

Year 2 Curriculum Map Year 2022-2023

Timescale	7 Weeks	7 Weeks	6 Weeks	6 Weeks	5 Weeks	7 Weeks
Overall theme	I like to move it, move it!	African Adventure	Epic Journeys	To Infinity and Beyond!	Ahoy Me Hearties!	Oh I do like to be besides the Seaside!
Reading Key Text	<p>Stories with familiar setting</p> <p>The day the crayons quit</p> <p>Traditional Tales with a twist</p> <p>The Pea and the Princess</p> <p>Instructions - recipes</p> <p>Invitations, postcards</p>	<p>Giraffe's Can't Dance – poetry theme</p> <p>Information - African Animals</p> <p>Traditional tale – Lila and the secret of the rain</p> <p>David Conway</p>	<p>Amelia Earhart – Little People, Big Dreams</p> <p>Non-Fiction The Great Explorer – Chris Judge</p> <p>Classic poetry - Owl and the Pussy Cat</p>	<p>Man on the Moon stories by the same author – Simon Bartram</p> <p>Moon Poetry</p> <p>Traction Man Adventure</p>	<p>The Pirates Next Door</p> <p>The Pirate Cruncher</p> <p>Pirate Poetry – walk the plank</p>	<p>Poetry – Seaside theme</p> <p>The Lighthouse Keeper's Lunch</p> <p>The Tin Forest</p>
Reading	<p>Apply phonic knowledge and skills as the route to decode words</p> <p>Read further common exception words, noting unusual correspondences</p> <p>Read aloud books closely matched to their improving phonic knowledge</p> <p>Demonstrate an understanding of answering who and where questions</p>	<p>Apply phonic knowledge and skills as the route to decode words</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far</p> <p>Read words containing common suffixes</p> <p>Demonstrate an understanding of answering what and why questions</p>	<p>Read further common exception words, noting unusual correspondences</p> <p>Read words containing common suffixes</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far</p>	<p>Read aloud books closely matched to their improving phonic knowledge</p> <p>Reread these books to build up their fluency</p> <p>Read words containing common suffixes</p>	<p>Read books independently and explain their understanding.</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary</p> <p>Ask and answer questions about what they have read.</p>	<p>Reread these books to build up their fluency and confidence in word reading</p> <p>Read further common exception words, noting unusual correspondences</p>
	Listening to, discussing and expressing views	Listening to, discussing and expressing views	Listening to, discussing and expressing views	Listening to, discussing and expressing views	Continuing to build up a repertoire of poems	Listening to, discussing and

	<p>about a wide range of texts</p> <p>Discussing their favourite words and phrases</p> <p>Discussing the sequence of events</p> <p>Checking that the text makes sense to them as they read</p> <p>Predicting what might happen</p>	<p>about a wide range of texts</p> <p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Recognising simple recurring literary language in stories and poetry</p> <p>Discussing unfamiliar words</p>	<p>about a wide range of texts</p> <p>Discussing their favourite words and phrases</p> <p>Being introduced to non-fiction books that are structured in different ways</p> <p>Predicting what might happen</p>	<p>about a wide range of texts</p> <p>Making inferences</p> <p>Recognising simple recurring literary language in stories and poetry</p>	<p>learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>	<p>expressing views about a wide range of texts</p> <p>Any areas needing revisiting after SATS</p>
<p>Grammar Punctuation skills</p>	<p>Learn how to use full stops, capital letters, exclamation marks, question marks</p> <p>Join sentences using conjunctions 'and' 'but' 'or' 'so'</p> <p>Sentences with different forms: statement, question, exclamation, command,</p> <p>Collect and use adjectives</p>	<p>Learn how to use full stops, capital letters, exclamation marks, question marks</p> <p>Expanded noun phrases to describe and specify</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>The possessive apostrophe (singular nouns)</p>	<p>Learn how to use full stops, capital letters, exclamation marks, question marks</p> <p>Sentences with different forms: statement, question, exclamation, command,</p> <p>Join sentences using conjunctions 'and' 'but' 'or' 'so'</p> <p>Learn how to use commas for lists and apostrophes for contracted forms</p>	<p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>Expanded noun phrases to describe and specify</p> <p>Use the present and past tenses correctly and consistently</p>	<p>Sentences with different forms: statement, question, exclamation, command</p> <p>Expanded noun phrases to describe and specify</p>	<p>Expanded noun phrases to describe and specify</p> <p>Use the present and past tenses correctly and consistently</p> <p>Subordination (using when, if, that, or because)</p>

