

Year 2 Curriculum Map 2026 - 2027

Year 2	<u>Blue Planet!</u>	<u>Land, Sea or Air?</u>	<u>Towers and Turrets!</u>
Class reader	The Owl who was Afraid of the Dark	The Hodgeheg	The Wild Robot
Walton drivers	Self worth and Aspiration - What do you aspire to be? Jobs linked to the sea. Explore careers related to geography - multiple opportunities. Anyone can be anything they want to be. Individuality - Problem solving Tolerance and knowledge of the world - Understanding the world is not just us, exploring continents and other ways of living. Conservation issues. Global citizenship - Developing a healthier lifestyle.	Self worth and Aspiration - What do you aspire to be? Can money make you happy? Jobs linked to animals. Individuality - If you could create your own animal what would it be? How could you adapt an animal to live in a different habitat? Tolerance and knowledge of the world - Explore the huge breadth of animals, understand animal groups, explore possible animals yet to be discovered. Global citizenship - Developing good relationships and respecting differences, discuss conservation.	Self worth and Aspiration - What do you aspire to be? Jobs linked to London and to animals. What area of science involves animals? Individuality - Problem solving. Is there only one answer to everything? Tolerance and knowledge of the world -, Looking at the monarchy, traditions and British values Global citizenship - British values, what are they? Recognise the difference between right and wrong.
Key questions	What do you want to know about the world? How will we find things out? If you had your own continent / country what would it be like? Do you know all the names of all the parts of the world?	What is beyond Earth? Is there life on other planets? Are we the only living animals? Why is there life on Earth? How has travel changed? How did we learn to fly? What is a home? What makes somewhere a home? How are animals suited to their homes?	What is a monarch? Would you like to be king / queen for a day? Do we need a ruler? What rules would you choose for our classroom? For our school?
Trips / Events	Continents Day	Habitats Day Enterprise week	Zoo Trip Beach Trip

English texts	<u>NARRATIVE 1</u> Class text / stimulus: <i>Meerkat Mail</i> Fiction Model Text: <i>Meerkat Mail</i> adapted model Genre & Plot Structure: Journey / Meeting Tale Focus / Outcome (Hot Task): To create an additional setting for Sunny to visit to embellish the story.	<u>NARRATIVE 2</u> Class text / stimulus: <i>Supertato</i> by Sue Hendra Fiction Model Text: <i>Supertato</i> adapted version Genre & Plot Structure: Beat the Baddy Focus / Outcome (Hot Task): To write a superhero story based on the Beat the Baddy plot.	<u>NARRATIVE 3</u> Class text / stimulus: <i>George and the Dragon</i> - Chris Wormell Fiction Model Text: <i>George and the Dragon</i> adapted model Genre & Plot Structure: Beat the Baddy Focus / Outcome (Hot Task): To write a Beat the Baddy story tale
	<u>NON FICTION 1</u> Outcome To write a non-chronological report Cold task: Write a report about Blue Wales based on year 1 units Hot task: Children will write a non-chronological report about an animal from a continent	<u>NON FICTION 2</u> Non-fiction Model Text: Teacher written superhero report based on <i>Supertato</i> Genre & Plot Structure : Information text-report Focus / Outcome (Hot Task): To write an information text about a superhero.	<u>NON FICTION 3</u> Non-fiction Model Text: <i>How to Trap a Dragon</i> - Pie Corbett Genre & Plot Structure: Instructions Focus / Outcome (Hot Task): To write a set of instructions for trapping another mythical creature
	<u>POETRY</u> <u>A Few Scary Things by Pie Corbett</u>		<u>POETRY</u> <u>The Magic Box</u>

