

Curriculum Map for Year 2 - 2025/2026

Year 2	<u>Blue Planet!</u>		<u>Land, sea or air?</u>		<u>Towers and Turrets!</u>	
Class reader	<i>Bad Panda</i>		<i>Diary of a Killer Cat</i>		<i>Dave the Pigeon</i>	
	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
WALTON Driver	Self-worth and Aspiration - what do you aspire to be? Jobs linked to the sea. Explore careers related to geography. Breadth of opportunities - meet RNLI, fisherman, etc. Anyone can be ANYTHING they want to be. Individuality -Problem solving . Explore areas of learning in homework tasks. Tolerance and Knowledge of the world - Understanding the world is not just us, exploring continents and other ways of living, that the world is spherical. Conservation issues Global Citizenship - developing a healthier, safer lifestyle. Make real choices. Explore piracy in past and present - why is it not ok?		Self-worth and Aspiration -what do you aspire to be? Jobs linked to London. Does how much money you have etc affect what you become? Look at millionaires. Does money make you happy? Individuality - Problem solving, Is there only 1 answer to everything? Tolerance and Knowledge of the world - Looking at the monarchy, traditions and British values, explore class system. History of castles, queens etc Global Citizenship - British values, what are they? Why do need them? Recognise the difference between right and wrong. Playing an active role as citizens. Debates about the royal family, about law and order.		Self- worth and Aspiration- what do you aspire to be? Jobs linked to animals. What areas of science involve animals i.e biology. Invite in scientists, make links with TTC science department. Contact Greenpeace and conservation sites. David Attenborough 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. Living things and their needs. Ecosystems. Global Citizenship - Developing good relationships and respecting differences, take part in discussions about conservation, zoos etc Meet people from a range of backgrounds, reach out through letters/penpals.	
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 the names of all the parts that make up the world?		What is beyond earth? Is there life on other planets? Are we the only life? 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?	
Trips/events	Continents Day		Habitats Day Enterprise Week		Zoo trip and the beach	

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
	Non fiction 1 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 1 Non-fiction Model Text: Teacher written superhero report based on Supertato 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

	Poetry 1 A few frightening things by Pie Corbett				Poetry 2 The Magical Box	
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

