



Christleton Primary School

Connected Curriculum

Year 2

Curriculum Design



Look up



Look out



Look beyond

Be the best you can be

Curriculum Delivery



Ignite

Introduction of the Context for Learning

A question is used to spark interest.

Pre-planning.

Describe, list, outline, find, label, draw, match.

Pre-planning questions are used to shape how learning takes place, drawing objectives from the national curriculum and key skills from our skills progression documents.



Explore

Exploration of the Context for learning

Sequence, classify, compare and contrast, explain (cause and effect), analyse, organise, distinguish, question, relate, apply, link prior learning.

The planned sequence of learning is followed to provide the children with the knowledge and skills required. Additions may be made in response to events, further questions, assessments or responding to the interests of the children.



Reflect

Reflection on the Context for Learning

Generalise, predict, evaluate, reflect, hypothesise, theorise, create, prove, justify, argue, compose, design, construct, perform.

The children are able to communicate their learning to others via a variety of means.

Be the best you can be

Year Two	Autumn Term		Spring		Summer	
	First	Second	First	Second	First	Second
	Up in Flames		United Kingdom		Great Explorers	
Enquiry Concepts	Equality Choice Identity	Strength Protest Consequences	Friendship Bravery Belonging	Responsibility Power Tradition	Forgiveness Loneliness Fear	Prejudice Discrimination Community
Enquiry Question	Is it okay to be different?	Is fear always bad?	Is helping others always the right thing to do?	Should there always be someone in charge?	Is change always good?	Does everyone belong in one community?
Main Texts used	Troll Swap	The Owl who was afraid of the dark	Dragon Machine	Major Glad, Major Dizzy	The Last Wolf	Grandad’s Secret Giant
Science	Plants – Pupils will use the local environment, including the forest school and kitchen garden, throughout the year to observe how different plants grow.					
	Animals including humans.		Uses of Everyday Materials		Plants Living things and their habitats	
History	In depth study of the Great Fire of London. Within topic, short topics on Gunpowder Plot and Remembrance.		A comparison of King Charles III and previous kings		Explorers - Lives of significant individuals Ibn Battuta, Christopher Columbus, Neil Armstrong, Sunita Williams	
Geography	Identify the four counties of the United Kingdom, focus on London		Identify the four counties of the United Kingdom, identify their capital cities and the surrounding seas		Name and locate the world’s 7 continents and 5 oceans	
Computing	Understand how algorithms are implemented and introduce the language of code		Create and debug simple programs using games on the iPad and scratch		Understand email as a form of communication and compose and send them	
D&T	Design and make a pizza		Design and make a toy puppet or peg doll by joining material through gluing and stitching		Create stable structures in the form of animal enclosures for the zoo.	
Art	Study of Joan Miro Create your own troll Joan Miro style Use colour, pattern, texture, line, shape, form and space. Work of a range of artists		3D art – Create dragon eyes from different medium David Bernham Smith		Collage – use a range of materials to make coastal collages	A study of J.M.W. TURNER and his work on storms. <u>Who is J.M.W. Turner? – Who Are They? Tate Kids</u>
PE	Gymnastic Multi-skills – throwing and catching	Gymnastic Multi-skills – Dribbling, kicking and hitting	Dance Multi-skills – throwing, catching and aiming	Dance Multi-skills- Making up a game	Gym Multi-skills- Dribbling, kicking and hitting	Athletics Multi-skills – Making up group games and inventing rules.
RE	What do Jews believe about God?	How do Jews show faith through practices and celebrations?	Why is the Bible a special book for Christians?	Who was Jesus and why is he important to Christians today?	Why did Jesus teach people through stories?	Free Choice Life Stages. Including linking RE to No Outsiders project.
Music	Term 1 – Title: Hands, Feet, Heart Unit Theme: South African music	Term 2 – Title: Ho, Ho, Ho Unit Theme: Christmas and Festivals	Term 3 – Title: I Wanna Play in a Band Unit Theme: Playing in a band	Term 5 – Title: Friendship Song Unit Theme: A song about friendship	Term 4 – Title: Zootime Unit Theme: Reggae and animals	Term 6 – Title: Reflect, Rewind and Replay Unit Theme: The history of music, look back and consolidate your learning, learn some of the language of music
SRE	Differences: Boys and Girls		Differences: Male and Female		Naming the body parts	
PSHE	Don’t forget to let love in	Too much selfie isn’t healthy	Don’t hold on to what’s wrong	Fake is a mistake	No way through isn’t true	
Kagan Strategies	Revise and embed all previously taught strategies Rally Robin, Stand up-Hand up-Pair up, Quiz-Quiz-Trade and Timed Pair Share					
	To introduce and master Talking Chips and Simultaneous Round Table					
Learning Power	Managing Distractions (Resilience Muscle)	Empathy and Listening (Reciprocal Muscle)	Imagining (Resourceful Muscle)	Meta-Learning (Reflective Muscle)	Perseverance (Resilience Muscle)	Reasoning (Resourceful Muscle)
No Outsiders	The great big book of families	The first Slodge	The odd egg	Just because	Blown away	
British Values	Rule of Law	Mutual Respect	Democracy		Individual liberty	Tolerance of those of different faiths and beliefs
Residential	No residential trips planned for this year group					
Trips / visitors		Animals take over		Imagine That Liverpool	Safari Ranger	Seaside
Whole school events	International day of democracy National Poetry Day Harvest Festival	Bonfire night (Fire safety) Anti-Bullying Week Remembrance Day Christmas Jumper Day Christmas Performances / Service	National Handwriting Day Big Garden Birdwatch Story Telling Week Safer Internet Day	Shrove Tuesday World Book Day Mother’s Day Good Friday Easter Service	Health week Walk to School Week Outdoor Classroom Day	Pride Month
Events	McMillan Coffee morning	Children in Need	Mental Well-being week		Race for Life Den Day	