Maths Units White Rose Maths	Place Value Step 1 Numbers to 20 Step 2 Count objects to 100 by making 10s Step 3 Recognise tens and ones Step 4 Use a place value chart Step 5 Partition numbers to 100 Step 6 Write numbers to 100 in words Step 7 Flexibly partition numbers to 100 Step 8 Write numbers to 100 in expanded form Step 9 10s on the number line to 100 Step 10 10s and 1s on the number line to 100 Step 11 Estimate numbers on a number line Step 12 Compare objects Step 13 Compare numbers Step 14 Order objects and numbers Step 15 Count in 2s, 5s and 10s Step 16 Count in 3s Addition and Subtraction: Step 1 Bonds to 10 Step 2 Fact families - addition and subtraction bonds within 20 Step 3 Related facts Step 4 Bonds to 100 (tens) Step 5 Add and subtract 1s Step 6 Add by making 10 Step 7 Add three 1-digit numbers Step 8 Add to the next 10 Step 9 Add across a 10	Step 10 Subtract across 10 Step 11 Subtract from a 10 Step 12 Subtract a 1-digit number from a 2-digit number (across a 10) Step 13 10 more, 10 less Step 14 Add and subtract 10s Step 15 Add two 2-digit numbers (not across a 10) Step 16 Add two 2-digit numbers (across a 10) Step 17 Subtract two 2-digit numbers (not across a 10) Step 18 Subtract two 2-digit numbers (across a 10) Step 19 Mixed addition and subtraction Step 20 Compare number sentences Step 21 Missing number problems Shape: Step 1 Recognise 2-D and 3-D shapes Step 2 Count sides on 2-D shapes Step 3 Count vertices on 2-D shapes Step 4 Draw 2-D shapes Step 5 Lines of symmetry on shapes Step 6 Use lines of symmetry to complete shapes Step 7 Sort 2-D shapes Step 8 Count faces on 3-D shapes Step 9 Count edges on 3-D shapes Step 10 Count vertices on 3-D shapes Step 11 Sort 3-D shapes Step 12 Make patterns with 2-D and 3-D shapes	Money: Step 1 Count money - pence Step 2 Count money - pounds (notes and coins) Step 3 Count money - pounds and pence Step 4 Choose notes and coins Step 5 Make the same amount Step 6 Compare amounts of money Step 7 Calculate with money Step 8 Make a pound Step 9 Find change Step 10 Two-step problems Multiplication and Division Step 1 Recognise equal groups Step 2 Make equal groups Step 3 Add equal groups Step 4 Introduce the multiplication symbol Step 5 Multiplication sentences Step 6 Use arrays Step 7 Make equal groups - grouping Step 8 Make equal groups - sharing Step 9 The 2 times-table Step 10 Divide by 2 Step 11 Doubling and halving Step 12 Odd and even numbers Step 13 The 10 times-table Step 14 Divide by 10 Step 15 The 5 times-table Step 16 Divide by 5 Step 17 The 5 and 10 times-tables	Length and Height: Step 1 Measure in centimetres Step 2 Measure in metres Step 3 Compare lengths and heights Step 4 Order lengths and heights Step 5 Four operations with lengths and heights TestBase week - assessments Start: Fractions: Step 1 Introduction to parts and whole Step 2 Equal and unequal parts Step 3 Recognise a half Step 4 Find a half Step	Continue Fractions: 5 Recognise a quarter Step 6 Find a quarter Step 7 Recognise a third Step 8 Find a third Step 9 Find the whole Step 10 Unit fractions Step 11 Non-unit fractions Step 12 Recognise the equivalence of a half and two-quarters Step 13 Recognise three-quarters Step 14 Find three-quarters Step 15 Count in fractions up to a whole Statistics Step 1 Make tally charts Step 2 Tables Step 3 Block diagrams Step 4 Draw pictograms (1-1) Step 5 Interpret pictograms (1-1) Step 6 Draw pictograms (2, 5 and 10) Step 7 Interpret pictograms (2, 5 and 10)	Measure Step 1 Compare mass Step 2 Measure in grams Step 3 Measure in kilograms Step 4 Four operations with mass Step 5 Compare volume and capacity Step 6 Measure in millilitres Step 7 Measure in litres Step 8 Four operations with volume and capacity Step 9 Temperature Position and Direction Step 1 Language of position Step 2 Describe movement Step 3 Describe turns Step 4 Describe movement and turns Step 5 Shape patterns with turns Time Step 1 O'clock and half past Step 2 Quarter past and quarter to Step 3 Tell the time past the hour Step 4 Tell the time to the hour Step 5 Tell the time to 5 minutes Step 6 Minutes in an hour Step 7 Hours in a day
