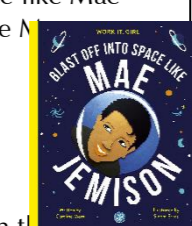
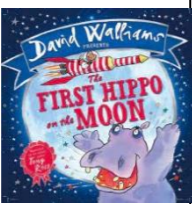
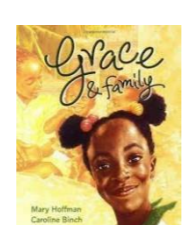
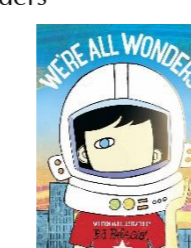


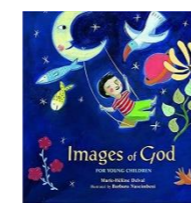

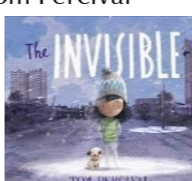





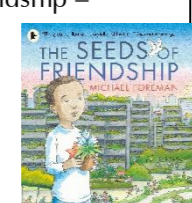
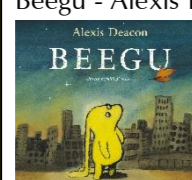



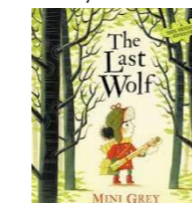


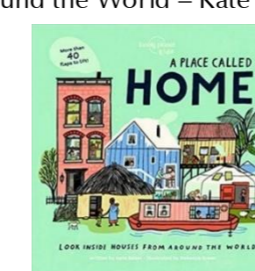

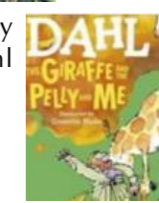
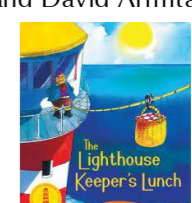













Curriculum Overview Year 2

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Theme / Christian Value / Focus Question	Dignity – Respect / Kindness <i>Space - What was the impact of Neil Armstrong and Helen Sharman in the world?</i>	Community – Generosity / Trust <i>Space - What was the impact of Neil Armstrong and Helen Sharman in the world?</i>	God is Good – Love / Joy <i>Sherwood Forest - How does the outback (Australia) compare with where I live?</i>	Hope and Forgiveness – Patience / Peace <i>Australia - How does the outback (Australia) compare with where I live?</i>	Wisdom – Truth / Understanding <i>London - How did things change in London after the Great Fire?</i>	Taking Flight – Celebrate / Achieve <i>Seaside - What were seaside holidays like in the past?</i>	
Core Learning							
Reading Spine Focus Text	Reading for Pleasure – Whole Class Read		Reading for Pleasure – Whole Class Read		Reading for Pleasure – Whole Class Read		
	Blast off into space like Mae Jemison – Caroline M  The First Hippo on the Moon – David Walliams  Don't Look in this Book – Samuel Langley-Swain	Grace and Family – Mary Hoffman  They – Chantal Reardon We're All Wonders – R.J. Palacio 	The Owl who was afraid of the dark - Jill Tomlinson  Inside the Villains – Clotilde Perrin  Images of God – Marie-Helene Delval 	Fantastic Mr Fox – Roald Dahl  Clarice Bean, That's Me - Lauren Child The Invisible – Tom Percival 	The Wolf Girl – Jo Loring-Fisher  The Storm Whale – Benji Davies  Poetry – A Poem a Day	Grandad's Island – Benji Davies  Somebody Swallowed Stanley – Sarah Roberts  Monty the Manatee – Natalie Pritchard 	
	Whole Class Guided Reading		Whole Class Guided Reading		Whole Class Guided Reading		
	The Seeds of Friendship – Michael Foreman  Beegu - Alexis Deacon  Here We Are (Notes for Living on Planet Earth) – Oliver Jeffers 	Remembrance Day – Cbeebies  Lily and the Snowman Lost and Found – Oliver Jeffers 	The Last Wolf – Mini Gray  Into the Forest – Anthony Browne  Leon and the Place Between – Grahame Baker-Smith	The Ugly Five – Julia Donaldson  Mirror – Jeannie Baker A Place Called Home: Look Inside Houses Around the World – Kate Baker 	Vlad and The Great Fire of London – Kate Cunningham  The Giraffe, The Pelly and Me – Roald Dahl  The Koala who Could – Rachel Bright	The lighthouse keepers lunch – Ronda and David Armitage  Sully The Seahorse – Natalie Pritchard  The Lost Homework – Richard O'Neill	
English Writing	Blue Umbrella	The Way Back Home Oliver Jeffers	Little Red Reading Hood Lucy Rowland	Hibernation	The Great Fire Of London Diary Writing	Songs of the Sea Short Film- Narrative	