Be the best you can be

English

Reading

Word reading

- ☐ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- ☐ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- ☐ read accurately words of two or more syllables that contain the same graphemes as above
- ☐ read words containing common suffixes
- ☐ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- ☐ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- ☐ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- ☐ Re-read these books to build up their fluency and confidence in word reading.

Comprehension

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - ☐ 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 they 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
- Understand both the books that they can already read accurately and fluently and those that they listen to by:
 - ☐ drawing on what they already know or on background information and vocabulary provided by the teacher
 - ☐ checking that the text makes sense to them as they 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
- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Writing

Composition

- Develop positive attitudes towards and stamina for writing by:
 - ☐ writing narratives about personal experiences and those of others (real and fictional)
 - ☐ writing about real events
 - ☐ writing poetry
 - ☐ writing for different purposes
- Consider what they are going to write before beginning by:
 - ☐ planning or saying out loud what they are going to write about
 - ☐ writing down ideas and/or key words, including new vocabulary
 - ☐ encapsulating what they want to say, sentence by sentence
- Make simple additions, revisions and corrections to their own writing by:
 - ☐ evaluating their writing with the teacher and other pupils
 - ☐ re-reading to check that their 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 they have written with appropriate intonation to make the meaning clear

Transcription

Spell by:

- ☐ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- ☐ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- ☐ learning to spell common exception words
- ☐ learning to spell more words with contracted forms
- ☐ learning the possessive apostrophe (singular) [for example, the girl's book]
- ☐ distinguishing between homophones and near-homophones
- ☐ add suffixes to spell longer words, including – ment, –ness, –ful, –less, –ly
- ☐ apply spelling rules and guidance, as listed in English Appendix 1
- ☐ Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Year 2: Detail of content to be introduced (statutory requirement)	
Word	Formation of nouns using suffixes such as <i>-ness</i>, <i>-er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>] Formation of adjectives using suffixes such as <i>-ful</i>, <i>-less</i> (A fuller list of suffixes can be found on page Error! Bookmark not defined. in the year 2 spelling section in English Appendix 1) Use of the suffixes <i>-er</i>, <i>-est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs
Sentence	Subordination (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>) and co-ordination (using <i>or</i>, <i>and</i>, <i>but</i>) Expanded noun phrases for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
Text	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming</i>, <i>he was shouting</i>]
Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]
Terminology for pupils	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

