

Half Termly Planning

Year 2 - Summer 2 - 2024



Great Explorers

Value	Pride			
No Outsiders	Blown Away 'To be able to work with everyone in my class'			
1Decision	Money Matters			
Educational visit	Synagogue and World Museum			
		Intent		
Subject	Week	National Curriculum Objective	Knowledge	Skills
English	1	<ul style="list-style-type: none"> Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional); writing about real events; writing poetry; writing for different purposes Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about; writing down ideas and/or key words, including new vocabular; encapsulating what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils; re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form; proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] Read aloud what they have written with appropriate intonation to make the meaning clear. Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Learn how to use: sentences with different forms: statement, question, exclamation, command; expanded noun phrases to describe and specify [for example, the blue butterfly]; the present and past tenses correctly and consistently including the progressive form; subordination (using when, if, that, or because) and co-ordination (using or, and, or but) 	<ul style="list-style-type: none"> To use the punctuation I have learnt so far correctly. To use expanded noun phrases effectively To use coordination and subordination correctly To use the correct tense To know how to plan my writing To know how editing is part of the writing process 	<ul style="list-style-type: none"> To write simple, coherent narratives about personal experiences and those of others (real or fictional) To write about real events, recording these simply and clearly To write effectively and coherently for different purposes To draw on reading to inform the vocabulary and grammar of writing To know how to edit my work effectively To make additions to my writing To know the purpose of my writing To know how to engage the reader To re-read my work to check that my writing makes sense. To read aloud what I have written with appropriate intonation to make the meaning clear. To make changes to my work if needed To use a range of vocabulary effectively
	2	<ul style="list-style-type: none"> Develop positive attitudes towards and stamina for writing by: writing 	<ul style="list-style-type: none"> To use the punctuation I have learnt so far correctly. 	<ul style="list-style-type: none"> To write simple, coherent narratives

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		<p>narratives about personal experiences and those of others (real and fictional); writing about real events; writing poetry; writing for different purposes</p> <ul style="list-style-type: none"> Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about; writing down ideas and/or key words, including new vocabulary; encapsulating what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils; re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form; proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] Read aloud what they have written with appropriate intonation to make the meaning clear. Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Learn how to use: sentences with different forms: statement, question, exclamation, command; expanded noun phrases to describe and specify [for example, the blue butterfly]; the present and past tenses correctly and consistently including the progressive form; subordination (using when, if, that, or because) and co-ordination (using or, and, or but) 	<ul style="list-style-type: none"> To use expanded noun phrases effectively To use coordination and subordination correctly To use the correct tense To know how to plan my writing To know how editing is part of the writing process 	<p>about personal experiences and those of others (real or fictional)</p> <ul style="list-style-type: none"> To write about real events, recording these simply and clearly To write effectively and coherently for different purposes To draw on reading to inform the vocabulary and grammar of writing To know how to edit my work effectively To make additions to my writing To know the purpose of my writing To know how to engage the reader To re-read my work to check that my writing makes sense. To read aloud what I have written with appropriate intonation to make the meaning clear. To make changes to my work if needed To use a range of vocabulary effectively
3		<ul style="list-style-type: none"> Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional); writing about real events; writing poetry; writing for different purposes Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about; writing down ideas and/or key words, including new vocabulary; encapsulating what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils; re-reading 	<ul style="list-style-type: none"> To use the punctuation I have learnt so far correctly. To use expanded noun phrases effectively To use coordination and subordination correctly To use the correct tense To know how to plan my writing To know how editing is part of the writing process 	<ul style="list-style-type: none"> To write simple, coherent narratives about personal experiences and those of others (real or fictional) To write about real events, recording these simply and clearly To write effectively and coherently for different purposes To draw on reading to inform the vocabulary and grammar of writing To know how to edit my work effectively

