

# Cop Lane C of E Primary School – Year 2 overview 2025-2026

	Autumn Term Curriculum Focus The Great Fire of London Visit from AW – GFoL Workshop		Spring Term Curriculum Focus The Farm Shop Visit to a local farm shop/farm		Summer Term Curriculum Focus The Seaside Visit to Fleetwood Museum/seaside experience	
	8 weeks	7 weeks	6 weeks	5 weeks	5 weeks 3 days	6 weeks 2 days
Key dates	Black History month October 2025 Ada Lovelace Day – Computing link 14 <sup>th</sup> October 2025 National Poetry Day 2 <sup>nd</sup> October 2025 'Play' theme Non-Fiction November World Nursery Rhyme Week 10 <sup>th</sup> – 14 <sup>th</sup> November 2025 Anti-Bullying Week 10 <sup>th</sup> – 14 <sup>th</sup> November 2025 Christmas concert with PGHS – end December 2025		Young Voices Safer Internet Day 10 <sup>th</sup> February 2026 'Exploring respect and relationships online' theme Children's mental health awareness week 2 <sup>nd</sup> – 8 <sup>th</sup> February 2026 World Book Day Thursday 5 <sup>th</sup> March 2026 Science Week 6 <sup>th</sup> – 15 <sup>th</sup> March 2026 'Curiosity: What's Your Question?' Journee de la langue francaise – French Language Day 20 <sup>th</sup> March 2026 World Art Day Wednesday April 15 <sup>th</sup> 2026		Earth Day – 22 <sup>nd</sup> April 2026 Sing Up Day TBC Music celebration – end July 2026	
Key Texts	 		 			
Class novel/daily reading  Subject to change	 <p>and other non fiction books to link with wolves</p>				range of poetry	
English	<b>The Way home for Wolf LPDS bridging unit.</b> 10 wks total includes fiction, poetry and non-fiction non-	Non-chronological report - News reports Computing/History link – green screen	Poems with a structure – Riddles 2 weeks  Stories with familiar settings	Classic poetry 2 weeks  Animal adventure stories Meerkat Mail by Emily Gravett.	Poems on a theme - seaside Outdoor learning opportunity link with Guided Reading	<b>Aladdin LPDS unit</b> A half term Year 2 unit to support end of Key Stage 1 expectations in reading and writing. This

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<p>chronological report Autumn 1 and into Autumn 2 Applying skills from both Year 1 and Year 2, this publication is based around the theme of wolves and integrates both narrative and non-fiction in a 5-6 week sequence. Children will share in the delights of The Way Home for Wolf by Rachel Bright and Jim Field, before taking on the role of researchers to find out more about wolves and other animals. Using their newly found facts, children will produce an information leaflet to inform an audience. The unit concludes with a return to fiction, where children will create an innovation based on the original story.</p> <p>Say, write and punctuate simple and compound sentences using the joining words <i>and</i>, <i>but</i>, <i>so</i> and <i>or</i> (co-ordination). Use sentences with different forms: <b>statement, question, command, exclamation.</b> Secure the use of <b>full stops, capital letters, exclamation marks and question marks.</b> Use <b>past tense</b> for narrative, recount (<i>e.g. diary, newspaper report, biography</i>) historical reports. Plan and discuss what to write about <i>e.g. story</i></p>	<p><b>Poems on a theme – fire / fireworks Outdoor learning opportunity 1 week</b></p> <p><b>Stories by the same author – 4 weeks Mini Grey Traction Man series Outdoor learning opportunity</b> Use subordination for reason using <i>because</i> and <i>if e.g. I put my coat on because it was raining. Because it was raining, I put on my coat.</i> Select, generate and effectively use <b>verbs</b>. Explore the progressive form of <b>verbs</b> in the <b>present tense</b> (<i>e.g. she is drumming</i>) and <b>past tense</b> (<i>e.g. he was shouting</i>) to mark actions in progress. Select, generate and effectively use <b>adjectives</b>. Identify, generate and effectively use <b>noun phrases</b>, <i>e.g. the blue butterfly with shimmering wings</i> (for description), <i>granulated sugar</i> (for specification). Add <b>suffixes</b> <i>ful</i> or <i>less</i> to create <b>adjectives</b> <i>e.g. playful, careful, careless, hopeless.</i> Use <b>suffixes</b> <i>er</i> and <i>est</i> to create <b>adjectives</b> <i>e.g. faster, fastest, smaller, smallest.