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Science	<u>Autumn 1 and 2</u> <u>Animals including Humans</u> <i>KAPOW Unit 4</i> <i>Animals including Humans: Life Cycles and Health</i> • Notice that animals, including humans, have offspring which grow into adults. • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	<u>Spring 1</u> <u>Materials</u> <i>KAPOW Unit 3 Uses of Every Day Materials</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. • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <u>Spring 2</u> <u>Living Things and their habitats</u> <i>KAPOW Unit 1 Living Things: Habitats</i> • Explore and compare the differences between things that are living, dead, and things that have never been alive. • 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. • 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.	<u>Summer 1</u> <u>Plants</u> <i>KAPOW Unit 5</i> • Observe and describe how seeds and bulbs grow into mature plants. • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <u>Summer 2</u> <u>Living Things and their Habitats</u> <u>(Part 2 continued from Spring 2)</u> <i>KAPOW Unit 2 Living Things: Microhabitats</i> • Identify and name a variety of plants and animals in their habitats including microhabitats.
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History key skills	Key skills <i>Using artefacts, photographs and visits to museums to ask and answer questions about the past.</i> <i>Making simple observations about a source or artefact.</i> <i>Using sources to show an understanding of historical concepts (see above).</i> <i>Recognising different ways in which the past is represented (including eye-witness accounts).</i> <i>Comparing pictures or photographs of people or events in the past.</i> <i>Asking a range of questions about stories, events and people.</i> <i>Understanding the importance of historically-valid questions.</i> <i>Understanding how we use books and sources to find out about the past.</i> <i>Using a source to answer questions about the past.</i> <i>Evaluating the usefulness of sources to a historical enquiry.</i>		Key skills <i>Making links and connections across a unit of study.</i> <i>Sequencing up to six photographs, focusing on the intervals between events.</i> <i>Knowing where people/events studied fit into a chronological framework.</i> <i>Identifying similarities and difference between ways of life at different times.</i> <i>Identifying simple reasons for changes.</i> <i>Asking questions about why people did things, why events happened and what happened as a result.</i> <i>Recognising why people did things, why events happened and what happened as a result.</i> <i>Knowing some things which have changed/stayed the same as the past.</i> <i>Finding out about people, events and beliefs in society.</i> <i>Discussing who was important in a historical event.</i>
History	<u>How have explorers changed the world?</u> KAPOW Unit 3 Christopher Columbus. The lives of significant individuals in the past who have contributed to national and international achievements- <i>Compare 2 versions of a past event Compare pictures or photographs of people or events in the past</i> <i>Recognise why people did things, why events happened and what happened as a result</i> <i>Identify differences between ways of life at different times</i> <i>Use a source - observe or handle sources to answer questions about the past on the basis of simple observations.</i>	<u>How did we learn to fly?</u> KAPOW Unit 2 Neil Armstrong Events beyond living memory that are significant nationally or globally - Changes in living memory - Travel now and then - inc Neil Armstrong, the first aeroplane flight etc Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories	<u>Kings and Queens: What is a Monarch?</u> KAPOW Unit Queen Victoria focus and Victorian times To know that beyond living memory is more than 100 years ago. To know that events in history may last different amounts of time. To know that some events are more significant than others. To know that historically significant people are those who changed many people's lives. To know that historians use evidence from sources to find out more about the past. To know that the past is represented in different ways. To know that a monarch is a king or queen and that in the past they had absolute power. To be aware of the achievements of significant individuals.
	Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT.		