Common Exception Words

door	even	sugar	floor	great	eye
break	could	because	steak	should	find
would	kind	beautiful	who	mind	after
behind	fast	any	child	last	many
past	clothes	wild	father	busy	climb
people	most	grass	water	only	pass
both	plant	half	old	path	money
bath	Mr	gold	hour	Mrs	hold
parents	told	prove	Christmas	every	improve
sure	poor	pretty	whole	children	class
again	cold	move	everybody		

Maths

Number

Number and Place Value

- ☐ count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward
- ☐ recognise the place value of each digit in a two-digit number (10s, 1s)
- ☐ identify, represent and estimate numbers using different representations, including the number line
- ☐ compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs
- ☐ read and write numbers to at least 100 in numerals and in words
- ☐ use place value and number facts to solve problems

Addition and Subtraction

- ☐ solve problems with addition and subtraction:
 - using concrete objects and pictorial representations, including those involving numbers, quantities and measures
 - applying their increasing knowledge of mental and written methods
- ☐ recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- ☐ add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
 - a two-digit number and 1s
 - a two-digit number and 10s
 - 2 two-digit numbers
 - adding 3 one-digit numbers
- ☐ show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot
- ☐ recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems

Multiplication and Division

- ☐ recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- ☐ calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ($\times$), division ($\div$) and equals ($=$) signs
- ☐ show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot
- ☐ solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

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
- write simple fractions, for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$

Measure

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using >, < and =
- 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
- compare and sequence intervals of time
- 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

Geometry, Position and Direction

- 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
- order and arrange combinations of mathematical objects in patterns and sequences
- 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)

Statistics

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

Working Scientifically			
Plan	Do	Record	Review
- ask simple questions and recognising that they can be answered in different ways and using different types of scientific enquiries to answer them - with help begin to choose ways to try and answer a question - take a few guided planning decisions - recognise when simple test' s unfair - make own suggestions on how to collect data once the data needed has been outlined - make simple prediction if appropriate (based on something they have observed before but without an explanation)	- observe closely, using simple equipment - Perform simple tests - make observations related to the task or test - use simple equipment provided - measure using uniform non-standard units (e.g. straws) or simple standard units and measuring equipment - meter stick, cm, kg masses, l, jugs & second timer - compare 3 or more things - Read scales to nearest labelled division.	- gather and record data to help in answering questions (Year 2 only) - draw pictures of results/ take photos - help teacher make a class table or chart - complete a simple chart or two column table - make practical block graphs/pictograms - make/draw a block graph with a 1:1 scale	- use observations and ideas to suggest answers to questions - describe observations - say what they have found out - say whether what happened was what they expected

Science

Plants	Living Things and Their Environment	Animals Including Humans
- Can I observe and describe how seeds and bulbs grow into mature plants? - Can I find out and describe how plants need water, light and a suitable temperature to grow and stay healthy?	- Can I explore and compare the differences between things that are living, dead, and things that have never been alive? - Can I 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? - Can I identify and name a variety of plants and animals in their habitats, including micro-habitats? - Can I 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?	- Can I notice that animals, including humans, have offspring which grow into adults? - Can I find out about and describe the basic needs of animals, including humans, for survival (water, food and air)? - Can I describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene?
Uses of Everyday Materials		
- Can I identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses? - Can I find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching?		
Vocabulary		
seed, bulb, germinate, seedling, bud, flower, fruit, berry, root, living, dead, never been alive, habitat, micro-habitat, food chain, offspring, reproduction, growth, exercise, breathing, hygiene, germs, disease, transparent, translucent, opaque, flexible, rigid, reflective, non-reflective, absorbent		

Progression in identification and classification

By the End of Year Two	By the End of Year Four	By the end of Year Six
Identifying and classifying □ compare observable and behavioural features of living things, materials and objects □ sort and group in own way using both observable and behavioural features even when differences are slight □ answer simple yes/no questions about a mystery object they have chosen □ sort into two groups in which one group has a feature and the other doesn't □ once they have decided sorting criteria explain where further additional items could be placed □ use simple Venn diagrams to help sort things and record the groupings	Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions □ use Carroll and Venn diagrams to help sort things and record the groupings, sometimes re-sorting using different criteria □ make simple branching data bases/ classification keys to for a few (3-6) things with easily observable differences and that can be named □ use simple classification keys/ branching data bases to identify unknown items that have easily observable differences in their features □ Carry out simple tests and sort and group based on the evidence of the results found.	Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. □ Be aware of the term kingdom and know that most scientists classify things into five kingdoms. □ Through direct observations where possible classify animals into vertebrates and invertebrates. □ make keys and branching databases with 4 or more items □ evaluate how well keys and databases work and make changes to improve them □ explain why it is important to classify and why it is useful to scientists □ plan what to test, how to test and collect evidence in order to classify