</i></p>	<p><i>Mudpuddle Farm: Six Animal Adventures</i> by Michael Morpurgo. <b>Outdoor learning opportunity 3 weeks</b></p> <p><b>Persuasive advert/poster</b> - linking with a visit to a farm attraction <b>Outdoor learning opportunity 1 week</b></p> <p>Use <b>commas</b> to separate items in a list. Use subordination for time using <i>when, before, and after</i> <i>e.g. We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</i> Use <b>present tense</b> for non-chronological reports and persuasive adverts. Write simple poems based on models. Proofread to check for errors in spelling, grammar and punctuation. Proofread to check for correct form of verbs within sentences, <i>e.g. correcting he walking to the shop to he walked to the shop.</i> Spell words ending in <i>-tion</i>, <i>e.g. station, fiction</i> Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<p><i>Geog link – Kenya / Kalahari Desert</i> 2 weeks <b>Outdoor learning opportunity</b></p> <p><b>Recounts – letters/postcards Meerkat Mail</b> 1 week</p> <p>Select, generate and effectively use <b>adverbs</b>. Use <b>suffix ly</b> to turn adjectives into <b>adverbs</b> <i>e.g. slowly, gently, carefully.</i> Write simple poems based on models.</p>	<p><b>Explanation text – beach formation 2 weeks</b> Use <b>apostrophes</b> for contracted forms <i>e.g. don't, can't, wouldn't, you're, I'll.</i> Use <b>apostrophes</b> for singular possession in nouns, <i>e.g. the girl's name.</i> Use the subordinating conjunction <i>that</i> in a sentence, <i>e.g. I hope that it doesn't rain on sports day.</i></p> <p>Link to texts 'Greedy Apostrophe' and 'Grandad's island' 1 week</p> <p><b>Aladdin LPDS unit</b> A half term Year 2 unit to support end of Key Stage 1 expectations in reading and writing. This unit facilitates a range of reading and writing opportunities linked to the STA Key Stage 1 Teacher Assessment Framework. Using a quality text and supporting film material, this motivating and engaging unit incorporates narrative, non-fiction and poetry, aiding transition into Key Stage 2. 6 week unit, begin in Summer 1 and continue Summer 2</p>	<p>unit facilitates a range of reading and writing opportunities linked to the STA Key Stage 1 Teacher Assessment Framework. Using a quality text and supporting film material, this motivating and engaging unit incorporates narrative, non-fiction and poetry, aiding transition into Key Stage 2.</p> <p><b>Instructions – link with DT mechanisms</b> 2 weeks</p> <p>Select, generate and effectively use <b>adverbs</b>. Use <b>suffix ly</b> to turn adjectives into <b>adverbs</b> <i>e.g. slowly, gently, carefully.</i></p>
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	<p>mapping, collecting new vocabulary, key words and ideas.</p> <p>Orally rehearse each sentence prior to writing.</p> <p>Develop a positive attitude to writing.</p> <p>Make simple notes from non-fiction texts, e.g. highlighting and noting key words.</p> <p>Use specific text type features to write for a range of audiences and purposes e.g. <i>to instruct, inform, entertain, explain, discuss, persuade.</i></p> <p>Edit and improve own writing in relation to audience and purpose.</p> <p>Evaluate their writing with adults and peers.</p>					
English writing ongoing skills	<p>Select, generate and effectively use <b>nouns</b>.</p> <p>Add <b>suffixes</b> <i>ness</i> and <i>er</i> to create <b>nouns</b> e.g. <i>happiness, sadness, teacher, baker.</i></p> <p>Create <b>compound</b> words using <b>nouns</b>, e.g. <i>whiteboard</i> and <i>football</i></p> <p>Develop stamina for writing in order to write at length.</p> <p>Write about real and fictional events.</p> <p>Read aloud their writing with intonation to make the meaning clear.</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.</p> <p>Learn new ways of spelling phonemes for which one or more spellings are already known.</p> <p>Learn to spell common exception words (see below).</p> <p>Learn to spell more words with contracted forms, e.g. <i>can't, didn't, hasn't, couldn't, it's, I'll</i></p> <p>Learn the possessive apostrophe (singular), e.g. <i>the girl's book.</i></p> <p>To spell correctly, distinguish between homophones (e.g. <i>here</i> and <i>hear</i>; <i>sea</i> and <i>see</i>; <i>bear</i> and <i>bare</i>; <i>night</i> and <i>knight</i>) and near-homophones (e.g. <i>quite</i> and <i>quiet</i>; <i>one</i> and <i>won</i>; <i>are</i> and <i>our</i>).</p> <p>Add <b>suffixes</b> <i>ness</i> and <i>er</i> e.g. <i>happiness, sadness, teacher, baker.</i></p> <p>Add <b>suffix</b> <i>ment</i> to spell longer words, e.g. <i>enjoyment.</i></p> <p>Add <b>suffixes</b> <i>ful</i> and <i>less</i> e.g. <i>playful, careful, careless, hopeless.</i></p> <p>Use <b>suffixes</b> <i>er</i> and <i>est</i> e.g. <i>faster, fastest, smaller, smallest.</i></p> <p>Use <b>suffix</b> <i>ly</i> e.g. <i>slowly, gently, carefully.