<i>Geography</i>	Why is our world wonderful? KAPOW Unit 2 - Identify and locate characteristics of the UK on a map. - Identify human and physical features. - Locate human and physical features on a world map. - Explain the difference between oceans and seas. - Name and locate the five oceans on a world map. - Use an aerial photograph to draw a simple sketch map. - Collect data by sketching findings on a map and completing a tally chart. - Present their findings in a bar chart. - Locating all the world's seven continents on a world map. Key skills - Locating the world's five oceans on a world map. - Showing on a map the oceans nearest the continent they live in. - Confidently locating the capital cities of the four countries of the UK on a map of this area. - Identifying characteristics (both human and physical) of the four capital cities of the UK. - Showing on a map the city, town or village where they live in relation to their capital city. - Describing the key physical features in a local river area using basic geographical vocabulary. - Recognising why maps need a title. - Using an atlas to locate the four capital cities of the UK. - Using a world map, globe and atlas to locate all the world's seven continents on a world map. - Using a world map, globe and atlas to locate the world's five oceans. - Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. - Using locational language and the compass points (N, S, E, W) to describe the route on a map. - Recognising landmarks of a city studied on aerial photographs and plan perspectives. - Recognising human features on aerial photographs and plan perspectives. - Recognising physical features on aerial photographs and plan perspectives. - Drawing a map and using class agreed symbols to make a simple key. - Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features.	Would you prefer to live in a hot or cold place? KAPOW Unit 1 - Identify the hot and cold areas of the world in relation to the North and South Poles. - Name and locate the seven continents on a world map. - Locate the North and the South Poles on a world map. - Locate the Equator on a world map. - Describe some similarities and differences between the UK and Kenya. - Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. - Recognise the features of hot and cold places. - Locate some countries with hot or cold climates on a world map. Key skills - Locating all the world's seven continents on a world map. - Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country. - Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country. - Describing what physical features may occur in a hot place in comparison to a cold place. - Locating some hot and cold areas of the world on a world map. - Locating the Equator and North and South Poles on a world map. - Locating hot and cold areas of the world in relation to the Equator and the North and South poles. - Using a world map, globe and atlas to locate all the world's seven continents on a world map. - Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. - Recognising human features on aerial photographs and plan perspectives. - Recognising physical features on aerial photographs and plan perspectives. - Recognising there are different ways to answer a question. - Asking and answering simple questions about human and physical features of the area surrounding their school grounds.	What is it like to live in Shanghai? KAPOW Unit 3 - Explain the location of features using some directional language - Use an aerial photograph to locate physical and human features. - Draw simple pictures or symbols on a sketch map. - Draw compass points. - Name the continent they live in. - Use an atlas to locate the UK and China on a world map. - Use an atlas to locate Europe and Asia on a world map. - Identify China's physical and human geography. - Sort physical and human features using photographs. - Identify physical and human features in images of Shanghai. - Compare Shanghai to their locality. - Identify similarities and differences between human and physical features. Key skills - Locating two of the world's seven continents on a world map. - Showing on a map which continent they live in. - Naming some key similarities between their local area and a small area of a contrasting non-European country. - Naming some key differences between their local area and a small area of a contrasting non-European country. - Recognising some physical features in their locality. - Recognising some human features in their locality. - Using an atlas to locate the UK. - Using a world map and globe to locate four of the world's seven continents (Europe and Asia). - Using a world map and globe to locate the Atlantic Ocean and Pacific Ocean. - Using directional language to describe features on a map in relation to other features (real or imaginary). - Beginning to use the compass points (N, S, E, W) to describe the location of features on a map. - Recognising local landmarks on aerial photographs . - Recognising basic human features on aerial photographs. - Recognising basic physical features on aerial photographs. - Drawing freehand maps (of real or imaginary places) using simple pictures or symbols. - Drawing a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features.
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	• <i>Finding a given OS symbol on a map with support.</i> • <i>Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field).</i> • <i>Using an aerial photograph to draw a simple sketch map using basic symbols for a key.</i> • <i>Discussing the features they see in the area surrounding their school when on a walk.</i> • <i>Asking and answering simple questions about human and physical features of the area surrounding their school grounds.</i> • <i>Classifying the features they notice into human and physical with teacher support.</i> • <i>Presenting data in simple tally charts or pictograms and commenting on what the data shows. Asking and answering simple questions about data.</i>		• <i>Adding labels to sketch maps.</i> • <i>Commenting on the features they see in their school and school grounds on a walk around the respective places.</i> • <i>Asking and answering simple questions about the features of their school and school grounds.</i> • <i>Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.</i>
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Art & Design	To become proficient in painting techniques. a name the primary and secondary colours; experiment with different brushes (including brushstrokes) and other painting tools; mix primary colours to make secondary colours; add white and black to alter tints and shades. Use a range of tools while painting, such as hands, brushes, rollers and stamps. Show control when mark making. Demonstrate awareness when choosing a brush for paint. For example, using a larger brush for larger areas. Be able to make tints using white paint and tones using black paint. Mix colours well to create different shades and tones. Name the primary colours. Predict which secondary colour will be made when mixing two primary colours. • Sea themed art and The Great Wave	To become proficient in drawing techniques. draw lines of varying thickness; use dots and lines to demonstrate pattern and texture; use different materials to draw, for example pastels, chalk, felt tips. Explore a variety of media for drawing, such as pencils, pens, crayons, chalk, pastels, charcoal and ICT software. Display good control while mark making. Practise drawing techniques that explore pattern and tone, such as stippling, cross-hatching and blending. Explore tone by using a pencil to draw light and dark lines. Use different grades of pencil to explore tone. • Animals and their habitats	To develop a wide range of art and design techniques in using texture, line, shape, form and space. use a combination of materials that have been cut, torn and glued; sort and arrange materials; add texture by mixing materials; To become proficient in other art, craft and design techniques - printing, copy an original print; use a variety of materials, e.g. sponges, fruit, blocks; demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; Create repeated patterns when printmaking. Explore texture, pattern and line through relief printing • Dragon Art • Monarch portraits
Computing Purple Mash:	• Route Explorers - 4 lessons • The Internet - 4 lessons • Creating Pictures - 5 lessons	• Spreadsheets 6 lessons • Questioning 4 lessons	• Coding 6 lessons • Presenting Ideas 4 • Making Music 3
D & T	Assemble, join and combine materials in order to make a product. Cut, shape and join fabric to make a simple garment. Use basic sewing techniques Choose and use appropriate finishing techniques Evaluate against their design criteria. Evaluate their products as they are developed, identifying strengths and possible changes they might make. Talk about their ideas, saying what they like and dislike about them. • Christmas Stockings • Christmas decorations	Explain hygiene and keep a hygienic kitchen. Describe properties of ingredients and importance of varied diet. Say where food comes from (animal, underground etc.) Describe how food is farmed, home- grown, caught. Draw eat well plate; explain there are groups of food. Describe "five a day". Cut, peel and grate with increasing confidence. • A Balanced Diet - design a healthy pizza	Make suggestions as to what I need to do next. Join materials/components together in different ways. Measure, mark out, cut and shape materials and components, with support. Describe which tools I'm using and why. Choose suitable materials and explain choices depending on characteristics. Use finishing techniques to make products look good. Work safely and hygienically. Explore and use mechanism. • Design a dragon and his castle with moving elements