	<p>Purpose-Writing to Inform Text Type- Report Genre- Narrative Audience – School Community</p> <p>Neil Armstrong Questions and Biography- Non fictions Purpose-Writing to Inform Text Type- Report Genre- Narrative Audience – Year 5</p>  <p>Space Poetry Purpose- Writing to Entertain Text Type- Poetry Genre-Poem Audience – Year 5</p>	<p>Purpose- Writing to Entertain Text Type- Narrative Genre- Fiction Audience – Other Year 2 Class</p>  <p>Post Card from Space Purpose- Writing to Persuade Text Type- Post Card Genre- Persuasion Audience – Family</p> <p>My Christmas Star BBC Advert Purpose- Writing to Entertain Text Type- Narrative Genre- Fiction Audience - Parents</p>	<p>Twist on a traditional tale Purpose- Writing to Entertain Text Type- Narrative Genre- Fiction Audience – Year 1</p>  <p>How to Build a Birdfeeder Instructions Purpose- Writing to Inform Text Type- Instructions Genre- Instructions Audience – The public</p> <p>Bird Leaflet Purpose- Writing to Inform Text Type- Instructions Genre- Instructions Audience – Teachers</p>	<p>Purpose- Writing to Inform Text Type-Non-Chronological Report Genre- Report Audience – Sherwood Forest</p> <p>Wombat Goes Walkabout Michael Morporgo Narrative Adventure Story Purpose- Writing to Entertain Text Type-Narrative Genre- Fiction Audience – Year 3</p>  <p>Trip to Sherwood Forest Recount Purpose- Writing to Inform Text Type- Genre- Recount Audience - Parents</p>	<p>Purpose- Writing to Entertain Text Type- Narrative Genre- Fiction Audience - Friends</p>  <p>Setting Description Purpose- Writing to Entertain Text Type- Description Genre- Creative Writing Audience – Other Year 2 class</p>	<p>Purpose- Writing to Entertain Text Type- Narrative Genre- Fiction Audience – Whole school</p>  <p>Sustainability- The Journey home Letter- to persuade Purpose- Writing to Inform Text Type- Letter Genre- Persuasion Audience - Parents</p> <p>When I grow up Tim Minchin's Purpose – Writing To Inform Text type- Poetry Genre- Fiction Audience- My new teacher</p>
<p>Maths</p>	<p>Place Value Addition and Subtraction</p>	<p>Addition and Subtraction Shape</p>	<p>Money Multiplication and Division</p>	<p>Multiplication and Division Length and Height Mass, Capacity and Temperature</p>	<p>Fractions Time</p>	<p>Statistics Position and Direction</p>
<p>R.E.</p>	<p>CREATION <i>Recognise that Christians believe that the Earth and everything in it are important to God</i> <i>Ask questions about the relationship between God and human beings</i> <i>Illustrate how humans should care for the world because it belongs to God</i></p> <p>Who made the world? DIGGING DEEPER 2.2: What do Jewish people believe about God, creation, humanity, and the natural world? What are some ways Jewish people show their beliefs and how they belong?</p>	<p>INCARNATION <i>Recount the story of Jesus' extraordinary birth in Bethlehem</i> <i>Know that Christians celebrate Jesus' birth, and that Advent for Christians is a time for getting ready for Jesus' coming.</i></p> <p>Why does Christmas matter to Christians? DIGGING DEEPER 2.3: What does it mean to belong? What is it like to belong to the Christian religion in Nottinghamshire City and Nottinghamshire today?</p> <p>Know that Christians celebrate Jesus' birth, and that Advent for Christians is a</p>	<p>GOD <i>Know that Christians believe in God, and that they find out about God in the Bible.</i> <i>Recognise that Christians believe God is loving, kind, fair, and also Lord and King.</i> <i>Remember that Christians worship God, and try to live in ways that please him.</i></p> <p>What do Christians believe God is like? DIGGING DEEPER</p> <p>Discuss stories about the People of God. Know that Christians believe Jesus brings good news for all people including being loved by God, and being forgiven for bad things.</p>	<p>SALVATION <i>Know that Easter is important in the 'big story' of the Bible.</i> <i>Remember that Christians believe Jesus showed that he was willing to forgive all people and builds a bridge between God and humans</i> <i>Know that Christians believe Jesus rose from the dead, giving people hope of a new life.</i> Why does Easter matter to Christians? DIGGING DEEPER</p> <p>Know that Christians believe Jesus rose from the dead, giving people hope of a new life</p>	<p>GOSPEL Know that Christians believe Jesus brings good news for all people including being loved by God, and being forgiven for bad things. Talk about how Jesus is a friend to the poor and friendless. Consider Jesus' teachings about how to live the right way. What is the good news that Jesus brings? DIGGING DEEPER 2.1: What makes some people inspiring to others? Moses and Saint Peter</p> <p>Discuss stories about the People of God.</p>	<p>KINGDOM OF GOD Know that parables often try to teach Christians lessons about how to live their life.</p> <p>2.4: Jewish and Christian Stories: How and why are some stories important in religions? What can we learn from these stories and from the Torah and the Bible?</p> <p>Discuss stories about the People of God. Know that Christians believe Jesus brings good news for all people including being loved by God, and being forgiven for bad things.</p> <p>Understand why it is important for Jewish people to do what God asks them to do</p>