</i></p> <p><b>Spell words with:</b></p> <ul style="list-style-type: none"> <li>- the /dʒ/ sound spelt as <i>ge</i> and <i>dge</i> at the end (e.g. <i>age, badge</i>), and spelt as <i>g</i> elsewhere (e.g. <i>magic, giant</i>).</li> <li>- the /s/ sound spelt <i>c</i> before <i>e</i>, <i>i</i> and <i>y</i>, e.g. <i>ice, cell</i></li> <li>- the /n/ sound spelt <i>kn</i> and <i>gn</i> at the beginning, e.g. <i>knee, gnat.</i></li> <li>- the /w/ sound spelt <i>wr</i> at the beginning e.g. <i>wrote, wrong.</i></li> <li>- the /l/ or /ɫ/ sound spelt <i>-le</i> at the end of words, e.g. <i>table, apple.</i></li> <li>- the /l/ or /ɫ/ sound spelt <i>-el</i> at the end of words, e.g. <i>camel, tunnel.</i></li> <li>- the /l/ or /ɫ/ sound spelt <i>-al</i> at the end of words, e.g. <i>pedal, capital.</i></li> <li>- the ending <i>-il</i> e.g. <i>pencil, fossil, nostril.</i></li> <li>- the /dɪ/ sound spelt <i>-y</i> at the end of words, e.g. <i>try, reply.</i></li> </ul>					

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	<ul style="list-style-type: none"> <li>- The /ɪ:/ sound spelt a before l and ll, e.g. call, walk</li> <li>- The /ɪ:/ sound spelt o, e.g. mother, Monday</li> <li>- The /i:/ sound spelt –ey, e.g. key, donkey</li> <li>- The /ɪ:/ sound spelt a after w and qu, e.g. wander, quantity</li> <li>- The /ɪ:/ sound spelt or after w, e.g. word, worm</li> <li>- The /ɪ:/ sound spelt ar after w, e.g. war, warm</li> <li>- The /ɪ:/ sound spelt s, e.g. television, usual</li> </ul> <p>Add –es to nouns and verbs ending in –y, e.g. <i>copies, babies</i>.</p> <p>Add –ed, –ing, –er and –est to a root word ending in –y with a consonant before it, e.g. <i>copied, copier</i>.</p> <p>Add the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it, e.g. <i>hiking, hiked, hiker</i>.</p> <p>Add –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter, e.g. <i>patting, patted</i>.</p> <p>Form lower-case <b>letters</b> of the correct size relative to one another.</p> <p>Orientate <b>capital letters</b> correctly.</p> <p>Use <b>capital letters</b> appropriately e.g. <i>not always writing A as a capital, not using capitals within words</i>.</p> <p>Write <b>capital letters</b> and digits of the correct size relative to one another and to lower case <b>letters</b>.</p> <p>Start using some of the diagonal and horizontal strokes needed to join <b>letters</b> and understand which <b>letters</b>, when adjacent to one another, are best left unjoined.</p> <p>Use spacing between <b>words</b> which reflects the size of the <b>letters</b>.</p>		
ongoing English	<p>SSPF Super Six to support intervention.</p> <p>Phonics – as appropriate – children not completed and secure in The Higher Levels in Supersonic Phonic Friends Moving onto Spelling programme if secure in the Higher Levels. <b>*New for 2022, SSPF Y2 spelling programme.</b></p> <p>Handwriting</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- form lower-case letters of the correct size relative to one another</li> <li>- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>- use spacing between words that reflects the size of the letters.</li> </ul>	<p><b>Grammar</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• <b>develop their understanding of the concepts set out in English Appendix 2 by:</b> <ul style="list-style-type: none"> <li>- 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</li> </ul> </li> <li>• <b>learn how to use:</b> <ul style="list-style-type: none"> <li>- sentences with different forms: statement, question, exclamation, command</li> <li>- expanded noun phrases to describe and specify, e.g. <i>the blue butterfly</i></li> <li>- the present and past tenses correctly and consistently including the progressive form</li> <li>- subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>)</li> <li>- grammar for year 2 in English Appendix</li> <li>- some features of written Standard English</li> </ul> </li> <li>• <b>use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</b></li> </ul>	<p><b>Spelling</b></p> <p><b>SSPF Y2 spelling programme.</b></p> <p>Pupils should be taught to:</p> <p>spell by:</p> <ul style="list-style-type: none"> <li>- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>- 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</li> <li>- learning to spell common exception words</li> <li>- learning to spell more words with contracted forms</li> <li>- learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>- distinguishing between homophones and near-homophones</li> </ul> <p><b>add suffixes to spell longer words, e.g. –ment, –ness, –ful, – less, –ly</b></p> <p><b>apply spelling rules and guidelines, as listed in English Appendix 1</b></p> <p><b>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</b></p>