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		<p>to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form; proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p> <ul style="list-style-type: none"> • Read aloud what they have written with appropriate intonation to make the meaning clear. • Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • Learn how to use: sentences with different forms: statement, question, exclamation, command; expanded noun phrases to describe and specify [for example, the blue butterfly]; the present and past tenses correctly and consistently including the progressive form; subordination (using when, if, that, or because) and co-ordination (using or, and, or but) 		<ul style="list-style-type: none"> • To make additions to my writing • To know the purpose of my writing • To know how to engage the reader • To re-read my work to check that my writing makes sense. • To read aloud what I have written with appropriate intonation to make the meaning clear. • To make changes to my work if needed • To use a range of vocabulary effectively
	4	<ul style="list-style-type: none"> • Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional); writing about real events; writing poetry; writing for different purposes • Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about; writing down ideas and/or key words, including new vocabulary; encapsulating what they want to say, sentence by sentence • Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils; re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form; proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • Read aloud what they have written with appropriate intonation to make the meaning clear. • Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes 	<ul style="list-style-type: none"> • To use the punctuation I have learnt so far correctly. • To use expanded noun phrases effectively • To use coordination and subordination correctly • To use the correct tense • To know how to plan my writing • To know how editing is part of the writing process 	<ul style="list-style-type: none"> • To write simple, coherent narratives about personal experiences and those of others (real or fictional) • To write about real events, recording these simply and clearly • To write effectively and coherently for different purposes • To draw on reading to inform the vocabulary and grammar of writing • To know how to edit my work effectively • To make additions to my writing • To know the purpose of my writing • To know how to engage the reader • To re-read my work to check that my writing makes sense. • To read aloud what I have written with appropriate intonation to make the meaning clear. • To make changes to my work if needed • To use a range of

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		<p>for contracted forms and the possessive (singular)</p> <ul style="list-style-type: none"> Learn how to use: sentences with different forms: statement, question, exclamation, command; expanded noun phrases to describe and specify [for example, the blue butterfly]; the present and past tenses correctly and consistently including the progressive form; subordination (using when, if, that, or because) and co-ordination (using or, and, or but) 		<p>vocabulary effectively</p>
5	<ul style="list-style-type: none"> Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional); writing about real events; writing poetry; writing for different purposes Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about; writing down ideas and/or key words, including new vocabulary; encapsulating what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils; re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form; proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] Read aloud what they have written with appropriate intonation to make the meaning clear. Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Learn how to use: sentences with different forms: statement, question, exclamation, command; expanded noun phrases to describe and specify [for example, the blue butterfly]; the present and past tenses correctly and consistently including the progressive form; subordination (using when, if, that, or because) and co-ordination (using or, and, or but) 	<ul style="list-style-type: none"> To use the punctuation I have learnt so far correctly. To use expanded noun phrases effectively To use coordination and subordination correctly To use the correct tense To know how to plan my writing To know how editing is part of the writing process 	<ul style="list-style-type: none"> To write simple, coherent narratives about personal experiences and those of others (real or fictional) To write about real events, recording these simply and clearly To write effectively and coherently for different purposes To draw on reading to inform the vocabulary and grammar of writing To know how to edit my work effectively To make additions to my writing To know the purpose of my writing To know how to engage the reader To re-read my work to check that my writing makes sense. To read aloud what I have written with appropriate intonation to make the meaning clear. To make changes to my work if needed To use a range of vocabulary effectively 	
6	<ul style="list-style-type: none"> Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others 	<ul style="list-style-type: none"> To use the punctuation I have learnt so far correctly. To use expanded noun phrases effectively 	<ul style="list-style-type: none"> To write simple, coherent narratives about personal experiences and 	



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		<p>(real and fictional); writing about real events; writing poetry; writing for different purposes</p> <ul style="list-style-type: none"> Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about; writing down ideas and/or key words, including new vocabular; encapsulating what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils; re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form; proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] Read aloud what they have written with appropriate intonation to make the meaning clear. Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Learn how to use: sentences with different forms: statement, question, exclamation, command; expanded noun phrases to describe and specify [for example, the blue butterfly]; the present and past tenses correctly and consistently including the progressive form; subordination (using when, if, that, or because) and co-ordination (using or, and, or but) 	<ul style="list-style-type: none"> To use coordination and subordination correctly To use the correct tense To know how to plan my writing To know how editing is part of the writing process 	<p>those of others (real or fictional)</p> <ul style="list-style-type: none"> To write about real events, recording these simply and clearly To write effectively and coherently for different purposes To draw on reading to inform the vocabulary and grammar of writing To know how to edit my work effectively To make additions to my writing To know the purpose of my writing To know how to engage the reader To re-read my work to check that my writing makes sense. To read aloud what I have written with appropriate intonation to make the meaning clear. To make changes to my work if needed To use a range of vocabulary effectively
SPaG / Phonics	1-6	<ul style="list-style-type: none"> spell by: <input type="checkbox"/> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly <input type="checkbox"/> learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones <input type="checkbox"/> learning to spell common exception words write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	Review of Year 2 Rising star Spelling rules	
Guided Reading	Weekly	<ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent <input type="checkbox"/> read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes <input type="checkbox"/> read accurately words of two or more syllables that contain the same graphemes as above <input type="checkbox"/> 	<ul style="list-style-type: none"> 1a draw on knowledge of vocabulary to understand texts 1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information 1c identify and explain the sequence of events in texts 1d make inferences from the text 1e predict what might happen 	