	Christians believe God is loving, kind, fair, and also Lord and King: and there are stories that show this.	time for getting ready for Jesus' coming				Know that the relationship between God and Jewish people is very special and give reasons why Know what the best way for a Jewish person to show commitment to God is
Human Sciences Learning						
Curriculum Heroes	Neil Armstrong House Leader - Helen Sharman Mae Jemison	David Attenborough Steve Irwin	Christopher Wren Queen Elizabeth II			
Theme Week	Remembrance World War 2 Focus - Evacuation	Earth Study	The Arts Performance			
History	<p>The lives of significant individuals in the past who contributed to national or international achievements. What was the impact of Neil Armstrong and Helen Sharman in the world? Who were they? What did they do? What were their achievements? How does it impact our world today?</p> <p>Black History Month - Mae Carrol Jemison</p> <p>Significance Know one or more reasons why an event happened in the past know the significance of the first moon landing and how Helen Sharman has impacted the lives of others. Know why evacuation was required during World war 2 Vocabulary - Helen Johnson, Neil Armstrong, Buzz Aldrin, Evacuation, Mae Jemison Chronology Be able to correctly use simple historical terms (new, past, present, timeline, future, today, tomorrow, century, period, Chronology, Chronological order). Know where to place historical figures, evets and artefacts in order on a given timeline, using dates where appropriate. Know that the world was different in the olden days. Use dates and given timelines correctly. Diversity Know the impact that Helen Sharman and Mae Jemison had on space travel and the wider impact from women who lived after events</p>	<p>Our local study – The churches of Worksop (The Priory, Christ Church and St John's)</p> <p>How have the churches of Worksop changed over time?</p> <p>Significance -Ask questions about how something happened or came to be. -Describe similarities and differences between periods of time (e.g. comparing the past to today). -Explain what happened after a historical event (cause and effect).</p> <p>Evidence Know where to find artefacts, pictures, stories, online sources and databases so they can find out about the past. Know that there are potential weaknesses in eyewitness accounts. Vocabulary - palaeontology, archaeology</p>	<p><i>How did things change in London after the Great Fire?</i> Did it change people's lives? Did it change events at the time? Did it have a lasting impact on Britain? Significance Know how things changed in London after the Great Fire. Evidence Know where to find artefacts, pictures, stories, online sources and databases so they can find out about the past. Know how to reference clues in evidence to draw simple conclusions about their own lives and others around them. Know that there are potential weaknesses in eyewitness accounts. Vocabulary - palaeontology, archaeology</p>	<p><i>What were seaside holidays like in the past?</i></p> <p>How do we know? How can we use evidence to support our understanding? How does the past compare to the present?</p> <p>Evidence Know how to find answers to questions about objects by looking in information books.</p> <p>Diversity Know two or more ways that the experiences of the rich and poor varied greatly in the past. Know reasons why some people were not able to travel as quickly or as widely as others to seaside holidays . Vocabulary - rural, urban, similar, different</p>		
Geography	<p>Aerial photographs of the earth from space</p>  <p>Mapping</p> <ul style="list-style-type: none"> - Name and locate the 5 oceans and the 7 continents. - Use teacher drawn base maps. - Use an infant atlas with increasing confidence. - Start to explore different maps of the same area 	<p>Local study – Sherwood Forest</p>  <p>Fieldwork & Mapping</p> <ul style="list-style-type: none"> - know and use simple fieldwork skills to study the geography of the locality of the school and its key human and physical features 	<p>Big Question: How does the outback (Australia) compare with where I live?</p>  <p>Place Knowledge:</p> <ul style="list-style-type: none"> -know the world is spherical and identify the Equator, knowing that 	 <p>Fieldwork and Mapping</p> <ul style="list-style-type: none"> -know that aerial images and plan perspectives are bird's eye views of places and recognise familiar landmarks from them 	<p>Why should I take care of the Planet?</p>  <p>Sustainability</p> <ul style="list-style-type: none"> -Know that energy can come from oil, gas, the sun, wind and water power. -Know which energy sources are kinder to the earth and why. 	