Y2 spellings and spelling rules –	<p>As Y1 and door floor poor because find kind mind behind child children wild climb most only both old cold gold hold told every everybody even great break steak pretty beautiful after fast last past father class grass pass plant path bath hour move prove improve sure sugar eye could should would who whole any many clothes busy people water again half money Mr Mrs parents Christmas and/or others according to the programme used</p>		



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<p>Supersonic Phonic Friends Suze's Spelling Rules Y2</p>	<div>  <div> <p>Year 1 &amp; 2</p> <p>Spelling Rules &amp; Appendices Read and Write</p> <p>Suze's Spelling Rules &amp; Patterns</p> </div> <div> <p>Suze's Spelling Rules &amp; Patterns will teach children very specific spelling rules, adding prefixes and suffixes, adding ending to words such as plurals and ing, ed, er, er and compound words. They will also learn some further rarer choose to use spellings for the 44 sounds of the English Language. Children will learn their tricky words with Tess.</p> <p>At the end of this phase children will be able to choose to use spellings of the 44 sounds in the English Language. They will also be able to switch spellings and sounds for alternative pronunciations. They will be able to read texts with The Basics to The Higher Levels spellings, spelling patterns and rules including adjacent consonants and make more accurate attempts in their further stages of spelling in their writing journey.</p> </div> </div>		
<p>English reading</p>	<p><b>*Subject to change depending on stage of phonic development</b> Change the y to an i and add es Words ending in y simply adding ing Change the y to an i and add ed Change the y to an i and add er Change the y to an i and add est Drop the e and add ed Drop the e and add ing Drop the e and add y Drop the e and add er Drop the e and add est Double the consonant and add ed Double the consonant and add ing</p>	<p><b>*Subject to change</b> Double the consonant and add y Double the consonant and add er Double the consonant and add est Add –less Add – ness Add – ment Add – ful Add – ly Choose to Use le el al il More Choose to Use</p>	<p><b>*Subject to change</b> -tion Contractions Possessive Apostrophes Homophones</p>
	<p>Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry. Orally retell a wider range of stories, fairy tales and traditional tales. Sequence and discuss the main events in stories and recounts. Identify, discuss and collect favourite words and phrases. Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. Activate prior knowledge and raise questions e.g. <i>What do we know? What do we want to know? What have we learned?</i> Demonstrate understanding of fiction and non-fiction texts by asking and answering <i>who, what, where, when, why, how</i> questions. Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. Make inferences about characters and events using evidence from the text e.g. <i>what is the character thinking, saying and feeling?</i> Make predictions based on what has been read so far. Identify how specific information is organised within a non-fiction text e.g. <i>sub-headings, contents, bullet points, glossary, diagrams</i>. Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts.</p>	<p>Recognise the use of repetitive language within a text or poem (e.g. <i>run, run as fast as you can</i>) and across texts (e.g. <i>long, long ago in a land far away..</i>). Learn and recite a range of poems using appropriate intonation. Make personal reading choices and explain reasons for choices. Uses tone and intonation when reading aloud. Consider other points of view. Listen and respond to contributions from others. Read words containing common suffixes e.g. <i>-er, -est, -y</i>.</p>	<p>Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports. Use morphology to work out the meaning of unfamiliar words e.g. <i>terror, terrorised</i>. Check that texts make sense while reading and self-correct. Explain and discuss their understanding, giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket because...</i></p>

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	Participate in discussion about what is read to them, taking turns and listening to what others say. Make contributions in whole class and group discussion.				
