

<p>Health and wellbeing</p> <ul style="list-style-type: none"> • 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. 						<p>Relationships</p> <ul style="list-style-type: none"> • 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. 		<p>Living in the wider world</p> <ul style="list-style-type: none"> • 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. 	
<p>English (Y2)</p> <p>Reading</p> <ul style="list-style-type: none"> • 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. <p>Writing</p> <ul style="list-style-type: none"> • 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. <p>Grammar</p> <ul style="list-style-type: none"> • Use . ! ? , and ' <ul style="list-style-type: none"> • Use a comma in a list • Use simple conjunctions • Begin to expand noun phrases • Use some features of standard English • Speaking & Listening <ul style="list-style-type: none"> • Articulate & Justify answers • Initiate & respond to comments • Use spoken language to develop understanding • Punctuate different sentence types using ! ? . 			<p>Computing (KS1)</p> <ul style="list-style-type: none"> • 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. 	<p>P.E. (KS1)</p> <ul style="list-style-type: none"> • Master basic movement, e.g. running, jumping, throwing, catching, balancing, agility and co-ordination • Participate in team games • Perform dances using simple movement. 					
<p>Maths (Y2) Places</p> <p>Number/Calculation</p> <ul style="list-style-type: none"> • 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, incl. < > = • Write numbers to 100 • Know number facts to 20 (+ related to 100) • Use x and ÷ symbols • Recognise commutative property of multiplication. <p>Geometry & Measures</p> <ul style="list-style-type: none"> • 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. <p>Fractions</p> <ul style="list-style-type: none"> • Find and write simple fractions • Understand equivalence of e.g. $\frac{2}{4} = \frac{1}{2}$. <p>Data</p> <ul style="list-style-type: none"> • Interpret simple tables & pictograms • Ask & answer comparison questions • Ask & answer questions about totalling. 			<p>Geography (Y2)</p> <p>Mapping skills</p> <ul style="list-style-type: none"> • Name & locate world's continents and oceans • Use simple fieldwork and observational skills to study the immediate environment • Compare local area to a non-European country <p>Exploring China/ Seaside locations of the UK</p> <ul style="list-style-type: none"> • Use basic vocabulary to describe a less familiar area • Use aerial images and other models to create simple plans and maps, using symbols • Create maps showing human and physical features. 	<p>R.E.</p> <p>Nature and God</p> <ul style="list-style-type: none"> • Understand that Christians believe God created everything. • Make links between religions (Harvest Sukkot). <p>Light and Dark</p> <ul style="list-style-type: none"> • Explain what light represents for Christians, Hindus and Jews. <p>Ceremonies</p> <ul style="list-style-type: none"> • Learn about ceremonies in other faiths (Islam, Judaism and Hinduism). <p>Beginnings and endings</p> <ul style="list-style-type: none"> • Discuss why people celebrate beginnings and endings • Compare/describe different ceremonies in Christianity/ Sikhism. <p>Places of Worship</p> <ul style="list-style-type: none"> • Compare places of worship. 					
<p>Art & Design (KS1)</p> <p>Portraits (Paul Klee and Joan Eardley)</p> <ul style="list-style-type: none"> • Use a range of materials • Use drawing, painting • Develop techniques of colour, pattern, texture, line, shape and space. 	<p>Design & Technology (KS1)</p> <p>Structures (Make an explorer lunchbox)</p> <ul style="list-style-type: none"> • Design purposeful, functional & appealing products. • Explore an existing product and describe its positives and problems. 	<p>Science (Y2)</p> <p>Biology</p> <ul style="list-style-type: none"> • Differentiate living, dead and non-living • Growing plants (water, light and warmth) • Basic needs of animals & offspring • Simple food chains & habitats 	<p>History (KS1)</p> <p>Key Concepts</p> <ul style="list-style-type: none"> • Changes in living memory (linked to aspects of national life where appropriate). <p>Key Individuals:</p>	<p>Music (KS1)</p> <ul style="list-style-type: none"> • Sing songs • Play tuned & un-tuned instruments musically • Listen & understand live and recorded music • Make and combine sounds musically. 	<p>Languages</p> <ul style="list-style-type: none"> • Not required at KS1 				

<p>Lowry/ Nature Sculptures</p> <ul style="list-style-type: none"> Learn about range of artists, craftsmen and designers (Lowry/ Andy Goldsworthy). Study and experiment with artist techniques and mediums. 	<ul style="list-style-type: none"> Generate, model & communicate ideas Build and improve structure & mechanisms. <p>Textiles (Fabric faces)</p> <ul style="list-style-type: none"> Use a template to shape a piece of fabric. Join two pieces of fabric. Use range of tools & materials to complete practical tasks. Evaluate product saying what they like and what needs improvement. <p>Food (Dips and dippers)</p> <ul style="list-style-type: none"> Understand where food comes from Explain different food groups and know that a balance of food is needed for a healthy diet. 	<ul style="list-style-type: none"> Understand how we grow and change. <p>Chemistry</p> <ul style="list-style-type: none"> Properties of materials Identify and compare uses of different materials. 	<p>Scott of the Antarctic, Neil Armstrong, Christopher Columbus and Florence Nightingale.</p> <p>Lives of significant historical figures, including comparison of those from different periods</p> <ul style="list-style-type: none"> Significant local people. <p>Key Events</p> <ul style="list-style-type: none"> e.g. Bonfire night, The Great Fire of London Events of local importance. 		
---	--	---	---	--	--