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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.
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| 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)
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| 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
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| 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
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