			Use the present and past tenses correctly and consistently			
Phonics/ Spelling	<p>The /aɪ/ sound spelt –y at the end of words</p> <p>The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y</p> <p>Words ending –il</p> <p>The /s/ sound spelt c before e, i and y</p> <p>The /n/ sound spelt kn and (less often) gn at the beginning of words</p> <p>Common exception words</p> <p>Homophones and near-homophones</p>	<p>The /l/ or /eɪ/ sound spelt –le at the end of words</p> <p>The /l/ or /əɪ/ sound spelt –al at the end of words</p> <p>Adding –es to nouns and verbs ending in –y</p> <p>Common exception words</p> <p>Homophones and near-homophones</p>	<p>Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it</p> <p>The /r/ sound spelt wr at the beginning of words</p> <p>Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it</p> <p>Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter</p>	<p>The /u/ sound spelt o</p> <p>The /i:/ sound spelt –ey</p> <p>The /or/ sound spelt a before l and ll</p> <p>The /o/ sound spelt a after w and qu</p> <p>The /ur/ sound spelt or after w</p> <p>The /ɜ/ sound spelt s</p> <p>The suffixes –ment, –ness, –ful, –less and –ly</p> <p>Common exception words</p>	<p>Words ending in –tion</p> <p>Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it</p> <p>Homophones and near-homophones</p> <p>Common exception words</p>	<p>Common exception words</p> <p>Homophones and near-homophones</p>
Writing skills	<p>Writing narratives about personal experiences and those of others (real and fictional)</p> <p>Writing for different purposes</p> <p>Planning or saying out loud what they are going to write about</p> <p>Writing down ideas and/or key words, including new vocabulary</p>	<p>Writing for different purposes</p> <p>Planning or saying out loud what they are going to write about</p> <p>Writing down ideas and/or key words, including new vocabulary</p>	<p>Writing for different purposes</p> <p>Writing about real events</p> <p>Planning or saying out loud what they are going to write about</p> <p>Make simple additions, by evaluating their writing</p>	<p>Writing for different purposes</p> <p>Writing down ideas and/or key words,</p> <p>Make simple additions, by evaluating their writing with the teacher and other pupils</p>	<p>Writing for different purposes</p> <p>Writing down ideas and/or key words, including new vocabulary</p> <p>Make simple additions, by evaluating their writing with the teacher and other pupils</p>	<p>Writing for different purposes</p> <p>Planning or saying out loud what they are going to write about</p> <p>Writing down ideas and/or key words, including new vocabulary</p>

	<p>Writing down ideas and/or key words, including new vocabulary</p> <p>Encapsulating what they want to say, sentence by sentence</p>	<p>Encapsulating what they want to say, sentence by sentence</p> <p>Proofreading to check for errors in spelling, grammar and punctuation</p>	<p>with the teacher and other pupils</p> <p>Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently</p> <p>Proofreading to check for errors in spelling, grammar and punctuation</p>	<p>Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently</p> <p>Proofreading to check for errors in spelling, grammar and punctuation</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently</p> <p>Proofreading to check for errors in spelling, grammar and punctuation</p>	<p>Make simple additions, by evaluating their writing with the teacher and other pupils</p> <p>Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently</p>
Independent writing including cross curricular	<p>Recount</p> <p>Instructions</p> <p>Narrative</p>	<p>Narrative</p> <p>Poetry</p> <p>Character Description</p>	<p>Instructions</p> <p>Biography</p> <p>Non-chronological report</p>	<p>Narrative</p> <p>Recount</p> <p>Letter</p>	<p>Narrative</p> <p>Character description</p> <p>Wanted Poster</p>	<p>Poem</p> <p>Narrative</p> <p>Letter</p>
Mathematics	<p>Place Value</p> <p>Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.</p> <p>Recognise the place value of each digit in a two-digit number (tens, ones)</p> <p>Read and write numbers to at least 100 in numerals and in words.</p>	<p>Place Value</p> <p>compare and order numbers from 0 up to 100; use <, > and = signs</p> <p>Use place value and number facts to solve problems</p> <p>Multiplication and Division</p>	<p>Number -Place Value</p> <p>Read and write numbers to at least 100 in numerals and in words.</p> <p>Use place value and number facts to solve problems</p> <p>Addition and Subtraction</p> <p>Add and subtract 2 digit + 1 digits, adding three one-</p>	<p>Multiplication and division</p> <p>Use mental and written methods and multiplication and division facts</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times),</p>	<p>Four Operations</p> <p>Applying their increasing knowledge of mental and written methods. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. Calculate mathematical statements for</p>	<p>Addition and Subtraction</p> <p>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>Recognise and use the inverse relationship between addition and subtraction and use this to check</p>