Art

Drawing	Painting	Printing	Sketch books
☐ Can I draw lines of different sizes and thickness? ☐ Can I investigate tone by drawing dark and light lines using pencil? ☐ Can I show pattern and texture by adding dots and lines? ☐ Can I experiment with tools and textures? ☐ Can I use a range of tools to create different lines, textures and shapes (e.g. charcoal, pencil and pastels)?	☐ Can I mix primary colours to make secondary colours? ☐ Can I mix a range of secondary colours? ☐ Can I mix primary and secondary colours together (tertiary)? ☐ Can I experiment in making tints by adding white? ☐ Can I make tones by adding black? ☐ Can I describe a range of colours? ☐ Can I explain why I have selected colours in my artwork?	☐ Can I use repeating printing? ☐ Can I press, roll, rub and stamp to make prints? ☐ Can I identify a wider range of printed forms in everyday life?	3D ☐ Can I use rolled up paper, straws, paper/card and clay as materials? ☐ Can I make different kinds of shapes? ☐ Can I discuss the work of other sculptors and relate these to my own ideas and design?
Textiles	Collage	Use of IT	Knowledge
☐ Can I create weavings? ☐ Can I identify different types of fabric? ☐ Can I join materials using glue and/or a stitch? ☐ Can I sort and arrange materials?	☐ Can I explore different methods and materials as my ideas develop? ☐ Can I develop a range of cutting, tearing and fixing techniques to create a picture? ☐ Can I fold, crumple, tear and overlap papers to create an image?	☐ Can I create a picture independently? ☐ Can I use simple IT mark-making tools, e.g. brush and pen tools? ☐ Can I edit my own work? ☐ Can I take different photographs of myself displaying different moods? ☐ Can I change my photographic images on a computer?	☐ Can I describe the work of notable artists, artisans and designers including Joan Miro and J.M.W Turner? ☐ Can I use some of the ideas of artists studied to create pieces?
Vocabulary			
Drawing: Thick, thin, texture, pattern, tones, Painting: Primary colours, secondary colours, tint, tones, shape, composition Printing: Press, role, rub, stamp, repeat, overlap Collage and Textiles: Weave, textile, material, stitch, sort, arrange, weft, warp Sculpture: 2D, 3D, blend, sculpture, material			

Computing

Functional Skills (used throughout all areas of Computing)	Computer Science	Digital Literacy	Information Technology
- Can I enter text using more than one finger, beginning to use both hands? - Can I use basic keyboard keys e.g. backspace, space bar, and return? - Can I save, retrieve and begin to organise work with support? - Can I use a range of methods of interacting with a program e.g. right click, drag and drop, long tap etc. Use double click or tap, pinch to zoom, swipe etc.	- Can I give control devices instructions that contain numerical data (e.g. move 2 steps etc.)? - Can I use the repeat command (loops) to program more efficiently? - Can I use logical reasoning to predict the outcome of a sequence of instructions and test the sequence, amending if necessary? - Can I make use of simple events e.g. mouse clicks/tap on screen? - Can I find a bug in simple code and attempt to debug errors?	- Can I independently navigate to the right information on a website using links or buttons? - Can I share pictures or work to an online platform with support? - Can I use a search engine to search for given information? - Can I make changes in a model/simulation and use them to make and test predictions? - Can I explain online danger and begin to be responsible for my actions?	- Can I add and edit text, considering style, colour, layout and font? - Can I use simple tools to create digital art or alter an image, using tools such as crop, resize, and flip? - Can I sequence and arrange images and text for a purpose? - Can I select and record musical phrases, sound-effects or voice-overs to enhance multimedia work? - Can I make use of different types of graphs (pictographs and bar charts) to represent data collected?
Vocabulary			
Online, internet, search engine, safe, search, trusted adult, stranger, personal information, private, public, appropriate, inappropriate, technology, device Algorithm, instructions, program, code, block, sequence, select, predict, explain, bug, debug, input, output, sprite, stage, backdrop Save, open, folder, network, copy, paste, image, web browser, website, search engine, Audio, video, image, sound, record, edit, delete, save			