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		<p>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately</p> <p><input type="checkbox"/> re-read these books to build up their fluency and confidence in word reading.</p> <ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <input type="checkbox"/> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 	<p>on the basis of what has been read so far</p> <p>See additional planning.</p>	
Maths	1	<ul style="list-style-type: none"> • <input type="checkbox"/> order and arrange combinations of mathematical objects in patterns and sequences • <input type="checkbox"/> use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise). 	<ul style="list-style-type: none"> • To know words that describe movement. • To recall left and right. • To know words to describe turns. • To know how to give directions. • To recall clockwise and anti-clockwise. 	<ul style="list-style-type: none"> • To use positional and directional vocabulary to describe movement. • To follow and give instructions using turns. • To describe turns using knowledge of clockwise, anti-clockwise, half turns and quarter turns. • To order and arrange combinations of objects in patterns and sequences.
	2	<ul style="list-style-type: none"> • compare and sort common 2-D and 3-D shapes and everyday objects. • To make patterns using 2D and 3D shapes 	<ul style="list-style-type: none"> • To know 2D shapes • To know 3D shapes. • To know properties of 3D shapes. • To know properties of 3D shapes. • To know how to create patterns 	<ul style="list-style-type: none"> • To make patterns using 2D shapes. • To make patterns using 3D shapes. • To sort 2D and 3D shapes. •
	3	<ul style="list-style-type: none"> • solve problems with addition and subtraction: <input type="checkbox"/> using concrete objects and pictorial representations, including those involving numbers, quantities and measures <input type="checkbox"/> applying their increasing knowledge of mental and written methods <input type="checkbox"/> recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 	<ul style="list-style-type: none"> • To recall addition and subtraction facts to 10 and then 20. • To know related facts to 100. 	<ul style="list-style-type: none"> • To use knowledge of addition and subtraction facts to 10 and then 20. • To derive related facts to 100. • To use concrete objects, pictorial representations, and mental maths skills to solve addition and subtraction problems
	4	<ul style="list-style-type: none"> • solve problems with addition and subtraction: <input type="checkbox"/> using concrete objects and pictorial representations, including those involving numbers, quantities and measures <input type="checkbox"/> applying their increasing knowledge of mental and written methods <input type="checkbox"/> recall and use addition 	<ul style="list-style-type: none"> • To recall addition and subtraction facts to 10 and then 20. • To know related facts to 100. 	<ul style="list-style-type: none"> • To use knowledge of addition and subtraction facts to 10 and then 20. • To derive related facts to 100. • To use concrete objects, pictorial