Science	<u>Autumn 1 and 2</u> <u>Animals including Humans</u> 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. • 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. (Y2 - Living things and their habitats)	<u>Spring 1</u> <u>Materials</u> 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> 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. • Identify and name a variety of plants and animals in their habitats, including microhabitats. • 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. • Notice that animals, including humans, have offspring which grow into adults. (Y2 - Animals including humans)	<u>Summer 1</u> <u>Living things – Microhabitats</u> <i>Link to previous topic on habitats and visit to Discovery Centre</i> <u>Summer 2</u> <u>Plants</u> : <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. • Identify and name a variety of plants and animals in their habitats, including microhabitats. (Y2 - Living things and their habitats)</i>
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<i>History</i>	<i>The lives of significant individuals in the past who have contributed to national and international achievements- Christopher Columbus</i> <i>Compare 2 versions of a past event</i> <i>Compare pictures or photographs of people or events in the past</i> <i>Recognise why people did things, why</i>	<u>How did we learn to fly??</u> <i>Events beyond living memory that are significant nationally or globally -</i> <i>Changes in living memory - Travel now and then – inc Neil Armstrong, the first aeroplane flight etc</i> <i>Recognise why people did things, why</i>	<u>What is a Monarch?</u> <i>-Queen Victoria focus and Victorian times</i> <i>What is a monarch?</i> <i>Sequence artefacts closer together in time</i> <i>- check with reference book</i> <i>Sequence photographs etc. from different periods of their life</i>
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	events happened and what happened as a result • Identify differences between ways of life at different times • Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. • Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... • Writing.. Using ICT...	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 • Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models.....Writing.. Using ICT... α	• Describe memories of key events in lives • Identify differences between ways of life at different times • Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Makingmodels..... Writing.. Using ICT...
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<i>Geography</i>	<u>Why is our world wonderful?</u> <i>I can name and locate the world's seven continents and five oceans</i> • Follow directions inc' NSEW • Find land/sea on globe. • Use large scale OS maps. • Use an infant atlas • Use an infant atlas to locate places.	<u>Where is our home?</u> <i>I can recall the name and location of the four countries and capital cities of the UK and it's surrounding seas.</i> • Explore where we live and how UK is part of Europe, the seas that surround etc • Recap countries • Learn capital cities <i>I can identify their characteristics.</i> • Look at England, Scotland, Wales and N.Ireland in more depth	<u>What is it like to live by the coast ?</u> I can use basic geographical vocabulary to refer to: 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 I understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country – Australia • Children encouraged to ask simple geographical questions; Where is it? What's it like? • Use NF books, stories, maps, pictures/photos and internet as sources of information. • Investigate their surroundings • Make appropriate observations about why things happen. • Make simple comparisons between features of different places. • Recognise and use aerial photographs
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Art & Design	Autumn 1 To become proficient in painting techniques. a name the primary and secondary colours; b experiment with different brushes (including brushstrokes) and other painting tools; c mix primary colours to make secondary colours; d add white and black to alter tints and shades;		Spring 1 To become proficient in drawing techniques. a draw lines of varying thickness; b use dots and lines to demonstrate pattern and texture; c use different materials to draw, for example pastels, chalk, felt tips;		Summer 1 To develop a wide range of art and design techniques in using texture, line, shape, form and space. a use a combination of materials that have been cut, torn and glued; b sort and arrange materials; c add texture by mixing materials;	
	Sea themed art and The Great Wave a ; 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		Superhero art A <			

	Lesson 2 Use voices expressively and creatively by singing songs and speaking chants and rhymes/perform with others. To continue to consolidate understanding of pulse through practical activities such as clapping games with partners. Lesson 3 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.	following the instructions of gestures, symbol cards and word cues. To count, internalise and play instrumental patterns to a steady pulse. To copy and improvise short rhythm patterns. Lesson 2 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	singing. To clap hands to a steady pulse with a partner and to move to a musical time frame. To coordinate actions to cue words. Lesson2 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
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	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 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. 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. 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	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/per form 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/ perf orm 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 instruments as part of a group, attaching different rhythm symbols to different instrumental timbres. To perform and appraise. Lesson 6 Understand appropriate musical notations/ create and compose music/ combine sounds/perform with others/ play untuned instruments musically/explore duration. 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.	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 singing/chanting. To walk to a steady pulse in a well-formed circle. Lesson 4 Perform with others/ use voices expressively by singing songs and speaking chants and rhymes/experience duration and pitch. 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 Use voices expressively and creatively by singing songs/explore duration and pitch/ perform 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 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
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			dance to a musical time frame. Lesson 6 Play untuned instruments musically/ perform with others/ use voices expressively and creatively by singing songs/ experience duration and pitch. 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.
	Christmas Nativity – learn and perform songs		Pitch Lesson 1 Explore pitch/ use voices expressively and creatively by singing songs. 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 Explore pitch/ use voices expressively and creatively by singing songs. 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. Lesson3 Use voices expressively and creatively by singing songs/explore pitch. 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 Understand and explore pitch and duration/ use voices expressively and creatively by singing songs. 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 Play tuned instruments musically/ understand and explore pitch/use voices expressively and creatively by singing songs. 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 Understand and explore pitch and duration/ understand and explore appropriate musical 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.
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>Cit5 RR12</u> • Class and school rules	<u>My Emotions</u> <u>MMR5 ME12</u> • Self awareness • Identifying and naming	<u>Working Together</u> <u>Cit3 WT12</u> • Recognising strengths • Developing skills	<u>Healthy Lifestyles</u> <u>HSL7 HL12</u> Staying healthy • Physical activity • Healthy eating	<u>Managing Risk</u> <u>HSL4 MR12</u> Risky situations • Emotions associated with risk
	and charters	emotions • Coping with feelings	• Steps towards goals • Effective communication		<u>Sex & Relationships Education</u> • How do babies change and grow? (Statutory NC Science Y2) • How have I changed