Music	<u>Rhythm and Pulse Unit</u> Lesson 1 <i>Use voices expressively and creatively by singing songs and speaking chants and rhymes.</i> To continue to learn and experience what is meant by a pulse or a steady beat. To learn to keep a pulse through actions while singing a song and to follow a tempo Lesson 2 Following the instructions of gestures, symbol cards and singing. To clap hands to a steady pulse with a partner <i>Use voices expressively and creatively by singing songs and speaking chants and rhymes/perform with others.</i> To continue to consolidate understanding of pulse through practical activities such as clapping games with partners. Lesson 3 <i>Use voices expressively and creatively by singing songs and speaking chants and rhymes/understand and explore duration/understand and explore appropriate musical notations/ experiment with and combine sounds/ perform with others.</i> To clarify the difference between rhythm and pulse. To revise the rest and to read and internalise rhythm patterns. To learn about ostinatos. Lesson 4 <i>Use voices expressively and creatively by singing songs and speaking chants and rhymes/understand and explore duration/understand and explore appropriate musical notations/experiment with and combine sounds/play untuned instruments musically/perform with others.</i> To transfer experience of rhythm and pulse on to percussion instruments. To work in groups. To listen to each other, start and finish at the same time and keep a steady pulse. To perform and appraise.	<u>Pitch Unit</u> Lesson 1 <i>Explore pitch/ use voices expressively and creatively by singing songs.</i> To understand the difference between the singing and the speaking voice. To experiment with different timbres of voice. To pitch-match and sing solos on the notes So and Mi. Lesson 2 <i>Explore pitch/ use voices expressively and creatively by singing songs.</i> To reinforce understanding of high and low notes. To learn to sing the notes So and Mi to accurate pitch. To sing solos on So and Mi. To keep to a steady pulse. Lesson 3 <i>Use voices expressively and creatively by singing songs/explore pitch.</i> To learn to sing the solfa names of So and Mi and to use the hand signs. To read and sing from notation using Ta, Te-te and So and Mi. Lesson 4 <i>Understand and explore pitch and duration/ use voices expressively and creatively by singing songs.</i> To keep a steady pulse and clap an accurate rhythm using the rhythm names Ta and Te-te. To read and sing from rhythm and pitch notation using solfa names with hand signs - So and Mi. To sing solos. Lesson 5 <i>Play tuned instruments musically/ understand and explore pitch/use voices expressively and creatively by singing songs.</i> To sing solos. To internalise and recall melodic phrases. To play tuned instruments to a steady pulse as an accompaniment to singing. To improvise instrumental patterns. Lesson 6 <i>Understand and explore pitch and duration/ understand and explore appropriate musical</i>	<u>Singing games Unit Cont from Spring</u> Lesson 4 <i>Perform with others/ use voices expressively by singing songs and speaking chants and rhymes/experience duration and pitch.</i> To learn and take part in new and familiar circle games. To sing with a sense of the shape of the melody and with rhythmic accuracy. To follow cue word actions and move to a musical time frame. To lead the class with solo singing. To walk, stamp and clap to a steady pulse while singing. Lesson 5 <i>Use voices expressively and creatively by singing songs/explore duration and pitch/ perform with others.</i> To learn and take part in new and familiar singing games. To sing with a sense of shape of the melody and with rhythmic accuracy. To follow cue word actions and to jump to the rhythm of the words. To improvise movements to a steady pulse. To sing solos and in small groups with confidence. To move and dance to a musical time frame. Lesson 6 <i>Play untuned instruments musically/ perform with others/ use voices expressively and creatively by singing songs/ experience duration and pitch.</i> To learn and take part in new singing games. To sing with a sense of the shape of the melody and with rhythmic accuracy. To follow cue word actions and move to a musical time frame. To internalise and clap rhythms while singing <u>Instrumental Unit</u> Lesson 1 <i>Explore timbre and duration/use voices expressively by singing songs and speaking chants and rhymes/play untuned instruments musically.</i> To learn to play an untuned instrument accurately. Lesson 2
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Lesson 5