	<p>Compare and order numbers from 0 up to 100</p> <p>Identify, represent and estimate numbers using different representations including the number line. Use place value and number facts to solve problems</p> <p>Addition and Subtraction</p> <p>Add and subtract 2 digit + 1 digits, adding three one-digit numbers, two-digit number and tens; two two-digit numbers;</p> <p>Show that the addition of two numbers can be done in any order and subtraction can not Solve problems involving addition and subtraction</p> <p>Measurement: Money</p> <p>Find different combinations of coins that equal the same amounts of money.</p> <p>Geometry- properties of shape</p>	<p>Recall and use multiplication and division facts for the 2, 5 and 10 times tables including odd and even numbers</p> <p>Show that the multiplication of two numbers can be done in any order and division of one number by another cannot.</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs.</p> <p>Fractions</p> <p>recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a shape</p> <p>Geometry- properties of shape</p>	<p>digit numbers, two-digit number and tens; two two-digit numbers</p> <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</p> <p>Addition and Subtraction</p> <p>Add and subtract 2 digit + 1 digits, adding three one-digit numbers, two-digit number and tens; two two-digit numbers</p> <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> <p>Measurement: Length Mass, Weight</p> <p>Choose and use appropriate standard units to estimate and measure</p>	<p>division (\div) and equals (=) signs.</p> <p>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p> <p>Statistics</p> <p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</p> <p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</p> <p>Ask and answer questions about totalling and comparing categorical data.</p> <p>Problem solving and Efficient methods.</p> <p>Position and Direction</p>	<p>multiplication and division</p> <p>Measure: Money</p> <p>Recognise and use symbols for pounds (£) and pence Combine amounts to make a particular value.</p> <p>Find different combinations of coins that equal the same amounts of money.</p> <p>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p> <p>Number – fractions</p> <p>Recognise, find, name and write fractions 13, 14, 24 and 34 of a length, shape, set of objects or quantity.</p> <p>Write simple fractions for example, 12 of 6 = 3 and recognise the equivalence of 24 and 12.</p> <p>Problem Solving</p>	<p>calculations and solve missing number problems.</p> <p>Number – fractions</p> <p>Write simple fractions for example, 12 of 6 = 3 and recognise the equivalence of 24 and 12. Count in steps of $\frac{1}{4}$ changing the counting sequence to simplest form</p> <p>Measure: Money</p> <p>Exchange different coins for other coins of the same value</p> <p>For a given value identify how much more can be spent following the purchase of one item (finding change) e.g. $38p + ? = 50p$ Solve problems involving addition and subtraction of money</p> <p>Multiplication and division</p>
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	<p>Identify and describe the properties of 2-D shapes , including the number of sides and line symmetry in a vertical line</p> <p>Identify and describe the properties of 3-D shapes</p>	<p>identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</p>	<p>Compare and order lengths and mass, and record the results using $>$, $<$ and $=$</p> <p>Fractions recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity</p> <p>write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$</p> <p>Measurement: Time</p> <p>Know the number of minutes in an hour and the number of hours in a day.</p> <p>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. Compare and sequence intervals of time.</p> <p>Measurement: Volume and temperature choose and use appropriate standard units to estimate temperature ($^{\circ}\text{C}$); capacity (litres/ml) to</p>	<p>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</p> <p>Geometry- properties of shape</p> <p>identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</p> <p>compare and sort common 2-D and 3-D shapes and everyday objects.</p>	<p>solve simple problems in a practical context involving addition, subtraction, multiplication and division</p> <p>Measure : Mass, Length choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); to the nearest appropriate unit, using rulers, scales, compare and order lengths, mass, and record the results using $>$, $<$ and $=$</p>	<p>Recall and use doubles of all multiples of 10 up to 100</p> <p>Write a number sentence to represent the total and the groups of a given size e.g. $20 \div 5 = ?$ understanding this as how many groups of 5 can be made out of 20</p> <p>Represent and solve multiplication and division problems using pictorial representations and arrays</p> <p>Statistics</p> <p>Ask and answer questions about statistics presented in tables, block graphs, pictograms (where the symbol is worth 1) and tally charts</p>
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			the nearest appropriate unit, thermometers and measuring vessels			Sort objects, shapes and numbers in different ways Identify the property / properties by which a set has been sorted Measurement: Time Know the number of minutes in an hour and the number of hours in a day. 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. Compare and sequence intervals of time.
Cross Curricular Maths	PE	Science - Data – Healthy eating	Science – materials - measuring –	DT – Space – Measurement		Science Plants - Data handling, measuring
Science	Animals including humans Notice that animals, including humans, have offspring which grow into adults	Animals including humans Find out about and describe the basic needs of animals, including humans, for	Materials Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock,	Living things and their habitat Explore and compare the differences between things that are living, dead, and things that have never been alive	Living things and their habitat Identify and name a variety of plants and animals in their habitats, including micro-habitats	Plants Observe and describe how seeds Seasonal change and bulbs grow into mature plants

	<p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>Scientist : Dr Rachel Croft – bio medicine</p>	<p>survival (water, food and air)</p> <p>Scientist: Laura Benson Research Assistant in Epigenetics.</p>	<p>paper and cardboard for particular uses</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p>Scientist : Rafsan Chowdhury – Mechanical Engineer</p>	<p>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</p> <p>Scientist : Telma Laurentino Evolutionary Biologist</p>	<p>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.</p> <p>Scientist : Dr Ben Woodcock Ecological Entomologist.</p>	<p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>Scientist : Dr Angie Burnett Plant Biologist</p>
Working Scientifically	<p>Identifying and classifying</p> <p>Using their observations and ideas to suggest answers to questions</p>	<p>Asking simple questions and recognising that they can be answered in different ways</p> <p>Gathering and recording data to help in answering questions.</p>	<p>Observing closely, using simple equipment</p> <p>Asking simple questions and recognising that they can be answered in different ways</p> <p>Performing simple tests</p>	<p>Observing closely, using simple equipment</p> <p>Gathering and recording data to help in answering questions.</p>	<p>Observing closely, using simple equipment</p> <p>Asking simple questions and recognising that they can be answered in different ways</p>	<p>Identifying and classifying</p> <p>Performing simple tests</p> <p>Using their observations and ideas to suggest answers to questions</p>
Art		<p>Andinkra printing(African) Esther Mahlangu</p> <p>Printing (wood blocks, press print, lino, string)</p> <p>Print with a growing range of objects – Identify the different forms printing take</p>			<p>Collage</p> <p>Hokusai (Japanese)</p> <p>Sea scapes Arrange and glue materials to different backgrounds Sort and group materials for different purposes e.g. colour, texture Fold, crumple, tear</p>	<p>Textiles</p> <p>Janet Bolton</p> <p>Change threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting Cut and shape fabric using scissors/snips Apply shapes with glue or by stitching</p>