Design and Technology

Designing	Making	Evaluating	Food and Nutrition
□ Start to generate ideas by drawing on their own and other people's experiences. □ Begin to develop their design ideas through discussion, observation, drawing and modelling. □ Identify a purpose for what they intend to design and make. □ Understand how to identify a target group for what they intend to design and make based on a design criterion. □ Develop their ideas through talk and drawings and label parts. Make templates and mock-ups of their ideas in card and paper or using ICT.	□ Begin to select tools and materials; use correct vocabulary to name and describe them. □ Start to assemble, join and combine materials in order to make a product. □ Build structures, exploring how they can be made stronger, stiffer and more stable. □ With help measure, and cut with some accuracy. □ Learn to use hand tools safely and appropriately. □ Demonstrate how to cut, shape and join fabric to make a simple product. Use basic sewing techniques.	□ Look at a range of existing products explain why they are fit for purpose. □ Start to evaluate their products as they are developed, identifying strengths and possible changes they might make. □ Evaluate their work against their design criteria.	□ Understand that all food comes from plants or animals. □ Know that food has to be farmed, grown elsewhere (e.g. home) or caught. □ Understand that foods can be sorted into different groups and talk about the principles of a healthy diet. □ Prepare simple dishes safely and hygienically, including, where appropriate, the use of a heat source. □ Use techniques such as cutting, peeling and grating.
Vocabulary			
Design, discussion, observation, drawing, modelling, purpose, intent, make, template, mock-up, tools, materials, structure, assemble, cut, join, combine, build, stronger, stiffer, stable, measure, cut, design, criteria, purpose, evaluate, product develop identify strengths, changes. Diet, healthy, choices, portions, cut, peel, grate, cook, kneed, bake			

Geography

Location Knowledge	Places Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
☐ Can I name and locate the world's seven continents and five oceans? ☐ Can I use world maps, atlases and globes to identify the United Kingdom and its countries? ☐ Can I locate the hot and cold areas of the world in relation to the Equator and the North and South Poles?	☐ Can I name locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas?	☐ Can I use basic vocabulary to refer to human and physical geography?	☐ Can I use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map and use and construct basic symbols in a key? ☐ Can I use simple compass directions (North, South, East and West) and locational and direction language (e.g. near, far; left right) to describe the location of features and routes on a map? ☐ Can I use the four points of a compass to build my knowledge of the United Kingdom and where Christleton is in relation to the rest of the U.K e.g. North of London, south of Edinburgh?
Vocabulary			
England, Wales, Scotland, Northern Ireland, atlas, map, globe. London, Cardiff, Edinburgh, Belfast North Sea, English Channel, Irish Sea, Asia, Africa, North America, South America, Antarctica, Europe, Oceania. Atlantic, Pacific, Southern, Indian, Arctic ocean. Christleton, Chester, England, U.K. Sri Lanka, Kandy, rainforest key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop physical features, human features, landmark, map, symbol, key (legend)North, South, East, West, near, far, left, right, route			

History

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
☐ Can I use words and phrases like: before I was born, when I was younger? ☐ Can I use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in my historical learning? ☐ Can I use the words past and present correctly? ☐ Can I use a range of appropriate words and phrases to describe the past? ☐ Can I sequence a set of events in chronological order and give reasons for my order?	☐ Can I explain how my local area was different in the past? ☐ Can I recount some interesting facts from an historical event, such as where the fire of London started? ☐ Can I explain why Britain has a special history by naming some famous events and some famous people? ☐ Can I explain why someone in the past acted in the way they did?	☐ Can I answer questions by using a specific source, such as an information book? ☐ Can I research about a famous event that happens in Britain and why it has been happening for some time? ☐ Can I talk about influential people?
Vocabulary		
Before, after, present, then, now century, decade, oral history Monarchy, king, queen, parliament, court, global, immigrant, immigration, international, diversity, bakery, diary, firebreak, flammable, River Thames, London, Samuel Pepys, Thomas Farriner, King Charles 2, Ibn Battuta, Christopher Columbus, Thor Heyerdahl, Katherine Johnson, Jennifer Aston, Guy Fawkes, Houses of Parliament, Robert Gatesby Museum, discovery, explorer, nation, invention		