Understand and explore duration/ use voices expressively and creatively by singing songs and speaking and chanting rhymes/understand and explore appropriate musical notations/experiment with and combine sounds/perform with others.

To reinforce experience of rhythm and pulse. To learn to internalise rhythms and phrases with increasing aural memory.

Lesson 6

Understand and explore duration/ understand and explore appropriate musical notations/ experiment with, create and select sounds/ perform with others.

To listen with concentration and internalise and recall sounds with increasing aural memory. To compose and perform rhythm patterns in groups. To listen to each other and start and finish at the same time keeping to a steady pulse. To appraise and improve their work.

Autumn 2

Christmas Nativity - learn and perform songs

notations/play tuned instruments musically/ use voices expressively and creatively by singing songs/ perform with others.

To learn a new pitch and solfa note and the hand sign - La. To listen with concentration and to internalise and recall sounds with increasing aural memory. To play tuned instruments to the rhythm and to the pulse. To show recognition of changes in pitch.

Singing Games Unit part 1

Lesson 1

Experience pitch and duration/ use voices expressively and creatively by singing songs with others.

To learn and take part in new singing games. To sing with a sense of shape of the melody and with rhythmic accuracy. To tap knees to a steady pulse to accompany and to move to a musical time frame. To coordinate actions to cue words.

Lesson 2

Experience pitch and duration/ use voices expressively and creatively by singing songs with others

To learn and take part in new and familiar singing games. To sing with a sense of shape of the melody and with rhythmic accuracy. To walk to a steady pulse in a well-formed circle. To clap and stamp to a steady pulse while singing. To sing a solo or in a small group with confidence and to move within a clear musical time frame. To follow cue word actions. To improvise actions to a steady pulse.

Lesson 3

Perform with others/ use voices expressively by singing songs and speaking chants and rhymes/experience duration and pitch.

To learn and take part in singing games and skipping chants. To chant with rhythmic accuracy and to sing with a sense of the shape of the melody. To jump and coordinate moves to a steady pulse while

Explore timbre and duration/ experiment with and select sounds/play untuned instruments musically/use voices expressively by singing songs and speaking chants and rhymes.

To continue to play un-tuned instruments accurately, following the instructions of gestures, symbol cards and word cues. To listen, internalise and play more complex rhythm patterns, keeping a steady pulse. To recall and improvise 4-beat rhythm patterns on instruments.

Lesson 3

Experiment with and select sounds/explore timbre and duration/ play untuned instruments musically/use voices expressively by singing songs and speaking chants and rhymes/perform with others.

To internalise and recall longer rhythm patterns. To create musical patterns from chosen symbols orders and to practice playing them on instruments with different timbres. To follow cue words and to play to a steady pulse to accompany their singing.

Lesson 4

Explore timbre and duration/ play untuned instruments musically/use voices expressively by singing songs and speaking chants and rhymes/perform with others.