• 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?	• 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>Anti-bullying</u> <u>MMR7 AB12</u> • Valuing difference and diversity • Physical, mental and emotional wellbeing • Strategies for dealing with bullying including assertiveness • Safety circle • Asking for help and telling • Supporting others • Creating an anti bullying Ethos • Can I recognise behaviour that is bullying? • Do I understand some of the reasons why bullying happens?	• 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?	• Eatwell plate • Fruit and vegetables • Food preparation • Making real choices • Rest and sleep • How can I stay healthy? • What does it feel like to be healthy? • What does healthy eating mean and why is it important? • Why is it important to be active? • What foods do I like and dislike and why? • What can help us eat healthily? • Why do we need food? • What healthy choices can I make?	• Basic personal information • Asking for and giving help in an emergency • Safety eyes and ears • What are risky situations and how can I keep myself safer? • How do I feel in risky situations? • What is my name, address and phone number and when might I need to give them? • What is an emergency and who helps? • How can I help in an emergency? <u>Drug Education</u> <u>HSL8 DE12</u> • Medicines • Attitudes to health professionals • Feeling ill, feeling better • Risky household substances • Safety rules • Being persuaded • What happens when things enter the body? • What are medicines and why do some people use them? • What do I understand about the roles of doctors, nurses and hospitals? • What can I do if I feel poorly? • What are the potentially risky substances at home and at school? • How can I keep safe from harm if I come across risky substances?	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? FP • Which stable, caring relationships are at the heart of families I know? FP • What are my responsibilities now I'm growing up?
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		• 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?	• How do my choices affect me, my family, others? • What is a charity?		• What is it like to be persuaded?	
PE	<u>Gymnastics</u> <i>To plan and perform a sequence of movements. To improve my sequence based on feedback. To think of more than one way to create a sequence which follows some ‘rules’. To work on my own and with a pattern</i> Explores and creates different pathways and patterns. Uses equipment in a variety of ways to create a sequence. Link movements together to create a sequence	<u>Dance:</u> <i>To change rhythm, speed, level and direction in my dance. To dance with control and coordination. To make a sequence by linking sections together. To use dance to show a mood or feeling.</i> Copies and explores basic movements with clear control. Varies levels and speed in sequence Can vary the size of their body shapes Add a change of direction to a sequence Uses space well and negotiates space clearly. Can describe a short dance using appropriate vocabulary. Responds imaginatively to stimuli. <u>Games</u> <i>To use hitting, kicking and/ or rolling in a game. To decide the best space to be in during a game. To use one tactic in a game. To follow rules.</i>	<u>Games</u> <i>To use hitting, kicking and/ or rolling in a game. To decide the best space to be in during a game. To use one tactic in a game. To follow rules.</i> Confident to send the ball to others in a range of ways. Beginning to apply and combine a variety of skills (to a game situation) Develop strong spatial awareness. Beginning to develop own games with peers. Understand the importance of rules in games. Develop simple tactics and use them appropriately. Beginning to develop an understanding of attacking/ defending <u>Athletics</u> Can change speed and direction whilst running.			

		Confident to send the ball to others in a range of ways. Beginning to apply and combine a variety of skills (to a game situation) Develop strong spatial awareness. Beginning to develop own games with peers. Understand the importance of rules in games. Develop simple tactics and use them appropriately. Beginning to develop an understanding of attacking/defending	Can jump from a standing position with accuracy. Performs a variety of throws with control and coordination. Can use equipment safely
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