		<p>Experiment with over printing motifs and colour</p> <p>Sketch to make quick records</p>			<p>and overlap papers</p>	<p>Apply decoration using beads, buttons, feathers</p> <p>Lighthouse scene</p>
<p>Computing</p>	<p><u>Using Technology Safely</u> Privacy and Security</p> <p><u>Information Technology – Knowledge of technology and its uses (1)</u></p> <p>To develop their language and understanding of IT across the home and school, and name all the parts of the computer.</p> <p>To understand how library systems/shops-bank cards-contactless work with barcodes.</p> <p>Use year group visits to explore uses of Computing</p>	<p><u>Using Technology Safely</u> Online Relationships</p> <p><u>Information Technology – Usage of skills (1)</u></p> <p>To be able to find and open a file from a specific folder.</p> <p>To be able to save work to a specific folder.</p> <p>Is able to highlight text, change the size, font and colour of text. To copy, paste and insert pictures.</p> <p>On Word</p>	<p><u>Using Technology Safely</u> Online Bullying</p> <p><u>Computer Science (1)</u></p> <p>To understand what an algorithm is.</p> <p>Can create an algorithm that involves a sequence, e.g. for a Beebot or ALEX (iPad)</p> <p>Can identify errors within algorithms and correct them.</p> <p>To look at an algorithm and predict what it might go wrong.</p>	<p><u>Using Technology Safely</u> Managing Online Information</p> <p><u>Information Technology – Usage of skills (2)</u></p> <p>To revisit skills learnt in last Usage of Skills unit. To copy, paste and insert pictures. To be able to add sounds. To be able to speed sounds up and slow them down.</p> <p>On PowerPoint</p>	<p><u>Using Technology Safely</u> Health, Well-being and Lifestyle Copyright and Ownership</p> <p><u>Information Technology – Usage of skills (3)</u></p> <p>To learn a variety of skills on the iPads such as taking and editing photos, filming, typing, searching etc.</p>	<p><u>Using Technology Safely</u> Self-Image and Identity Online Reputation</p> <p><u>Computer Science (2)</u></p> <p>Recap knowledge on algorithms.</p> <p>To start to develop Scratch skills using Scratch Jr.</p> <p>To use basic blocks to code on Scratch Jr.</p>

<p>Design Technology</p>	<p>Designing</p> <p>Design appealing products for a particular user based on simple design criteria.</p> <p>Generate initial ideas and design criteria through investigating a variety of fruit and vegetables.</p> <p>Communicate these ideas through talk and drawings.</p> <p>Making</p> <p>Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.</p> <p>Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.</p> <p>Evaluating</p> <p>Taste and evaluate a range of fruit and vegetables to determine</p>		<p><i>Design, make and evaluate an explorer bag</i></p> <p>Technical Knowledge</p> <p>Understand how simple 3-D textile products are made, using a template to create two identical shapes.</p> <p>Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling.</p> <p>Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons.</p> <p>Know and use technical vocabulary relevant to the project.</p> <p>Designing</p> <p>Design a functional and appealing product for a chosen user and purpose based on simple design criteria.</p> <p>Generate, develop, model and communicate their ideas as appropriate through talking, drawing,</p>	<p><i>Design, make and evaluate moon buggies</i></p> <p>Technical Knowledge</p> <p>Explore and use wheels, axles and axle holders.</p> <p>Distinguish between fixed and freely moving axles.</p> <p>Know and use technical vocabulary relevant to the project.</p> <p>Designing</p> <p>Generate initial ideas and simple design criteria through talking and using own experiences.</p> <p>Develop and communicate ideas through drawings and mock-ups.</p> <p>Making</p> <p>Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing.</p>		
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	<p>the intended user's preferences.</p> <p>Evaluate ideas and finished products against design criteria, including intended user and purpose.</p>		<p>templates, mock-ups and information and communication technology.</p> <p>Making</p> <p>Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. Select from and use textiles according to their characteristics.</p> <p>Evaluating</p> <p>Explore and evaluate a range of existing textile products relevant to the project being undertaken.</p>	<p>Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics.</p> <p>Evaluating</p> <p>Explore and evaluate a range of products with wheels and axles. Evaluate their ideas throughout and their products against original criteria</p>		
<p>Geography</p>	<p>LOCAL FIELDWORK STUDY – GEOGRAPHY OF THEIR SCHOOL</p> <p><u>Human and physical</u></p> <ul style="list-style-type: none"> - Talk about weather in the UK, what happens in different seasons and how weather changes on a daily basis. <p><u>Geographical Skills and fieldwork</u></p> <ul style="list-style-type: none"> - Use locational and directional language such as: near, far, left, right to 	<p>MORECAMBE AND CONTRASTING NON-EUROPEAN COUNTRY/CONTINENT (AFRICA)</p> <p><u>Location knowledge</u></p> <ul style="list-style-type: none"> - Locate and name the continents on a World Map. - Locate and label the five oceans. - Name, locate and identify the characteristics of the four countries and capital cities of the United 			<p>PIRATES – LINK TO HISTORY</p> <p><u>Human and physical</u></p> <ul style="list-style-type: none"> - Talk about hot and cold parts of the world, discussing in relation to the Equator and the North/South Poles. - Identify key human and physical features. <p><u>Geographical Skills and fieldwork</u></p>	<p>LOCAL FIELDWORK STUDY – MORECAMBE SEASIDE TOWN</p> <p><u>Human and physical</u></p> <ul style="list-style-type: none"> - Identify key human and physical features. <p><u>Geographical Skills and fieldwork</u></p> <ul style="list-style-type: none"> - Use the four points of a compass to describe the location of features on a map.