	 <p>Place Knowledge:</p> <ul style="list-style-type: none"> - Know the names of the UK countries and their capital cities and surrounding seas London, Edinburgh, Cardiff, Belfast. - Identify characteristics of the four countries and capital cities of the UK and its surrounding seas. 	<p>-know how to use simple grid references such as A1 and B1 and simple compass directions</p> <p>-know symbols for forestry on OS maps and know colours for forestry on vegetation belt maps.</p> <p>-know that the simple maps they devise need symbols to communicate features.</p> <p>Vocabulary: Birdseye, explore, grid, symbol</p>  <p>Change:</p> <p>-know and use the term deforestation to describe cutting down trees to use their natural resources</p> <p>-know three ways that humans have changed aspects of Sherwood Forest positively and negatively</p>	<p>hotter countries lie along this line and that they are hotter</p> <p>-know the names of four deserts and locate them on a map of the world and on a globe—Gobi, Mongolia; Sahara, Africa; Atacama, South America and Bardenas Reales, Spain.</p> <p>-Know the world's seven continents, the Atlantic and Pacific Oceans and Mediterranean Sea</p> <p>-Know that seasons in the UK and in Australia are opposite because Earth tilts and one is above, the other below the Equator</p> <p>-Know where Australia is located on a world map and globe.</p> <p>Vocabulary— Equator, Atlantic Ocean, Pacific Ocean, Mediterranean Sea, , Gobi, Sahara, Bardenas Reales, Atacama</p>  <p>Physical and Human - know how the human and physical features of a location in the UK (Worksop) compared to a location in Australia</p>		<p>-Know three or more ways to care for the oceans.</p>  <p>Change</p> <p>-Know that tourism has a seasonal pattern and explain four ways in which tourists impact a coastal town positively and negatively.</p>  <p>Physical and Human</p> <p>-know that seaside have differing features to those found in Worksop and be able to name them</p> <p>-know the difference between physical and human features and name some for Worksop and Cleethorpes.</p> <p>-know some features of UK coastal resorts, inc. hotels, campsites, restaurants, amusement parks, piers and promenades</p> <p>-know some physical features of UK coastal resorts, inc. beaches, cliffs, headland, coves</p> <p>-know three key human and three key physical features of Worksop and Cleethorpes</p>
<p>Science</p>	<p>Y2 – Uses of Everyday Materials</p> <p>Ask questions about materials and suggest answers to them using prior and wider knowledge.</p> <p>Know about the physical properties of a wider range of everyday materials such as transparency, flexibility and absorbency.</p> <p>Identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Distinguish between an object and the material from what it is made.</p> <p>Distinguish between man made and natural materials from a given selection.</p> <p>Space</p> <p>know how astronauts have to adapt to stay alive in space.</p> <p>Understand why the first landing on the moon was such a significant event.</p> <p>Know that the earth is spinning, even though it feels like we are standing still.</p> <p>know that we live on planet earth and that this is the only inhabited planet.</p> <p>Know that our sun is a star and all of Earth's energy comes from the Sun.</p> <p>know that earth is a squashed sphere</p>	<p>Y2 – Animals including Humans</p> <p>know that animals, including humans, have offspring which grow into adults.</p> <p>Research and describe the basic needs of animals, including humans, for survival (water, food, air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different food groups (protein, carbohydrates, dairy, fruit/vegetables, fats/oils) and hygiene.</p> <p>Outdoor Learning Species Identification</p> <p>Wild flower identification— Bluebell Cultivated flower identification— Pansy Bird Identification— Magpie, Wood Pigeon, Peacock</p> <p>Insects/Butterfly identification— moth and butterfly similarities and differences Tree identification— Scots pine, Douglas fir Shrub/hedgerow identification— Buddleia (Globose/orange and</p>	<p>Y2 – Living Things and their habitats</p> <p>Compare the differences between things that are living, dead and things that have never been alive.</p> <p>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 plants and animals, and how they depend on each other.</p> <p>Describe how animals obtain their food from plants and other animals using the idea of a simple food chain.</p> <p>Know that food chains are very important to the survival of most species.</p> <p>Describe one key food chain.</p>	<p>Y2 – Plants</p> <p>Variation and classification</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>Observe and describe how seeds and bulbs grow into mature plants using scientific language.</p> <p>Research and recall how plants need water, light and suitable temperature to grow and stay healthy.</p>	<p>Y2 - Renewable energy at the coast.</p> <p>Wind Turbines</p> <p>know about different sources of energy including fossil, oil, food, solar, wind, water.</p> <p>Ask questions about living things and sources of energy</p>