Modern Foreign Languages (MFL)

Listening	Speaking	Reading	Writing
Statutory for KS2 only. Content is taught at an introductory level within year two e.g. basic greetings etc.			
Vocabulary			

Music

Singing	Performing	Composing	Listening and Appraising
☐ Can I use my voice expressively and creatively? ☐ Can I sing with the sense of shape of the melody?	☐ Can I perform rhythmical patterns and accompaniments, keeping a steady pulse? ☐ Can I repeat short rhythmic and melodic patterns? ☐ Can I identify and recognise repeated patterns and follow a wider range of musical instructions?	☐ Can I create and choose sounds for a specific effect? ☐ Can I begin to explore, choose and order sounds? ☐ Can I confidently represent sounds with a range of symbols, shapes and marks?	☐ Can I respond to different moods in music and explain thinking about changes in sound? ☐ Can I identify what improvements could be made to own work and make these changes? ☐ Can I understand how musical elements create different moods and effects? ☐ Can I listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary? e.g. It's quiet and smooth so it would be good for a lullaby
Vocabulary			
Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel, melody, rhythmical patterns, timbre, sounds, mood, effect, music, quiet, loud,			

Physical Educaiton (PE)

Health and Fitness	Acquiring and Developing	Evaluating and Improving	Dance
☐ Can I show how to exercise safely? ☐ Can I describe how my body changes during different activities? ☐ Can I explain what my body needs to keep healthy?	☐ Can I copy and remember actions? ☐ Can I repeat and explore actions with control and coordination?	☐ Can I talk about what is different between what I did and what someone else did? ☐ Can I say how I could improve?	☐ Can I dance with control and co-ordination? ☐ Can I make a sequence by linking sections together? ☐ Can I link some movement to show a mood or feeling?
Games	Gymnastics	Athletics	Swimming
☐ Can I stay in a 'zone' during a game? ☐ Can I decide where the best place to be is during a game? ☐ Can I use one tactic in a game? ☐ Can I follow rules? ☐ Can I develop throwing, catching and kicking skills in a small game?	☐ Can I use contrast in my sequences? ☐ My movements are controlled? ☐ Can I think of more than one way to create a sequence which follows a set of 'rules'? ☐ Can I work on my own and with a partner to create a sequence?		
Outdoor Adventurous Activities			
Vocabulary			
Games: Throw, roll, underarm, hit, move, safely, kick, tactics, decide, rules. Gymnastics: Curl, tense, stretch, relax, control, travel, balance, copy, sequence, improve, plan, and perform, feedback, hold, and independent. Dance: Move, copy, perform, create, rhythm, control, coordination, linking mood or feeling. General: Copy, compare and contrast, repeat.			

Personal, Social, Health, Citizenship Educaiton (PSHCE)