English reading ongoing	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Re-read books to build up fluency and confidence in word reading. Read frequently encountered words quickly and accurately without overt sounding and blending. Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. <i>shoulder, roundabout, grouping</i> . Read longer and less familiar texts independently. Read further common exception words, noting tricky parts. Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent. Work out unfamiliar words by focusing on all letters in the word, e.g. not reading <i>place</i> for <i>palace</i> . Read words containing common suffixes e.g. <i>-ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y</i> .				
English Spoken Language	<b>Listening and Attention</b>  Listen and sustain concentration in a range of situations, e.g. <i>when listening to a story, following simple instructions, viewing a film clip etc.</i> Sustain concentration and listen to peers in a range of situations, e.g. <i>in talk partners, whilst undertaking role play, in small group discussions and activities.</i>	<b>Understanding</b>  Respond appropriately to adults after listening with sustained concentration. Respond appropriately to peers after listening with sustained concentration. Respond appropriately to questions posed by an adult and peers, orally, related to <i>who, what, where, when, why</i> and <i>how</i> , and explain their thinking, e.g. <i>Why did the character behave that way?</i> Ask a range of appropriate questions to clarify thinking related to <i>who, what, where, when, why</i> and <i>how</i> , and explain their thinking, Take turns when speaking with adults and peers, working with pairs, small groups, large groups, as a whole class, and respond appropriately to contributions from others. Provide oral explanations, e.g. <i>explaining a simple process using the joining words because, when, if, so.</i> Speak audibly when communicating with others in pairs, groups and whole class.	<b>Speaking</b>  Speak in complete sentences in a range of different contexts. Use <i>past tense, present tense and future tense mostly accurately, e.g. past tense when retelling a narrative or recounting real events, present tense when providing instructions or persuading an audience, and future tense when making a prediction in science.</i> Use joining words during talk to extend ideas, e.g. <i>and, but, or because, that, when, before, after, if, so, as.</i>	<b>Vocabulary</b>  Identify, discuss, collect and explore new vocabulary orally, e.g. <i>in stories, non-fiction, poetry and across the curriculum.</i> Describe settings orally using vocabulary provided, and modelled by an adult and selected from a text. Describe characters orally using vocabulary provided, and modelled by an adult and selected from a text. Describe feelings orally using vocabulary provided, and modelled by an adult, and selected from a text, e.g. <i>Hansel was feeling ravenous because he hadn't had any breakfast.</i>	<b>Participating, Presenting and Performing</b>  Orally retell a range of stories using various strategies, e.g. <i>props, images, actions and story maps.</i> Orally retell non-fiction texts, or sections of non-fiction texts (instructions, non- chronological reports, persuasion, recounts, explanations), using a range of strategies, e.g. <i>props, images, actions and text maps.</i> Participate in a range of drama approaches in English and across the curriculum, e.g. <i>talk like an expert using known and new vocabulary, magic mirror using vocabulary from the focus text, freeze framing linked to thoughts and feelings, mantle of the expert or role playing a sequence of events.</i> Take part in imaginative role play, e.g. <i>by innovating a familiar story or exploring contexts across the curriculum such as taking on the role of an explorer in history.</i> Learn and recite a range of poems by heart and perform to an audience, e.g. <i>different groups, another class, whole school.</i> Prepare stories to perform using an appropriate volume and begin to show variations in the voice to engage an audience. Begin to use non-verbal gestures whilst presenting and performing

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					to gain the audience's interest, e.g. using hands, face or other parts of the body.
