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| PSHE | | | | | |
| **Health and wellbeing**   * What is meant by a healthy lifestyle * How to maintain physical, mental and emotional health and wellbeing. * How to manage risks to physical and emotional health and wellbeing. * Ways of keeping physically and emotionally safe. * About managing change, such as puberty, transition and loss. * How to respond in an emergency. * Identify different influences on health and wellbeing. | | **Relationships**   * How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts * How to recognise and manage emotions within a range of relationships * How to recognise risky or negative relationships including all forms of bullying and abuse * How to respond to risky or negative relationships and ask for help * How to respect equality and diversity in relationships. | | **Living in the wider world**   * Respect for self/others and the importance of responsible behaviours & actions. * About rights and responsibilities as members of groups and as citizens. * About different groups and communities. * To respect equality and to be a productive member of a diverse community. * About the importance of respecting and protecting the environment. * About where money comes from, keeping it safe and managing it effectively. * A basic understanding of enterprise. | |
| English (Y2) | | | Art & Design (KS1) | Computing (KS1) | P.E. (KS1) |
| **Reading**   * Develop phonics until decoding secure * Read common suffixes * Read & re-read phonic-appropriate books * Read common ‘exception’ words * Discuss & express views about fiction, non-fiction & poetry * Become familiar with & retell stories * Ask & answer questions; make predictions * Begin to make inferences | **Writing**   * Spell by segmenting into phonemes * Learn to spell common ‘exception’ words * Spell using common suffixes, etc. * Use appropriate size letters & spaces * Develop positive attitude & stamina for writing * Begin to plan ideas for writing * Record ideas sentence-by-sentence * Make simple additions & changes after proof-reading | **Grammar**   * Use . ! ? , and ’ * Use simple conjunctions * Begin to expand noun phrases * Use some features of standard English * Speaking & Listening * Articulate & Justify answers * Initiate & respond to comments * Use spoken language to develop understanding | * Use a range of materials * Use drawing, painting and sculpture * Develop techniques of colour, pattern, texture, line, shape, form and space * Learn about range of artists, craftsmen and designers | * Understand use of algorithms * Write & test simple programs * Use logical reasoning to make predictions * Organise, store, retrieve & manipulate data * Communicate online safely and respectfully * Recognise uses of IT outside of school | * Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination * Participate in team games * Perform dances using simple movement * Swimming proficiency at 25m (KS1 or KS2) |
| Maths (Y2) | | | Design & Technology (KS1) | Geography (Y2) | R.E. |
| **Number/Calculation**   * Know 2 & 10x tables * Learn 3, 4 & 5x tables * Begin to use place value (T/U) * Count in 2s, 3s, 5s & 10s * Identify, represent & estimate numbers * Compare / order numbers, inc. < > = * Write numbers to 100 * Know number facts to 20 (+ related to 100) * Use x and ÷ symbols * Recognise commutative property of multiplication | **Geometry & Measures**   * Know and use standard measures * Read scales to nearest whole unit * Use symbols for £ and p and add/subtract simple sums of less than £1 or in pounds * Tell time to the nearest 5 minutes * Identify & sort 2-d & 3-d shapes * Identify 2-d shapes on 3-d surfaces * Order and arrange mathematical objects * Use terminology of position & movement | **Fractions**   * Find and write simple fractions * Understand equivalence of e.g. 2/4 = ½   **Data**   * Interpret simple tables & pictograms * Ask & answer comparison questions * Ask & answer questions about totalling | * Design purposeful, functional & appealing products * Generate, model & communicate ideas * Use range of tools & materials to complete practical tasks * Evaluate existing products & own ideas * Build and improve structure & mechanisms * Understand where food comes from | * Name & locate world’s continents and oceans * Compare local area to a non-European country * Use basic vocabulary to describe a less familiar area * Use aerial images and other models to create simple plans and maps, using symbols * Use simple fieldwork and observational skills to study the immediate environment | * Continue to follow locally- agreed syllabus for RE |
| Great Experiences |  | Science (Y2) | History (KS1) | Music (KS1) | Languages |
| * See a stage production in a theatre * Visit an art gallery * Work with a professional artist * Meet a professional writer * Learn to play an instrument * Perform in front of an audience * Meet an international visitor * Hold a short conversation in another language | * Visit Places of Worship * A residential visit * Take part in a competitive sporting event * Teach another person a skill * Be an active citizen in the community * Make and eat a healthy meal of their own design * Take part in outdoor learning | **Biology**   * Differentiate living, dead and non-living * Growing plants (water, light, warmth) * Basic needs of animals & offspring * Simple food chains & habitats   **Chemistry**   * Identify and compare uses of different materials * Compare how things move on different surfaces | **Key Concepts**   * Changes in living memory (linked to aspects of national life where appropriate)   **Key Individuals**   * Lives of significant historical figures, including comparison of those from different periods * Significant local people   **Key Events**   * e.g. Bonfire night * Events of local importance | * Sing songs * Play tuned & untuned instruments musically * Listen & understand live and recorded music * Make and combine sounds musically | * Not required at KS1 |