Families and Relationships		Health and Wellbeing	Safety and the Changing Body
☐ To recap effective learning in PSHE education and how we can help everyone to learn in these lessons ☐ To begin to understand the role of the family in their lives. ☐ To begin to understand the range of families they may encounter now and in the future. ☐ To recognise how others show feelings in different ways and how to respond. ☐ To begin to understand that some friendships might make us feel unhappy and how to deal with this. ☐ To begin to understand the conventions of courtesy and manners. ☐ To begin to understand how loss and change can affect us. ☐ To develop an understanding of stereotypes and how these might affect job/career choices.		☐ To describe a range of feelings and develop simple strategies for managing them. ☐ To understand the benefits of physical activity. ☐ To use breathing exercises to relax. ☐ To understand their strengths and set themselves achievable goals. ☐ To identify strategies to help overcome barriers or manage difficult emotions. ☐ To understand what it means to have a healthy diet. ☐ To understand ways of looking after our teeth.	☐ To understand how to stay safe when using the internet. ☐ To begin to understand the difference between secrets and surprises. ☐ To begin to understand the concept of privacy and the correct vocabulary for body parts. ☐ To understand safe and unsafe touches. ☐ To know my body is important and belongs to me. ☐ To understand ways to keep safe on and near roads. ☐ To understand ways to keep safe on and near roads. ☐ To begin to understand how to stay safe with medicines.
Economic Wellbeing		Citizenship	
☐ To understand where money comes from. ☐ To begin to understand the difference between wants and needs. ☐ To understand how saving can help us to buy the things we want. ☐ To understand that banks look after money and the benefits of bank accounts. ☐ To understand that skills and interests will help someone decide what job to do		☐ To understand the importance of rules. ☐ To understand ways to look after the school environment. ☐ To recognise the role people play in looking after the environment. ☐ To begin to understand the roles people have in the community. ☐ To recognise similarities and differences between people in the local community. ☐ To begin to understand how democracy works in school. ☐ To understand ways to share an opinion.	
Vocabulary			
Love, healthy, emotions, secrets, private, safe, secrets, support, kind, unkind, family, uncomfortable, strategy			

Religious Education (RE)

Sikhism	Hinduism	Islam	Judaism
			☐ Can I explain what many Jews believe about God? ☐ Can I explain how a Jewish family may mark Shabbat and explain some Jewish festivals?
Skills		Christianity	
☐ Can I retell and suggest meanings to some religious and moral stories? ☐ Can I explore and discuss sacred writings and sources of wisdom and recognising the communities from which they come? ☐ Can I recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities? ☐ Can I notice and respond sensitively to some similarities between different religions and worldviews?		☐ Can I refer to the Bible as being a sacred book for Christians and how this teaches them how to lead their lives? ☐ Can I retell a story from the Bible? ☐ Can I explain that the Bible has two parts called Testaments? ☐ Can I explain more about why people followed Jesus when he was on Earth and how some of these were called disciples? ☐ Can I tell the story of the feeding of the 5000 and how this was a special event which Christians believe to be a miracle? ☐ Can I discuss a range of parables and explain why these stories are important for Christians?	
Vocabulary			
Christianity:			
Christmas, Incarnation, Easter, resurrection, salvation, parable, Samaritan, God, symbols, creation, stewardship, good news, Bible, Trinity, Holy Spirit, saviour			
Judaism:			
Judaism, Jew, Torah, Hebrew, Synagogue, Shabbat, Hanukkah, Shema			

Sex and Relationship Education (SRE)

SRE	Communication Development (by the end of Year 2)		Personal Development (by the end of Year 2)	
To introduce the concept of male and female and gender stereotypes To identify differences between males and females Understand that some people have fixed ideas about what boys and girls can do Describe the difference between male and female babies To explore some of the differences between males and females and to understand how this is part of the lifecycle Describe some differences between male and female animals Understand that making a new life needs a male and a female To focus on sexual difference and name body parts	To listen carefully and understand	- Sift information and focus on the important points. - Seek clarification when a message is not clear. - Understand instructions with more than one point.	To Try New Things	- Try new things with the help of others. - Talk about some things of personal interest. - Join in with familiar activities. - Concentrate on things of interest
			To Work Hard	- Work hard with the help of others. - Enjoy the results of effort in areas of interest. - Take encouragement from others in areas of interest.
	To develop a wide and interesting vocabulary	- Use subject specific vocabulary to explain and describe. - Suggest words or phrases appropriate to the topic being discussed. - Identify homophones.	To Concentrate	- Give attention to areas of interest. - Begin to 'tune out' distractions. - Begin to show signs of concentration. - Begin to seek help when needed.
	To speak with clarity	- Speak in a way that is clear and easy to understand. - Demonstrate good phonic knowledge by clearly pronouncing the sounds within words. - Identify syllables within words.	To Push Oneself	- Express doubts and fears. - Explain feelings in uncomfortable situations. - Begin to push past fears (with encouragement). - Listen to people who try to help. - Begin to try to do something more than once.
	To tell stories with structure	- Ensure stories have a setting, plot and a sequence of events. - Recount experiences with interesting detail. - Predict events in a story. - Give just enough detail to keep the audience engaged.	To Imagine	- With help, develop ideas. - Respond to the ideas of others'. - Respond to questions about ideas. - Act on some ideas.
			To Improve	- Share with others likes about own efforts. - Choose one thing to improve (with help). - Make a small improvement (with help).
	To hold conversation	- Take turns to talk, listening carefully to the contributions of others. - Vary language between formal and informal according to the situation.	To Understand Others	- Show an awareness of someone who is talking. - Show an understanding that one's own behaviour affects other people. - Listen to other people's point of view.