	<p>describe the location of features on a map.</p> <ul style="list-style-type: none"> - Use aerial images and plan perspectives to recognise landmarks and basic physical features. Use fieldwork to observe, measure and record the human and physical features in the local area. - Devise a simple map, and use and construct basic symbols in a key. 	<p>Kingdom and its surrounding seas.</p> <ul style="list-style-type: none"> - Talk about the main features of each of the four countries that make up the United Kingdom. <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> - Compare a local City/town in England with a contrasting city in a different country. Morecambe/Africa - Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. <p><u>Human and physical</u></p> <ul style="list-style-type: none"> - Ask and answer geographical questions such as: What is this place like? What or who will I see in this place? What do people do in this place? - Compare and contrast the human and physical features of a British locality with a non-European locality, including landmarks, and land use differences. - Use geographical vocabulary such as beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, 			<ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping (Google Earth/Maps) to locate countries and describe features studied 	<ul style="list-style-type: none"> - Use locational and directional language such as: near, far, left, right to describe the location of features on a map. - Follow a route on a map - Use simple compass directions (North, South, East, West) - Devise a simple map, and use and construct basic symbols in a key.
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		<p>season, weather, city, town, village, factory, farm, house, office, shop, port and harbour to refer to the physical and human features of places studied.</p> <p><u>Geographical Skills and fieldwork</u></p> <ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping (Google Earth/Maps) to locate countries and describe features studied. 				
<p>History</p>			<p><u>Amelia Earhart/Christopher Columbus</u></p> <p><u>Explorers</u></p> <p>Chronological understanding</p> <ul style="list-style-type: none"> - Sequence events/ artefacts or pictures e.g. the plane flown by Amelia Earhart to the planes of today. - Put people or events studied into a timeline. - Identify similarities/differences between ways of life in different periods. 	<p><u>Neill Armstrong</u></p> <p>Chronological understanding</p> <ul style="list-style-type: none"> - Sequence events/ artefacts or pictures e.g. the aircraft and landing module used in the mission. - Put people or events studied into a timeline. - Identify similarities/differences between ways of life in different periods. <p>Range and depth of historical knowledge</p> <ul style="list-style-type: none"> - Find out about people and events. 	<p><u>Blackbeard</u></p> <p>Chronological understanding</p> <ul style="list-style-type: none"> - Sequence events/ artefacts or pictures e.g. the ship sailed by Blackbeard and the ships of today. - Put people or events studied into a timeline. - Identify similarities/differences between ways of life in different periods. <p>Range and depth of historical knowledge</p> <ul style="list-style-type: none"> - Find out about people and events. 	<p><u>Eric Morecambe</u></p> <p>Chronological understanding</p> <ul style="list-style-type: none"> - Sequence events/ artefacts or pictures - Put people or events studied into a timeline. - Identify similarities/differences between ways of life in different periods. <p>Range and depth of historical knowledge</p> <ul style="list-style-type: none"> - Find out about people and events.