To play un-tuned instruments to word cue instructions. To play to a steady pulse to accompany their singing. To internalise word patterns and play instruments in 2 parts.

Lesson 5

Use voices expressively and creatively by speaking chants and rhymes/ play tuned and untuned instruments musically/explore timbre and duration/ experiment with and select sounds/ perform with others.

To play tuned and un-tuned instruments to a steady pulse and an accurate rhythm to accompany singing. To internalise and play rhythm patterns. To play

			singing/chanting. To walk to a steady pulse in a well-formed circle.		instruments as part of a group, attaching different rhythm symbols to different instrument al timbres. To perform and appraise.
					Lesson 6 <i>Understand appropriate musical notations/ create and compose music/ combine sounds/perform with others/ play untuned instruments musically/explore duration.</i> <i>To hold one rhythm pattern while others are playing different patterns. To be part of a class composition. To compose 4-beat rhythm patterns, practise and perform them on instruments. To appraise.</i>
RE	Why is light an important symbol for Christians, Jews and Hindus? What does the nativity story teach Christians about Jesus?		How do Christians belong to their faith family? The Easter Story		How do Jewish people celebrate Passover? Why do people have different views about the idea of God?
PSHCE	<u>Rights, Rules and Responsibilities</u>	<u>Anti-bullying</u> <u>My Emotions</u>	<u>Working Together</u>	<u>Financial Capability</u>	<u>Managing Safety and Risk</u> <u>Sex & Relationships Education</u> <u>Digital Lifestyles</u>