Describe the physical differences between males and females	s and debates	Add humour to a discussion or debate where appropriate.	To Not Give Up	- Try again with the help of others. - Try to carry on even if a failure causes upset. - Keep going in activities of interest. - Try to think of oneself as lucky.
Name the male and female body parts				

Christleton 21

In pursuit of both excellence and equity, Christleton Primary School is committed to providing all children with experiences that underpin and expand on their in-class education, increasing their range of skills and knowledge and giving them a richer tapestry on which to build.

Build a den	Plant it, grow it, eat it	Cook on fire
Learn the cookery basics	Paddle in the sea	Learn basic first aid
Learn to swim and be safe on water	Learn to ride a bike and be safe on the road	Learn to play a musical instrument
Do something for charity	Perform on stage	Try food from a different country
Build a sandcastle	Get a postcard from school	Have a responsibility
Create a piece of art from nature	Visit a museum	See a play in a theatre
Go on an overnight school trip	Visit an art gallery	Learn from failure

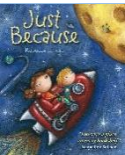
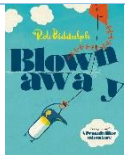
No Outsiders

The No Outsiders programme helps the school to teach the Equality Act.

Learning Intentions

To promote diversity	To stand up to discrimination	To challenge the causes of racism	To consider how my life may change as I grow up	To recognise my freedom
----------------------	-------------------------------	-----------------------------------	---	-------------------------

Key texts used

				
The Great Big Book of Families	The First Slodge	The Odd Egg	Just Because	Blown Away

British Values

Autumn Term	Spring Term	Summer Term
-------------	-------------	-------------

Be the best you can be

Rule of Law	Democracy	Individual Liberty
Mutual Respect		Tolerance of those of different faiths and beliefs

Learning Powers

Autumn Term	Spring Term	Summer Term
Managing Distractions (Resilience Muscle)	Imagining (Resourceful Muscle)	Perseverance (Resilience Muscle)
Reasoning (Resourceful Muscle)	Meta-Learning (Reflective Muscle)	Empathy and Listening (Reciprocal Muscle)

Residential Visits and Trips

Autumn Term	Spring Term	Summer Term
Animal visit	Imagine That	Beach

Kagan Structures

Kagan structures are taught throughout the school. The aim of including Kagan structures within the curriculum is to increase academic achievement, improve relations, enhance self-esteem, create a more harmonious classroom climate, reduce discipline problems, and develop students' social skills and character virtues

Previously taught strategies

Rally Robin	Stand up-Hand up-Pair up	Quiz-Quiz-Trade	Timed Pair Share

Cooperative strategies introduced and mastered in this year group

Talking Chips	Simultaneous Round Table
---------------	--------------------------

Whole School Events

Autumn Term		Spring Term		Summer Term	
International day of democracy	Bonfire night (Fire safety)	National Handwriting Day	Shrove Tuesday	Health week	Pride Month
National Poetry Day	Anti-Bullying Week	Big Garden Birdwatch	World Book Day	Walk to School Week	
Harvest Festival	Remembrance Day	Story Telling Week	Mother's Day	Outdoor Classroom Day	
	Christmas Jumper Day	Safer Internet Day	Good Friday		
	Christmas Performances / Service		Easter Service		

Charity Events

Autumn Term		Spring Term		Summer Term	
McMillan Coffee morning	Children in Need			Race for Life	

Be the best you can be

				Den Day	
--	--	--	--	---------	--

Be the best you can be