			<p>Range and depth of historical knowledge</p> <ul style="list-style-type: none"> - Find out about people and events. - Use collections of artefacts and describe their similarities and differences. - Use drama to develop empathy and understanding (hot seating, sp. and listening) <p>Historical Interpretations</p> <ul style="list-style-type: none"> - Compare pictures or photographs of people or events in the past. - Be able to identify different ways to represent the past (fact and fiction) e.g. Samuel Pepys' Diary or a story. - Compare two different versions of the past e.g. diary with a newspaper account. <p>Historical enquiry</p> <ul style="list-style-type: none"> - Use different sources and objects to ask and answer questions e.g. who, why, what, how etc. 	<ul style="list-style-type: none"> - Use collections of artefacts and describe their similarities and differences. - Use drama to develop empathy and understanding (hot seating, sp. and listening) <p>Historical Interpretations</p> <ul style="list-style-type: none"> - Compare pictures or photographs of people or events in the past. - Be able to identify different ways to represent the past (fact and fiction) e.g. Samuel Pepys' Diary or a story. - Compare two different versions of the past e.g. diary with a newspaper account. <p>Historical enquiry</p> <ul style="list-style-type: none"> - Use different sources and objects to ask and answer questions e.g. who, why, what, how etc. - Start to use a range of resources. E.g. non-fiction books, ICT etc. 	<ul style="list-style-type: none"> - Use collections of artefacts and describe their similarities and differences. - Use drama to develop empathy and understanding (hot seating, sp. and listening) <p>Historical Interpretations</p> <ul style="list-style-type: none"> - Compare pictures or photographs of people or events in the past. - Be able to identify different ways to represent the past (fact and fiction) e.g. Samuel Pepys' Diary or a story. - Compare two different versions of the past e.g. diary with a newspaper account. <p>Historical enquiry</p> <ul style="list-style-type: none"> - Use different sources and objects to ask and answer questions e.g. who, why, what, how etc. 	<ul style="list-style-type: none"> - Use drama to develop empathy and understanding (hot seating, sp. and listening) <p>Historical Interpretations</p> <ul style="list-style-type: none"> - Compare pictures or photographs of people or events in the past. - Be able to identify different ways to represent the past (fact and fiction) e.g. Samuel Pepys' Diary or a story. - Compare two different versions of the past e.g. diary with a newspaper account. <p>Historical enquiry</p> <ul style="list-style-type: none"> - Use different sources and objects to ask and answer questions e.g. who, why, what, how etc. - Start to use a range of resources. E.g. non-fiction books, ICT etc.
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			<p>- Start to use a range of resources. E.g.non-fiction books, ICT etc.</p> <p>Organising and presenting</p> <p>- Use drama/role play to communicate their knowledgeof the past.</p> <p>- Use fiction or non-fiction writing to convey their understanding ofthe period or person(s) studied</p> <p>e.g. simple fact files or reports, letters in role etc.</p> <p>- Use historical terms such as monarch, parliament, government, war,remembrance or use historically correct nouns when describing or comparing e.g. wattle/daub, squirt, quill etc.</p>	<p>Organising and presenting</p> <p>- Use drama/role play to communicate their knowledgeof the past.</p> <p>- Use fiction or non-fiction writing to convey their understanding of the period or person(s) studied</p> <p>e.g. simple fact files or reports, letters in role etc.</p> <p>- Use historical terms such as monarch, parliament, government, war, remembrance or use historically correct nouns when describing or comparing e.g. wattle/daub, squirt, quill etc.</p>	<p>- Start to use a range of resources. E.g.non-fiction books, ICT etc.</p> <p>Organising and presenting</p> <p>- Use drama/role play to communicate their knowledge of the past.</p> <p>- Use fiction or non-fiction writing to convey their understanding of the period or person(s) studied</p> <p>e.g. simple fact files or reports, letters in role etc.</p> <p>- Use historical terms such as monarch, parliament, government, war, remembrance or use historically correct nouns when describing or comparing e.g. wattle/daub, squirt, quill etc.</p>	<p>Organising and presenting</p> <p>- Use drama/role play to communicate their knowledgeof the past.</p> <p>- Use fiction or non-fiction writing to conveytheir understanding ofthe period or person(s) studied</p> <p>e.g. simple fact files or reports, letters in role etc.</p> <p>- Use historical terms such as monarch, parliament, government, war, remembrance or use historically correct nouns when describing or comparing e.g. wattle/daub, squirt, quill etc.</p>
<p>Music</p>	<p>Hands, feet, heart</p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>			<p>Zootime</p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>Friendship Song</p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>Reflect, rewind & replay</p> <p>use their voices expressively and creatively by singing</p>

	<p>listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music</p>			<p>play tuned and untuned instruments musically</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>play tuned and untuned instruments musically</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>songs and speaking chants and rhymes</p> <p>play tuned and untuned instruments musically</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music</p>
PE	<p>FMS</p> <p>balance, agility and co-ordination, through gymnastics. Egg, pencil roll, jumping and bouncing a ball.</p> <p>Gymnastics</p> <p>balance, agility and co-ordination, through gymnastics. Travelling, rolling, jumping in sequence</p>	<p>FMS</p> <p>throwing and catching, as well as developing balance, agility and co-ordination</p> <p>FMS</p> <p>Dodging, changing direction, Hopping, catching a ball, throwing underarm</p>	<p>Dance</p> <p>perform dances using simple movement patterns.</p> <p>FMS</p> <p>Kick objects with increasing accuracy. Receive a kick with control</p> <p>Explore kicking with a variety of objects.</p>	<p>FMS</p> <p>throwing and catching, as well as developing balance. Developing tactics</p> <p>Dance</p> <p>perform dances using simple movement patterns.</p>	<p>Athletics</p> <p>throwing and catching, as well as developing balance, agility and co-ordination through athletics</p> <p>FMS</p> <p>participate in team games, develop simple tactics for attacking and defending</p>	<p>Dance</p> <p>perform dances using simple movement patterns.</p> <p>FMS – End of Year assessment unit</p> <p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and</p>