		Davidii/purple) (The butterfly plant)				
Working Scientifically(ongoing)	<p>Asking questions - Use see, touch, smell, hear or taste to help them answer questions. Use scientific vocabulary to describe what they have seen and measured. Compare several things in a scientific investigation.</p> <p>Conducting Investigations - Conduct a simple fair test. Explain if things happened as they expected it to. Suggest how to gather information from scientific investigations</p> <p>Measuring and Recording - Organise things into groups based on scientific characteristics. Identify simple patterns in results. Identify and sort animals and plants by a specific criteria. Make measurements using simple scientific equipment</p> <p>Evaluating - Identify simple patterns within their investigations. Explain what they have found out using a growing scientific vocabulary. Give a reasons for their answers found.</p>					
Computing	<p>2.1 Online Safety (Think U Know resources) Know that it is important to keep personal information private—know we never give our full name, share our address or age online or with strangers. Know that some games and websites and apps are not right for children to be able to use. Know that it is not healthy to spend too much time online or watching screens. Know that people on the internet can sometimes be nasty, lying and unkind.</p>	<p>2.2 Coding Know how to create programs on a variety of digital devices (coding software, Bee Bot). Write simple algorithms to control the Bee Bot or character in the software. Know how to debug programs of increasing complexity e.g unpick where the algorithm ‘went wrong’ to perfect the program. Use logical reasoning to predict the outcome of simple programmes/algorithms.</p>	<p>2.3 Spreadsheets 2.4 Questioning Be able to sort digital objects into a range of charts such as Venn Diagrams, Carrol Diagrams and Bar Charts using different Apps and software. Know how to create a branching database using questions.</p>	<p>2.5 Effective Searching Know that not everything on the Internet is true and should be fact checked.</p>	<p>2.6 Creating pictures Know how to use the spray tool, line tool and brush, changing the thickness appropriately. Know how to edit a photo (crop, filters). Cut out an image with some accuracy to layer onto another image.</p>	<p>2.8 Presenting Ideas Know how to use tools to add effects to a video. Begin to use green screen techniques with support.</p>
The Arts Learning						
Music	<p>Singing Rain, rain go away Starlight, starbright first star I see tonight. Hey hey look at me Acka backa soda craker. Ebenezer Sneezer</p> <p>Dynamics of singing Tempo Responding to visual directions and symbols</p> <p>Composition</p> <ul style="list-style-type: none"> Know how to sing accurately at any given pitch, and follow any melody. <p>Appreciation</p> <ul style="list-style-type: none"> Listen to music played by others and describe how it makes them feel. Know how to identify with the style of work of Tchaikovsky and Ed Sheeran. 	<p>Composing Create a musical response to a non-musical starting point (A storm, car race, rocket launch) Improvise question and answer phrases (sung or on percussive instruments) Record any compositions using graphic notation (symbols, dots, stick notation) Musicianship (performance) Pulse/Beat - Experimenting with different changes in tempo – recognising that beats can speed up and slow down. Rhythm - Beginning to recognise 2/4 and 3/4time and emphasising the strong beat (the first one). Perform copycat rhythms – follow the leader (lead on to call and response) Pitch – Respond to changes in pitch. Sing short phrases independently.</p> <p>Composition</p> <ul style="list-style-type: none"> Know how to improve their own work and evaluate the process as they go along. Know how to make connections between notations and musical sounds. Know that dynamics are about how loud or soft music is. 	<p>Performing Be in the Band – BBC Bring the Noise</p> <p>CONCEPT - Communication Shaping music to represent something real or express an emotion, mood or message. (Composer talk)</p> <p>-Copy, keep and compose a rhythm -Copy and keep a steady beat in given time signature (3/4 or 4/4) -Compose and improvise music (including song), using their developing knowledge of musical shape and comprehension to express themselves.</p> <p>Composition</p> <ul style="list-style-type: none"> Know how to choose sounds which create an deliberate effect to evoke an emotion. Know that dynamics are about how loud or soft music is. Know that music is written on five lines that is called a stave and has a treble clef at the beginning. 			