Mathematics	<p>WHITEROSE</p> <p><b>Number: Place Value</b></p> <p>Step 1 Numbers to 20</p> <p>Step 2 Count objects to 100 by making 10s</p> <p>Step 3 Recognise tens and ones</p> <p>Step 4 Use a place value chart</p> <p>Step 5 Partition numbers to 100</p> <p>Step 6 Write numbers to 100 in words</p> <p>Step 7 Flexibly partition numbers to 100</p> <p>Step 8 Write numbers to 100 in expanded form</p> <p>Step 9 10s on the number line to 100</p> <p>Step 10 10s and 1s on the number line to 100</p> <p>Step 11 Estimate numbers on a number line</p> <p>Step 12 Compare objects</p> <p>Step 13 Compare numbers</p> <p>Step 14 Order objects and numbers</p> <p>Step 15 Count in 2s, 5s and 10s</p> <p>Step 16 Count in 3s</p> <p><b>NATIONAL CURRICULUM LINKS:</b></p> <p>Read and write numbers from 1 to 20 in numerals and words (Y1).</p> <p>Read and write numbers to at least 100 in numerals and in words. Identify, represent and estimate numbers using different representations, including the number line.</p> <p>Count in steps of 2, 3 and 5 from 0, and in 10s from any number, forward and backward.</p> <p>Recognise the place value of each digit in a 2-digit number (tens, ones).</p> <p>Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs.</p> <p><b>Number: Addition and Subtraction</b></p> <p>Step 1 Bonds to 10</p> <p>Step 2 Fact families - addition and subtraction bonds within 20</p> <p>Step 3 Related facts</p> <p>Step 4 Bonds to 100 (tens)</p> <p>Step 5 Add and subtract 1s</p> <p>Step 6 Add by making 10</p> <p>Step 7 Add three 1-digit numbers</p> <p>Step 8 Add to the next 10</p>	<p>WHITEROSE</p> <p><b>Measurement: Money</b></p> <p>Step 1 Count money – pence</p> <p>Step 2 Count money – pounds (notes and coins)</p> <p>Step 3 Count money – pounds and pence</p> <p>Step 4 Choose notes and coins</p> <p>Step 5 Make the same amount</p> <p>Step 6 Compare amounts of money</p> <p>Step 7 Calculate with money</p> <p>Step 8 Make a pound</p> <p>Step 9 Find change</p> <p>Step 10 Two-step problems</p> <p><b>NATIONAL CURRICULUM LINKS:</b></p> <p>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</p> <p>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p> <p><b>Number: Multiplication and Division</b></p> <p>Step 1 Recognise equal groups</p> <p>Step 2 Make equal groups</p> <p>Step 3 Add equal groups</p> <p>Step 4 Introduce the multiplication symbol</p> <p>Step 5 Multiplication sentences</p> <p>Step 6 Use arrays</p> <p>Step 7 Make equal groups – grouping</p> <p>Step 8 Make equal groups – sharing</p> <p>Step 9 The 2 times-table</p> <p>Step 10 Divide by 2</p> <p>Step 11 Doubling and halving</p> <p>Step 12 Odd and even numbers</p> <p>Step 13 The 10 times-table</p> <p>Step 14 Divide by 10</p> <p>Step 15 The 5 times-table</p> <p>Step 16 Divide by 5</p> <p>Step 17 The 5 and 10 times-tables</p> <p><b>NATIONAL CURRICULUM LINKS:</b></p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.</p>	<p>WHITEROSE</p> <p><b>Number: Fractions</b></p> <p>Step 1 Introduction to parts and whole</p> <p>Step 2 Equal and unequal parts</p> <p>Step 3 Recognise a half</p> <p>Step 4 Find a half</p> <p>Step 5 Recognise a quarter</p> <p>Step 6 Find a quarter</p> <p>Step 7 Recognise a third</p> <p>Step 8 Find a third</p> <p>Step 9 Find the whole</p> <p>Step 10 Unit fractions</p> <p>Step 11 Non-unit fractions</p> <p>Step 12 Recognise the equivalence of a half and two-quarters</p> <p>Step 13 Recognise three-quarters</p> <p>Step 14 Find three-quarters</p> <p>Step 15 Count in fractions up to a whole</p> <p><b>NATIONAL CURRICULUM LINKS:</b></p> <p>Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity.</p> <p>Write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1 2.</p> <p><b>Measurement: Time</b></p> <p>Step 1 O'clock and half past</p> <p>Step 2 Quarter past and quarter to</p> <p>Step 3 Tell the time past the hour</p> <p>Step 4 Tell the time to the hour</p> <p>Step 5 Tell the time to 5 minutes</p> <p>Step 6 Minutes in an hour</p> <p>Step 7 Hours in a day</p> <p><b>NATIONAL CURRICULUM LINKS:</b></p> <p>Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clockface to show these times.</p> <p>Know the number of minutes in an hour and the number of hours in a day.</p> <p><b>Statistics</b></p> <p>Step 1 Make tally charts</p> <p>Step 2 Tables</p> <p>Step 3 Block diagrams</p> <p>Step 4 Draw pictograms (1–1)</p> <p>Step 5 Interpret pictograms (1–1)</p>		