						begin to apply these in a range of activities
RE	Key Question: How do we respond to the things that really matter?					
	<p>Hindu dharma How might people express their devotion? Identify ways in which humans show their gratitude to the people who matter in their lives.</p> <p>Know that Hindus believe in one God (Brahman) who can be worshipped in many forms.</p> <p>Know that these forms (the deities) have different qualities and are portrayed in different ways.</p> <p>Suggest why Hindus might believe that it is important to show devotion to the deities.</p> <p>Know that Hindus might worship at a Mandir and/or the home shrine.</p> <p>Suggest why worship in the home might be important.</p>	<p>Christianity (Jesus) Why do Christians say Jesus is the 'Light of the World'? Talk about how and why light might be an important symbol.</p> <p>Ask questions about the value of sources of light in their own lives.</p> <p>Suggest what Christians might mean when they refer to Jesus as 'the Light of the world'.</p> <p>Talk about the different titles that might be given to Jesus – Christ/Messiah/Saviour/Son of God.</p> <p>Identify ways in which Christians might use light as part of their Christmas celebrations (advent candles, candle-light carol services, Christingle) – and the symbolic meaning.</p>	<p>Judaism What aspects of life really matter? Talk about why some people are particularly special to us. Why is it important to make time for them?</p> <p>Retell the story of Moses being given the Ten Commandments.</p> <p>Know some of the Commandments – eg. Keep the Sabbath Day holy, Respect your mother and father.</p> <p>Suggest ways in which the Ten Commandments might influence the life of a believer.</p> <p>Talk about how keeping the Sabbath day holy might influence a Jewish person.</p> <p>Talk about how the Sabbath is a way of making time for God and family.</p>	<p>Christianity (Church) What unites the Christian community? 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.</p> <p>Suggest beliefs and values that might unite the Christian community.</p> <p>Talk about why some Christians might think it is important to come together to worship God.</p> <p>Identify symbols (images and actions) used in Christian worship.</p> <p>Talk about how and why symbols might be used in Christianity.</p>	<p>Islam Why do Muslims believe it is important to obey God? Identify ways in which humans show their gratitude. Talk about the things they do to show commitment and belonging.</p> <p>Suggest why Muslims believe that it is important to respect God.</p> <p>Talk about why Muslims would want to show their gratitude to God.</p> <p>Know that submission to God is an important aspect of Islamic life.</p> <p>Identify that Islamic beliefs about God motivate most Muslims to pray on a regular basis.</p>	<p>Christianity (God) Does how we treat the world matter? Identify ways in which humans use (and abuse) the natural world.</p> <p>Talk about why our planet should matter to all humans – and how this should influence our behaviour.</p> <p>Retell (simply) the Genesis 1 story of creation.</p> <p>Suggest why Christians might think it is important to look after the world.</p> <p>Suggest ways that Christians might express their concern for the natural world.</p> <p>Describe how and why Christians might thank God for creation at Harvest festivals.</p>

	<p>Describe the meaning and symbolism of items used in worship (eg. arti lamp, items on the puja tray).</p> <p>Talk about qualities that make some people special. Talk about who is special to them and why.</p> <p>Reflect on who they should be grateful to and how they might show this in words and actions.</p>	<p>Talk about the different ways that Christians might celebrate Christmas.</p> <p>Identify different ways that humans use light.</p> <p>Discuss the importance of light – as a source of comfort, security and hope.</p> <p>Talk about the people who provide comfort, security and hope for them. Suggest ways in which they might be a light for others.</p>	<p>Know about the Jewish tradition of Friday night dinner.</p> <p>Give examples of why it is important to spend quality time with the people who matter.</p>	<p>Identify and describe features of a church. Identify signs and symbols in the world around them.</p> <p>Talk about communities that they belong to – and how they show their commitment to these communities.</p>	<p>Describe the rituals of Islamic prayer (salah), including wudhu and use of a prayer mat. Suggest how making time for the five daily prayers is an act of submission.</p> <p>Talk about the ways in which shared rituals might unite communities</p> <p>Reflect on who they should be grateful to and how they show this.</p>	<p>Reflect on their own use of the world's resources.</p> <p>Ask questions about what they can do to show that they care about the world.</p>
Collective Worship	<ul style="list-style-type: none"> • Good relationships include giving, not just taking • Relying on others: Rama and Sita • Diwali • Trust and relationships with God • Helping each other • Picture News - Reflecting on current issues. • Reflecting on religious stories and values - NISCU weekly videos. 	<ul style="list-style-type: none"> • Happy times • How to be thoughtful • What makes a gift special? • Thinking of others with less than we have. • Christmas story • Picture News - Reflecting on current issues. • Reflecting on religious stories and values - NISCU videos. 	<ul style="list-style-type: none"> • Resolutions • Making up with people I've upset: saying sorry • Tashlich: Jewish practice of "casting off" sins • Lent – giving up luxuries and giving the money to people in need • Lent – doing extra things for others • Picture News - Reflecting on current issues. • Reflecting on religious stories and values - NISCU videos. 	<ul style="list-style-type: none"> • Being brave in the face of danger • Standing up for others • Facing challenges in your life • Consequences of our actions • Paying the price for bad deeds • Picture News - Reflecting on current issues. • Reflecting on religious stories and values - NISCU videos. 	<ul style="list-style-type: none"> • Being patient with others and yourself • Letting go of mistakes • Looking forward to the future • Ramadan • Eid • Picture News - Reflecting on current issues. • Reflecting on religious stories and values - NISCU videos. 	<ul style="list-style-type: none"> • The qualities that make a good friend • Am I a good friend? • How do friendships grow? • Judaism: the real story of Joseph and his dreams (Genesis 37-45) • Picture News - Reflecting on current issues. • Reflecting on religious stories and values - NISCU videos.
Values	Cooperation	Thoughtfulness	Responsibility	Tolerance	Honesty	Friendship