			<ul style="list-style-type: none"> • Know that music is written on five lines that is called a staff and has a treble clef at the beginning. <p>Appreciation</p> <ul style="list-style-type: none"> • Listen to music played by others and describe how it makes them feel. • know how to listen out for particular things when listening to music (what instruments are playing, listen for the repeated melody, listen out for the chorus etc). 		<p>Appreciation</p> <ul style="list-style-type: none"> • Know all woodwind instruments in an orchestra—flute, piccolo, oboe, saxophone, bassoon and clarinet. • Listen to music played by others and describe how it makes them feel. 	
<p>Art and Design</p>	<p>Drawing Artist Study – Romero Britto Apply their knowledge of drawing and painting mediums when creating their own art (incl paper size and orientation, brush size etc) and draw from observation. Know how to use a viewfinder. Know how to control different mediums in order to show pattern and texture by smudging, dotting and shading Explore the use of different grade pencils and explain how they are different.</p>	<p>Painting Know and name primary and secondary colours and how to mix secondary colours. Know how to make tones by adding black and tints by adding white, and investigate how shades of colour can be created with a range of different medium (which work best?)</p>	<p>Collage Artist Study – Andy Goldsworthy Apply their scissor skills to cut with accuracy. Apply their knowledge of materials, including colour and texture, to arrange them in an aesthetically pleasing way to create temporary/ permanent collages and explain their choices Sculpture/ 3d Know how to show texture by cutting, tearing, twisting, scrunching and investigate this with collage materials and malleable materials.</p>	<p>Printing Know what negative printing is and investigate how printing around the edges of different objects and using different paints/ inks etc creates different effects. Textiles Know what embroidery is (decorating fabric using a needle to apply thread) and explore stitching (e.g. running stitch, cross stitch, chain stitch) – to decorate rather than join (use binka). Know how to thread a needle (using as needle threader if necessary).</p>	<p>Painting Artist Study –Van Gogh Investigate how the consistency of paint and colour choices can convey mood/ emotion (incl hot/ cold colours and tones of colours). Know how to make tones by adding black and tints by adding white, and investigate how shades of colour can be created with a range of different medium (which work best?)</p>	<p>Printing Use different materials and rollers to create prints and show texture Rubbings to show texture Negative printing. -Tie Die Fabrics Sculpture/ 3d Know how to make a coil pot using dough and or clay and investigate using 'slip' for joining</p>
<p>Design Technology</p>	<p>Food (Cut, peel and grate ingredient – soup - Harvest / Christmas /RE) Materials/Joins (Rocket) Design and Develop Know natural and man-made structures. Implementation Know that materials can be manipulated to improve strength and stiffness. Know how to fold paper in order to build a strong and stiff structure. Evaluation Know how to test and adapt a design. Know how to identify aspects of their peers' work that they particularly like and why. Know how to evaluate the strength, stiffness and stability of own structure. Know how to evaluate own designs against design criteria, identifying ways to develop it further reflect on peer feedback to modify final design.</p>	<p>Design, Make and Evaluate (Bow and Arrow / Quivers / Coin Purses) Nutrition – Measure/Weigh (Food groups) Structures – Drilling, screwing and nailing materials (Bug Hotels) Design and Develop Know that shapes and structures with wide, flat bases or legs are the most stable. Know when a structure is more or less stable than another. Implementation Know how to join items together in different ways and the benefits of these techniques, including running stitch. Evaluation Know how to test and adapt a design. Know how to identify aspects of their peers' work that they particularly like and why. Know how to test the strength of own structures and identify the weakest part of a structure. Know how to evaluate the strength, stiffness and stability of own structure. Know how to evaluate own designs against design criteria, identifying ways to develop it further Reflect on peer feedback to modify final design.</p>	<p>Mechanisms (Sliders – Van Gogh Starry Night background to London Cityscape. Winding – Wind Turbines) Baking (Bread) Design and Develop Know that a lever is something that turns on a pivot. Implementation know how to fold paper in order to build a strong and stiff structure Know how to use a template. Evaluation Know how to test and adapt a design. Know how to identify aspects of their peers' work that they particularly like and why. Know how to evaluate own designs against design criteria, identifying ways to develop it further Reflect on peer feedback to modify final design</p>			