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		and subtraction facts to 20 fluently, and derive and use related facts up to 100		representations, and mental maths skills to solve addition and subtraction problems
	5	<ul style="list-style-type: none"> □ recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers □ calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs □ show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot □ solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. 	<ul style="list-style-type: none"> To recall the multiples of the 2x 5x and 10x table. To know which numbers are odd and which numbers are even. 	<ul style="list-style-type: none"> To recall and use multiplication facts for 2x 5x and 10x table. To use x and = correctly. To solve problems involving multiplication questions. To use arrays and repeated addition to solve multiplication questions. To reorder multiplication calculations using knowledge of commutativity.
	6	<ul style="list-style-type: none"> □ recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers □ calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs □ show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot □ solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. 	<ul style="list-style-type: none"> To recall the multiples of the 2x 5x and 10x table. To know which numbers are odd and which numbers are even. 	<ul style="list-style-type: none"> To recall and use multiplication facts for 2x 5x and 10x table. To use x and = correctly. To solve problems involving multiplication questions. To use arrays and repeated addition to solve multiplication questions. To reorder multiplication calculations using knowledge of commutativity.
Science	1	<ul style="list-style-type: none"> □ identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock 	<ul style="list-style-type: none"> Exploring key concepts and vocabulary -prior knowledge 	<ul style="list-style-type: none"> To use observations and ideas to suggest answers to questions
	2	<ul style="list-style-type: none"> □ identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock 	<ul style="list-style-type: none"> To name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock 	<ul style="list-style-type: none"> identifying and classifying
	3	<ul style="list-style-type: none"> □ distinguish between an object and the material from which it is made □ identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock 	<ul style="list-style-type: none"> To name an object and the material it is made from 	<ul style="list-style-type: none"> identifying and classifying using their observations and ideas to suggest answers to questions
	4	<ul style="list-style-type: none"> □ distinguish between an object and the material from which it is made □ identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock 	<ul style="list-style-type: none"> To name an object and the material it is made from To know the different properties of different materials. 	<ul style="list-style-type: none"> identifying and classifying using their observations and ideas to suggest answers to questions
	5	<ul style="list-style-type: none"> □ distinguish between an object and the material from which it is made □ identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock 	<ul style="list-style-type: none"> To know the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Plan for Focused Assessment in Science – Material Hunter 	<ul style="list-style-type: none"> observing closely, using simple equipment identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering

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	6	<ul style="list-style-type: none"> <input type="checkbox"/> distinguish between an object and the material from which it is made <input type="checkbox"/> identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock 	<ul style="list-style-type: none"> To know the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses To know the different properties of different materials. 	<p>questions</p> <ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways Identifying and classifying Using their observations and ideas to suggest answers to questions
	7	<ul style="list-style-type: none"> <input type="checkbox"/> distinguish between an object and the material from which it is made <input type="checkbox"/> identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock 	<ul style="list-style-type: none"> To know about a famous scientist – Charles Mackintosh 	<ul style="list-style-type: none"> gathering and recording information to help in answering questions
	8	<ul style="list-style-type: none"> <input type="checkbox"/> distinguish between an object and the material from which it is made <input type="checkbox"/> identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock 	<ul style="list-style-type: none"> To know the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Plan for Focused Assessment in Science – Waterproof Materials 	<ul style="list-style-type: none"> performing simple tests asking simple questions and recognising that they can be answered in different ways gathering and recording data to help in answering questions
RE	1	Follow Cheshire RE Scheme	<ul style="list-style-type: none"> To retell some Jewish beliefs about God expressed in stories. 	<ul style="list-style-type: none"> I can explore and discuss sacred writings and sources of wisdom and recognising the communities.
	2		<ul style="list-style-type: none"> To retell some Jewish beliefs about God expressed in stories. 	<ul style="list-style-type: none"> I can explore and discuss sacred writings and sources of wisdom and recognising the communities.
	3		<ul style="list-style-type: none"> To identify the key features of Jewish festivals. 	<ul style="list-style-type: none"> I can recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, and find out about the meanings behind them.
	4		<ul style="list-style-type: none"> To identify the key features of Jewish festivals. 	<ul style="list-style-type: none"> I can recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, and find out about the meanings behind them.
	5		<ul style="list-style-type: none"> To know the Jewish concept of creation and the Jewish understanding of God. 	<ul style="list-style-type: none"> I notice and respond sensitively to some similarities between different religions and worldviews.
	6		<ul style="list-style-type: none"> To know the Jewish concept of creation and the Jewish understanding of God. 	<ul style="list-style-type: none"> I notice and respond sensitively to some similarities between different religions and worldviews.
PE	1	<ul style="list-style-type: none"> Follow 'Complete PE' 	<ul style="list-style-type: none"> Pupils will develop communication and empathy as they listen to their partner and team members and work collaboratively together. 	<ul style="list-style-type: none"> Develop dribbling/passing/receiving, keeping possession.
	2		<ul style="list-style-type: none"> Pupils will focus on their partner and team members, 	<ul style="list-style-type: none"> Combine dribbling, passing and receiving.

