculate. (2.4, 2.8)
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	<ul style="list-style-type: none"> I know the consequences of not searching online safely. (2.2, 2.5) I can report unkind behaviour and things that upset me online, to a trusted adult. (2.2) I can name, save and find my work. (2.3, 2.4, 2.6, 2.7, 2.8 & most units) <p>I can include photos, text and sound in my creations. (2.8, 2.6)</p>					
P4C	Should there be different uniform for boys and girls?	Is it only ever good to come first in a race?	Are girls or boys the best cooks? Does gender make a difference?	What is a bully?	The rainbow fish. Is it good to look different to everyone else?	Should we treat disabled people differently to able bodied people?
British Values						