<p>P.E (Games, dance and gymnastics)</p>	<p>Yoga Know how to demonstrate exercise in a safe manner. Know and can talk about how their body feels during different activities. Know and can explain what their body needs to keep healthy.</p> <p>Multi Skills Know how to combine a number of coordination drills using upper and lower body movements. Know how to skip and begin to demonstrate and improve on this skill. Be able to move around a space, changing direct at varying pace. Know the importance of vision when moving around a space at speed.</p>	<p>Gymnastics Know how to perform a gymnastic sequence with a balance, a travelling action, a jump and a roll, teaching sequences to a partner and performing together.</p> <p>Dodgeball Know how to take part in small group/ house competitions that are incorporated into main sessions. Know how to use simple tactics. Know that they can have different roles within a team.</p>	<p>Fitness Know how to demonstrate exercise in a safe manner. Know and can talk about how their body feels during different activities. Know and can explain what their body needs to keep healthy.</p> <p>Quick Sticks Know how to take part in small group/ house competitions that are incorporated into main sessions. Know how to use simple tactics. Know that they can have different roles within a team.</p>	<p>Indoor Athletics Know what skills are needed to run for 1 minute, showing the difference and being able to describe the difference of running at speed and jogging. Know how to use different techniques to meet challenges. Know how to perform jumps with and without combinations, same foot, 1-1 landing on other foot.</p> <p>Ball Games Know how to take part in small group/ house competitions that are incorporated into main sessions. Know how to use simple tactics. Know that they can have different roles within a team.</p>	<p>Tennis Know how to take part in small group/ house competitions that are incorporated into main sessions. Know how to use simple tactics. Know that they can have different roles within a team.</p> <p>Kwik Cricket Know how to take part in small group/ house competitions that are incorporated into main sessions. Know how to use simple tactics. Know that they can have different roles within a team.</p>	<p>Athletics Know what skills are needed to run for 1 minute, showing the difference and being able to describe the difference of running at speed and jogging. Know how to use different techniques to meet challenges. Know how to perform jumps with and without combinations, same foot, 1-1 landing on other foot.</p> <p>Dance Know how to copy and explore basic movements and body patterns, developing control. Know how to develop and use own ideas to sequence dance. Remembering it to present at a later time. Know how to move with confidence and rhythm when walking, hopping, jumping and landing.</p>
<p>PSHE</p>	<p><u>Relationships</u></p> <p><u>Making friends-</u> feeling lonely and getting help.</p> <ul style="list-style-type: none"> Know how to be a good friend, e.g. kindness, listening, honesty. Know about different ways that people meet and make friends and strategies for positive play with friends Understand about what causes arguments between friends and how to positively resolve these arguments. Know how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else. Know how to recognise hurtful behaviour, including online. Know what to do and whom to tell if they see or experience hurtful behaviour, including online. Know about what bullying is and different types of bullying. Recognise how someone will feel if they are being bullied. <p><u>Safe relationships-</u> Managing secrets; resisting pressure and getting help; recognising hurtful behaviour.</p> <ul style="list-style-type: none"> Understand the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help. Know how to resist pressure to do something that feels uncomfortable or unsafe. Know how to ask for help if they feel unsafe or worried and what vocabulary to use. 		<p><u>Living in the Wider World</u></p> <p><u>Belonging in a community-</u> Belonging to a group; roles and responsibilities; being the same and different in the community.</p> <ul style="list-style-type: none"> Know about being a part of different groups (naming several), and the role they play in these groups e.g. class, teams, faith groups. Know the different rights and responsibilities that they have in school and the wider community. Know how a community can help people from different groups to feel included and how they can contribute to this in school. Recognise that they are all equal, and ways in which they are the same and different to others in their community. <p><u>Media literacy and digital resilience-</u> The internet in everyday life; online content and information.</p> <ul style="list-style-type: none"> Know ways in which people can access the internet e.g. phones, tablets, computers. Recognise the purpose and value of the internet in everyday life. Recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos Know that information online might not always be true. <p><u>Money and work-</u> What money is; needs and wants; looking after money.</p>		<p><u>Health and Wellbeing</u></p> <p><u>Physical health and mental wellbeing-</u> Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help.</p> <ul style="list-style-type: none"> About routines and habits for maintaining good physical and mental health. Why sleep and rest are important for growing and keeping healthy. That medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies. The importance of, and routines for, brushing teeth and visiting the dentist. About food and drink that affect dental health. How to describe and share a range of feelings. Ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others. How to manage big feelings including those associated with change, loss and bereavement. When and how to ask for help, and how to help others, with their feelings. <p><u>Growing and changing-</u> Growing older; naming body parts; moving class or year.</p> <ul style="list-style-type: none"> About the human life cycle and how people grow from young to old. How our needs and bodies change as we grow up. 	