<u>Rights, Rules and Responsibilities</u> <u>Cit5 RR12</u> Class and school rules and charters Rules and laws in society Understanding right and wrong Explaining views Decision making School and class councils Responsibilities to other People How do rules make me feel happy and safe? How do I take part in making rules? Who looks after me and what are their responsibilities? What jobs and responsibilities do I have in school and at home? Can I listen to other people, share my views and take turns? Can I take part in discussions and decisions in class?	<u>My Emotions</u> <u>MMR5 ME12</u> Self awareness Identifying and naming emotions Coping with feelings Feelings, thoughts and behaviour Likes and dislikes Feeling proud Impulsive behaviour Calming down and relaxing Worry and anxiety Assertiveness Can I name some different feelings? Do I know what makes me feel happy, sad, cross etc? How do my feelings and my actions affect others? How do I manage some of my emotions? What helps me to feel relaxed? How can I control my behaviour? Who do I share my feelings with? How can I stand up for myself?	<u>Working Together</u> <u>Cit3 WT12</u> Recognising strengths Developing skills Steps towards goals Effective communication Compromise and co-operation Discussion and negotiation Applying group work and communication skills Evaluating What am I and other people good at? What new skills would I like to develop? How can I listen well to other people? How can I work well in a group? Why is it important to take turns? How can I negotiate to sort out disagreements? How are my skills useful in a group? What is a useful evaluation?	<u>Financial Capability</u> <u>EW1 FC12</u> Money in different / familiar contexts Cash values Money as a finite resource Uses of money Saving and spending Effects of loss How banks etc work Emotions in relation to Money Charity Where does money come from and where does it go when we 'use' it? How might I get money and what can I do with it? How do we pay for things? What does it mean to have more or less money than you need? How do I feel about money? How do my choices affect me, my family, others? What is a charity?	<u>Managing Safety and Risk</u> <u>HSL4 MR12</u> What are risky situations and how might I feel? MW • What is my name, address and phone number and when might I need to give them? BFA • What is an emergency and who can help? BFA • What makes a place or activity safe for me? MW • What are the benefits and risks for me when walking near the road, and how can I stay safer? MW • What are the benefits and risks for me in the sun and how can I stay safer? HP • What do I enjoy when I'm near water and how can I stay safer? MW • What are the risks for me if I am lost and how can I get help? BS • How can I help to	<u>Sex & Relationships Education</u> How do babies change and grow? How have I changed since I was a baby? (Statutory NC Science Y2) What's growing in that bump? (NC Science) • What do babies and children need from their families? Which stable, caring relationships are at the heart of families I know? What are my responsibilities now I'm growing up? <u>Digital Lifestyles</u> Digital Lifestyles • What are some examples of ways in which I use technology and the internet and what are the benefits? OR • What is meant by "identity" and how might someone's identity online be different from their identity in the physical world? OR
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	<u>Anti-bullying</u> <u>MMR7 AB12</u> <i>Valuing difference and diversity</i> <i>Physical, mental and emotional wellbeing</i> <i>Strategies for dealing with bullying including assertiveness</i> <i>Safety circle</i> <i>Asking for help and telling</i> <i>Supporting others</i> <i>Creating an anti bullying Ethos</i> Can I recognise behaviour that is bullying? Do I understand some of the reasons why bullying happens? How does bullying make people feel? Do I know what to do if I am being bullied? Do I know what to do if I witness someone being bullied? How does my school help positive and safe relationships? Where might bullying happen in my school?			stop simple accidents from happening and how can I help if there is an accident? BFA	• What are some examples of online content or contact which might mean I feel unsafe, worried or upset? OR • What sort of information might I choose to put online and what do I need to consider before I do so? OR • When might I need to report something and how would I do this? OR • What sort of rules can help to keep us safer and healthier when using technology? IS • Who can help me if I have questions or concerns about what I experience online or about others' online
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PE	Session 1 Sports Coach- Fundamentals unit 1 - ball skills Session 2 Circuits (twinkl)	Session 1 Sports Coach- Fundamentals unit 2 - Session 2 Gymnastics (Cambridge)	Session 1 Sports Coach- Attacking and defending - Uni hockey Session 2 Dance Magical friendships	Session 1 Sports Coach- Attacking and defending - Football Session 2 Gymnastics (Cambridge)	Session 1 Sports Coach- Bat and ball skills -Cricket Session 2 Fitness - preparing for sports day	Session 1 Sports Coach- Bat and ball skills rounders Session 2 Short tennis
	Fundamentals - Ball Skills * To develop accurate rolling, throwing, bouncing and catching skills. *To develop simple sending and receiving games focussing on accuracy. *To observe and describe throwing, catching and striking skills and use the information to improve. *To practise and perform a range of ball skills with control, focusing on dribble, kick and receive. Circuits/Fitness * To understand what stamina is * To understand how to pace yourself and the importance of cardiovascular training *To understand the core muscles of the body and their importance. *To use the correct technique in a variety of circuit exercises	Fundamentals Skills unit 2 * To reinforce Agility, Balance and Co-ordination and focus on developing pace and speed and being agile. *To develop ball skills into a game. To improve coordination with sending and dribbling skills Gym *To discover positions of stillness on different numbers of contact points using different body parts. *To transferring weight from one position of stillness to another. *To smoothly link positions of stillness to other actions. * To create movement phrases linking positions of stillness to other actions.	Uni-Hockey *To have some understanding of tactics for attacking and defending. *To be able to run and change speed with control. *To have developing fine motor control and precision helps with hand-eye co-ordination. *To be able to negotiate space and obstacles safely, with consideration for themselves and others. Dance * To explore, select and link movements of penguins using stimuli. * To copy, remember and repeat a taught movement phrase. * To Explore contrasting movements of a snowman showing changes in dynamics *To use different travelling actions and gestures to meet and greet a partner. *To explore and select movement phrases to show friendship and dance idea 'magical friendships' further.	Football *To develop dribbling and passing skills *To pass accurately *To Keep the ball away from a defender *To learn skills for shooting at the goal. *To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. *To participate in team games, developing simple tactics for attacking and defending. Gym * To explore ball shapes and actions. * To explore tall shapes and actions *To explore wall shapes and actions on different levels. * To create longer movement phrases linking ball, tall and wall shapes on different levels.	Cricket *To develop balance and co-ordination when using a cricket bat. *To use a cricket bat to control a ball along the ground. *To use a cricket bat to hit a ball with control. *To apply bat and ball skills to play a small-sided game. Fitness/Prep for Sports Day * To understand what stamina is * To understand how to pace yourself and the importance of cardiovascular training *To understand the core muscles of the body and their importance. *To use the correct technique in a variety of circuit exercises	Rounders *To master basic movements that include throwing, catching and hitting a ball. * To participate in team games that feature simple tactics (attacking and defending) Short Tennis *To develop balance and co-ordination when using a racket. *To master basic movements/apply these in a range of games *To use a racket to hit a ball or beanbag with control. * To hold a racket correctly and use it to control a beanbag in different ways. *To apply my racket skills to play a target game.