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<p>Step 9 Add across a 10 Step 10 Subtract across 10 Step 11 Subtract from a 10 Step 12 Subtract a 1-digit number from a 2-digit number (across a 10) Step 13 10 more, 10 less Step 14 Add and subtract 10s Step 15 Add two 2-digit numbers (not across a 10) Step 16 Add two 2-digit numbers (across a 10) Step 17 Subtract two 2-digit numbers (not across a 10) Step 18 Subtract two 2-digit numbers (across a 10) Step 19 Mixed addition and subtraction Step 20 Compare number sentences Step 21 Missing number problems</p> <p><b>NATIONAL CURRICULUM LINKS:</b> Represent and use number bonds and related subtraction facts within 20 (Y1).</p> <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit number and 1s, a 2-digit number and 10s, two 2-digit numbers and adding three 1-digit numbers.</p> <p>Compare and order numbers from 0 up to 100; use <math>\leq</math>, <math>&gt;</math> and <math>=</math> signs.</p> <p><b>Geometry: Shape</b> Step 1 Recognise 2-D and 3-D shapes Step 2 Count sides on 2-D shapes Step 3 Count vertices on 2-D shapes Step 4 Draw 2-D shapes Step 5 Lines of symmetry on shapes Step 6 Use lines of symmetry to complete shapes Step 7 Sort 2-D shapes Step 8 Count faces on 3-D shapes Step 9 Count edges on 3-D shapes Step 10 Count vertices on 3-D shapes Step 11 Sort 3-D shapes Step 12 Make patterns with 2-D and 3-D shapes</p> <p><b>NATIONAL CURRICULUM LINKS:</b> Identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line.</p> <p>Compare and sort common 2-D and 3-D shapes and everyday objects.</p> <p>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</p>	<p>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p> <p>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</p> <p><b>Measurement: Length and Height</b> Step 1 Measure in centimetres Step 2 Measure in metres Step 3 Compare lengths and heights Step 4 Order lengths and heights Step 5 Four operations with lengths and heights</p> <p><b>NATIONAL CURRICULUM LINKS:</b> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (<math>^{\circ}</math>C); capacity (litres/ml) to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels.</p> <p>Compare and order lengths, mass, volume/capacity and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math>.</p> <p>Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.</p> <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p> <p><b>Measurement: Mass, Capacity and Temperature</b> Step 1 Compare mass Step 2 Measure in grams Step 3 Measure in kilograms Step 4 Four operations with mass Step 5 Compare volume and capacity Step 6 Measure in millilitres Step 7 Measure in litres Step 8 Four operations with volume and capacity Step 9 Temperature</p> <p><b>NATIONAL CURRICULUM LINKS:</b> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (<math>^{\circ}</math>C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <p>Compare and order lengths, mass, volume/capacity and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math>.</p>	<p>Step 6 Draw pictograms (2, 5 and 10) Step 7 Interpret pictograms (2, 5 and 10)</p> <p><b>NATIONAL CURRICULUM LINKS:</b> Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Ask and answer questions about totalling and comparing categorical data. Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</p> <p><b>Geometry: Position and Direction</b> Step 1 Language of position Step 2 Describe movement Step 3 Describe turns Step 4 Describe movement and turns Step 5 Shape patterns with turns</p> <p><b>NATIONAL CURRICULUM LINKS:</b> 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).</p> <p><b>CONSOLIDATION</b></p>