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			developing an understanding of the consequences in a game when mistakes are made.	keeping possession/to score a point
	3		<ul style="list-style-type: none"> Pupils will focus on their partner and team members, developing an understanding of the consequences in a game when mistakes are made. 	<ul style="list-style-type: none"> Apply dribbling, passing and receiving as a team to score a point
	4		<ul style="list-style-type: none"> Pupils will focus on their partner and team members, developing an understanding of the consequences in a game when mistakes are made. 	<ul style="list-style-type: none"> Practice applying all the skills covered so far
	5		<ul style="list-style-type: none"> Pupils will focus on their partner and team members, developing an understanding of the consequences in a game when mistakes are made. 	<ul style="list-style-type: none"> Practice applying all the skills covered so far
	6		<ul style="list-style-type: none"> Pupils will be able to apply their passing and dribbling skills in order to keep possession and score a point. 	<ul style="list-style-type: none"> Practice applying all the skills covered so far
Geography and History	1	<ul style="list-style-type: none"> name and locate the world's seven continents and five oceans identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and L.S. Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] 	<ul style="list-style-type: none"> To name explorers - Christopher Columbus, Neil Armstrong, Robert Falcon Scott, Roald Amundsen To know where they explored and when To know when they lived To identify their achievements To know the impact of their achievements on today's world 	<ul style="list-style-type: none"> Recall significant facts about individuals learnt about Explain why people did things or why events happened and what happened as a result Observe and handle artefacts and resources to answer questions about the past Ask questions that link to topics studied
	2	<ul style="list-style-type: none"> name and locate the world's seven continents and five oceans identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans 	<ul style="list-style-type: none"> To name explorers - Christopher Columbus, Neil Armstrong, Robert Falcon Scott, Roald Amundsen To know where they explored and when To know when they lived To identify their achievements To know the impact of their achievements on today's 	<ul style="list-style-type: none"> Recall significant facts about individuals learnt about Explain why people did things or why events happened and what happened as a result Observe and handle artefacts and

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		<ul style="list-style-type: none"> studied at this key stage □ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] 	world	<ul style="list-style-type: none"> resources to answer questions about the past Ask questions that link to topics studied
	3	<ul style="list-style-type: none"> name and locate the world's seven continents and five oceans identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage □ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] 	<ul style="list-style-type: none"> To name explorers – Christopher Columbus, Neil Armstrong, Robert Falcon Scott, Roald Amundsen To know where they explored and when To know when they lived To identify their achievements To know the impact of their achievements on today's world 	<ul style="list-style-type: none"> Recall significant facts about individuals learnt about Explain why people did things or why events happened and what happened as a result Observe and handle artefacts and resources to answer questions about the past Ask questions that link to topics studied
	4	<ul style="list-style-type: none"> name and locate the world's seven continents and five oceans identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage □ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] 	<ul style="list-style-type: none"> To name explorers – Christopher Columbus, Neil Armstrong, Robert Falcon Scott, Roald Amundsen To know where they explored and when To know when they lived To identify their achievements To know the impact of their achievements on today's world 	<ul style="list-style-type: none"> Recall significant facts about individuals learnt about Explain why people did things or why events happened and what happened as a result Observe and handle artefacts and resources to answer questions about the past Ask questions that link to topics studied

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		Cavell]		
	5	<ul style="list-style-type: none"> Name and locate the world's seven continents and five ocean Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Pole Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	<ul style="list-style-type: none"> To know what my own symbols mean To know what a human feature is To name a human feature To know what a physical feature is To name a physical feature To know what 'bird's eye view' and aerial perspectives are To know what some symbols on maps mean To know how to give directions using the four compass points To know the four compass point names To know where hot and cold locations of the world are To know where the Equator is To know where the North and South Poles are 	<ul style="list-style-type: none"> Look down on objects to make a plan view map. Use class agreed symbols to make a simple key. Use a plan view. Use the four compass points NSEW Follow a route on a map. Use the four compass points NSEW Find land/sea on globe. Use teacher drawn base maps. Use large scale OS maps. Use an infant atlas Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)
	6	<ul style="list-style-type: none"> Name and locate the world's seven continents and five ocean Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Pole Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	<ul style="list-style-type: none"> To know what my own symbols mean To know what a human feature is To name a human feature To know what a physical feature is To name a physical feature 	<ul style="list-style-type: none"> Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)
Art and Design (1 full afternoon)	1	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their 	<ul style="list-style-type: none"> To know that different equipment will produce different outcomes in artwork. To know that artwork can 	<ul style="list-style-type: none"> To experiment with layering To create an LS Lowry style painting To mix different