	<p><u>Respecting ourselves and others</u>- recognising things in common and differences; playing and working cooperatively; sharing opinions.</p> <ul style="list-style-type: none"> Recognise the things they have in common with their friends, classmates, and other people. Understand how friends can have both similarities and differences. How to share their ideas and listen to others, take part in discussions, and give reasons for their views. 		<ul style="list-style-type: none"> Know what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments. Know how money can be kept and looked after. Know that people are paid money for the job they do. Know how to recognise the difference between needs and wants for buying items and how this influences choice in spending 		<ul style="list-style-type: none"> To identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles). About change as people grow up, including new opportunities and responsibilities. Preparing to move to a new class and setting goals for next year. <p><u>Keeping safe</u>- Safety in different environments; risk and safety at home; emergencies.</p> <ul style="list-style-type: none"> How to recognise risk in everyday situations, e.g. road, water and rail safety, medicines. How to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'. To identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger. How to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products. About things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel. How to respond if there is an accident and someone is hurt. About whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say. Make a link between Christian teachings and know how people can regard, celebrate and protect their bodies, minds and souls. 	
Outdoor Learning	Gardening – in provision			Habitats	Fire! Forest School	Natural Art
Cultural Capital Experiences		Enterprise	Christchurch / St Lukes	Sherwood Forest / Austerfield	Fire Service Visit	Seaside Visit Cleethorpes