PSHE	<p>Relationships</p> <p>R2,4, 12- About different types of behaviour and how this can make others feel</p> <p>R8- about the importance for respect for the differences and similarities between people</p> <p>R13/14- that hurtful teasing and bullying is wrong</p>	<p>Health and wellbeing</p> <p>H10- the correct names for the main parts of the body of boys and girls</p> <p>H16- about privacy in different contexts</p> <p>H11- that household products, including medicines, can be harmful if not used correctly</p>	<p>Living in the wider world</p> <p>L3-about respecting the needs of ourselves and others</p> <p>L4- about groups and communities that they belong to</p>	<p>Relationships</p> <p>R3- about the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid</p> <p>R10-about appropriate and inappropriate touch</p>	<p>Health and wellbeing</p> <p>H1-about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food)</p> <p>H2- about making healthy choices</p> <p>H4- about different kinds of feelings</p> <ul style="list-style-type: none"> • simple strategies to manage feelings 	<p>Living in the wider world</p> <p>L6/7- about where money comes from and what it is used for</p> <ul style="list-style-type: none"> • about how to keep money safe <p>L10- about the people who work in their community</p> <ul style="list-style-type: none"> • how to get their help, including in an emergency
SMSC	Tolerance of those with different beliefs and cultures	Mutual respect	The rule of law	Tolerance of those of different faiths	Democracy	Individual Liberty
Curriculum links	<p>PE – movement skills</p> <p>History – games over time</p> <p>DT – Healthy food/choices</p>	<p>History – Masai Tribe past/present</p> <p>DT – designing tribal mask</p> <p>Computing – navigating keyboard to type up work</p>	<p>Art – sketching portrait of Amelia Earhart</p> <p>Geography- map skills focusing on expedition i.e Atlantic Ocean</p>	<p>DT – looking at the structure of various rockets and the individual parts</p> <p>Computing – Neil Armstrong poster</p> <p>Geography – Rocket Launch – locational knowledge Cape Kennedy, Florida.</p>	<p>Geography - location knowledge</p> <p>Music – Pirate theme through charanga</p> <p>Computing -</p>	<p>Art – observational drawing of seaside area</p> <p>Music – Morecambe and Wise bring me sunshine</p>
Visits/Trips		Visit to church	Walk/Museum		Beach Trip	Grandparent/Local Morecambe
Display	Classroom – DT Healthy Wrap Corridor – Fighting Fit		Classroom – DT RE - Christianity Corridor		Classroom – Pirates English ICT Display	

	SMSC – Democracy Corridor – Oh I do like to be besides the seaside!					
Key dates	<p>28th September Healthy Eating Week/Walk to school</p> <p>October 1st Black History Month</p> <p>October 5th Dyslexia Awareness</p> <p>Sep 10th Ganesh – Hinduism week</p>	<p>8th November Inter-faith Week (display)</p> <p>November 11th Remembrance</p> <p>November 13th Children in Need</p> <p>November 14th Diwali</p> <p>November 16th Anti-bullying Week</p>	<p>January 23rd National Handwriting Day</p> <p>Feb 1st Children’s Mental Health Week</p> <p>Feb 5th National Number Day</p> <p>Feb 9th Safer Internet Day</p>	<p>Feb 14th Random Act of Kindness Week</p> <p>4th March World Book Day</p> <p>5th March British Science Week</p> <p>19th March Red Nose Day</p>	<p>April 12th Ramadan</p> <p>April 23rd St George’s Day</p> <p>May 8th VE Day</p> <p>May 12th EID</p> <p>May 2nd Outdoor Classroom Day/ World Ocean Day</p>	<p>June 29th Children’s Art Week</p> <p>June 5th Bike Week</p> <p>June 5th The Big Lunch (DT)</p> <p>Celebration of Music</p> <p>Sports Day</p>