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fortnightly)		<ul style="list-style-type: none"> ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<ul style="list-style-type: none"> be produced by making layers such as background. To explain why they are using the paintbrush they have chosen. 	<ul style="list-style-type: none"> shades and tones To mix and match colours using artefacts to check (artwork) To use painting implements To experiment using tools and techniques To use a range of scales To draw using observations
	3	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<ul style="list-style-type: none"> To explain what perspective is. To know art can show different seasons, weather and times of day. To explain what the mood of a painting is. 	<ul style="list-style-type: none"> To create an LS Lowry style painting To review what I did, what I think, how I feel To identify changes To compare my work with others - children and artists To review what I did, what I think, how I feel
Design Technology (2 days)		<p>Design</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria 	<ul style="list-style-type: none"> To know what purpose means To know how to identify the purpose of my product To explain what materials will be most efficient for what I am going to make To know how to test and evaluate a range of resources and make possible changes To know the correct vocabulary for the tools and materials I am going to use to make my product To know what a design criteria is To know simple food safety procedures To know all food comes from plants or animals To know that food must be farmed, grown elsewhere (e.g. home) or caught. To name and sort foods into groups they are going to use. To explain how to prepare simple the dishes they have planned safely and hygienically. To know how to use techniques such as cutting, peeling and grating. 	<ul style="list-style-type: none"> Generate ideas by drawing on their own and other people's experiences Develop design ideas through discussion, observation, drawing and modelling To identify a purpose for what they intend to design and make To identify simple design criteria Use hand tools safely and appropriately Follow safe procedures for food safety and hygiene 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 Evaluate existing products
PSHE	1	Follow 1Decision	<ul style="list-style-type: none"> Assessment session - What is money? Why do we need 	

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			money? How can we use money? How can we get money?	
	2		<ul style="list-style-type: none"> Understand different ways we can receive money 	<ul style="list-style-type: none"> Develop an understanding of money To explore ways of receiving money, how to keep money safe and how to save money
	3		<ul style="list-style-type: none"> Know how to keep money safe 	<ul style="list-style-type: none"> Develop an understanding of money To explore ways of receiving money, how to keep money safe and how to save money
	4		<ul style="list-style-type: none"> Understand the importance of saving money 	<ul style="list-style-type: none"> Develop an understanding of money To explore ways of receiving money, how to keep money safe and how to save money
	5		<ul style="list-style-type: none"> Understand the difference between safe and risky choices when using money 	<ul style="list-style-type: none"> Develop an understanding of money To explore ways of receiving money, how to keep money safe and how to save money
	6		<ul style="list-style-type: none"> Understand why money might be 'raised' for a charity 	<ul style="list-style-type: none"> Develop an understanding of money To explore ways of receiving money, how to keep money safe and how to save money
Music	1	<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. 	Sing songs regularly with a pitch range of do-so with increasing vocal control. Sing songs with a small pitch range, pitching accurately.	To sing songs with accurate pitch To know how to control my vocals by taking part in vocal exercises. To sing songs with a wide pitch range with control
	2	<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. 	Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols	To know what dynamics are e.g. loud/quiet, fast/slow. To sing with a range of dynamics e.g. loud/quiet, fast/slow accurately. To respond to visual symbols when singing. To know what crescendo means. To know what decrescendo means. To know when to pause by following visual signals. To know when to take breathes.

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	3	<ul style="list-style-type: none"> □ use their voices expressively and creatively by singing songs and speaking chants and rhymes □ play tuned and untuned instruments musically □ listen with concentration and understanding to a range of high-quality live and recorded music □ experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)</p>	<p>To know what dynamics are e.g. loud/quiet, fast/slow. To sing with a range of dynamics e.g. loud/quiet, fast/slow accurately. To respond to visual symbols when singing. To know what crescendo means. To know what decrescendo means. To know when to pause by following visual signals. To know when to take breathes.</p>
	4	<ul style="list-style-type: none"> □ use their voices expressively and creatively by singing songs and speaking chants and rhymes □ play tuned and untuned instruments musically □ listen with concentration and understanding to a range of high-quality live and recorded music □ experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Recognise phrase lengths and know when to breathe. Sing songs expressively. Follow pitch movements with their hands and use high, low and middle voices.</p>	<p>To understand phrase lengths. To follow the pitch of songs. To use high, middle and low voices.</p>
	5	<ul style="list-style-type: none"> □ use their voices expressively and creatively by singing songs and speaking chants and rhymes □ play tuned and untuned instruments musically □ listen with concentration and understanding to a range of high-quality live and recorded music □ experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Rhythm To know how to read and respond to chanted rhythms Read and respond to chanted rhythm patterns, and represent them with stick notation Pitch Play a range of singing games Sing short phrases independently within a singing game or short song</p>	<p>Rhythm To know how to create rhythms using word phrases. To know what stick notation is and how to use it. Play a range of singing games matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track. Sing short phrases independently within a singing game or short song</p>
	6	<ul style="list-style-type: none"> □ use their voices expressively and creatively by singing songs and speaking chants and rhymes □ play tuned and untuned instruments musically □ listen with concentration and understanding to a range of high-quality live and recorded music □ experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Pulse/ Beat Understand that the speed of the beat can change, creating a faster or slower pace (tempo). Mark the beat of a listening piece (e.g. Bolero by Ravel) by tapping or clapping and recognising tempo as well as changes in tempo. Walk in time to the beat of a piece of music or song Know the difference between left and right to support coordination and shared movement with others in familiar music.</p>	<p>Pulse/ Beat To know what tempo is To represent the beat of music by tapping, clapping and recognising the change in tempo. To know how to walk in time to the beat of music. To know left and right.</p>
Computing	1	<ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other 	<ul style="list-style-type: none"> To know how to edit my work to improve the sound To know how to slow sounds down or speed them up. 	<ul style="list-style-type: none"> Edit complex digital data. Use a range of media in their digital content (e.g. photos, text and sound). Create a series of sounds using technology. Edit and improve things I have created using

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		online technologies		<ul style="list-style-type: none"> technology. Save my work correctly.
2	<ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies 	<ul style="list-style-type: none"> To know how to edit my work to improve the sound To know how to slow sounds down or speed them up. 	<ul style="list-style-type: none"> Edit complex digital data. Use a range of media in their digital content (e.g. photos, text and sound). Create a series of sounds using technology. Edit and improve things I have created using technology. Save my work correctly. 	
3	<ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies 	<ul style="list-style-type: none"> To understand what happens to the tune when sounds are moved. To know how to add sounds to a tune they've already created to change it. 	<ul style="list-style-type: none"> Edit complex digital data. Use a range of media in their digital content (e.g. photos, text and sound). Create a series of sounds using technology. Edit and improve things I have created using technology. Save my work correctly. 	
4	<ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies 	<ul style="list-style-type: none"> To understand what happens to the tune when sounds are moved. To know how to add sounds to a tune they've already created to change it. 	<ul style="list-style-type: none"> Edit complex digital data. Use a range of media in their digital content (e.g. photos, text and sound). Create a series of sounds using technology. Edit and improve things I have created using technology. Save my work correctly. 	
5	<ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies 	<ul style="list-style-type: none"> To know how to change the volume of the background sounds. To know how to upload a sound from a bank of sounds into the Sounds section. To know how to record their own sound and upload it into the Sounds section. 	<ul style="list-style-type: none"> Edit complex digital data. Use a range of media in their digital content (e.g. photos, text and sound). Create a series of sounds using technology. Edit and improve things I have created using technology. Save my work correctly. 	
6	<ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of 	<ul style="list-style-type: none"> To know how to change the volume of the background sounds. To know how to upload a 	<ul style="list-style-type: none"> Edit complex digital data. Use a range of media in their digital 	



Winnington Park Primary School and Nursery

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		<p>information technology beyond school</p> <ul style="list-style-type: none"> • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies 	<p>sound from a bank of sounds into the Sounds section.</p> <ul style="list-style-type: none"> • To know how to record their own sound and upload it into the Sounds section. 	<p>content (e.g. photos, text and sound).</p> <ul style="list-style-type: none"> • Create a series of sounds using technology. • Edit and improve things I have created using technology. <p>Save my work correctly.</p>
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