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<p><b>Mathematics</b></p> <p><b>Mastering Number NCETM</b></p>	<p>Identify 2-D shapes on the surface of 3-D shapes.</p> <p>Pupils will have an opportunity to consolidate their understanding and recall of number bonds within 10; they will re-cap the composition of the numbers 11 to 20 and reason about their position within the linear number system.</p> <p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>• review the composition of the numbers 6 to 9 as '5 and a bit'</li> <li>• compare numbers using the language of comparison and use the symbols <math>&lt; &gt; =</math></li> <li>• review the structure of even numbers (including exploring how even numbers can be composed of two odd parts or two even parts) and the composition of each of 6, 8 and 10</li> <li>• review the structure of odd numbers (including exploring how odd numbers can be composed of one odd part and one even part) and the composition of each of 7 and 9</li> </ul> <p>consolidate their understanding of the numbers 10 and 20 as '10 and a bit'</p> <p>• consolidate their understanding of the linear number system to 20 and reason about midpoints</p> <p>This term will particularly support the teaching and consolidation of the following RtP criteria:</p> <ul style="list-style-type: none"> <li>• 1NPV-2</li> <li>• 2NF-1</li> </ul>	<p>Pupils will have an opportunity to use their knowledge of the composition of numbers within 10 to calculate within 20; they will explore the links between the numbers in the linear number system within 10 to numbers within 100, focusing on multiples of 10 and the midpoint of 50.</p> <p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>• explore how the numbers 6 to 9 can be doubled using the '5 and a bit' and '10 and a bit' structure</li> <li>• use doubles to calculate near doubles</li> <li>• use bonds of 10 to reason about bonds of 20, in which the given addend is greater than 10</li> <li>• use known number bonds within 10 to calculate within 20, working within the 10-boundary</li> <li>• use their knowledge of bonds of 10 to find three addends that sum to 10</li> <li>• use their knowledge of the composition of numbers within 20 to add and subtract across the 10-boundary</li> <li>• use their understanding of the linear number system to 10 to position multiples of 10 on a 0 - 100 number line and reason about midpoints</li> </ul> <p>This term will particularly support the teaching and consolidation of the following RtP criteria:</p> <ul style="list-style-type: none"> <li>• 2NPV-2</li> <li>• 2NF-1</li> <li>• 2AS-1</li> </ul>	<p>Pupils will have further opportunities to use their knowledge of the composition of numbers within 10 to calculate within 20 and to reason about equations and inequalities.</p> <p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>• continue to explore a range of strategies to subtract across the 10-boundary</li> <li>• review bonds of 20 in which the given addend is greater than 10, and reason about bonds of 20, in which the given addend is less than 10</li> <li>• practise previously explored strategies to support their reasoning about inequalities and equations</li> <li>• review doubles and near doubles and transform additions in which two addends are adjacent odd/ even numbers into doubles</li> </ul> <p>consolidate previously taught facts and strategies through continued, varied practice</p> <p>This term will particularly support the teaching and consolidation of the following RtP criteria:</p> <ul style="list-style-type: none"> <li>• 2NF-1</li> <li>• 2AS-1</li> <li>• 2AS-2</li> </ul>
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<p><b>Science</b></p> <p>See PLAN matrices</p>	<p><b>Living things and their habitats, animal survival and growth</b> – explore and compare the differences between things that are living, dead and things that have never been alive. - Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. - Identify and name a variety of plants in their habitats, including micro habitats. - Describe how animals obtain their food from plants and other animals using the idea of a simple food chain and identify and name different sources of food. <b>Scientist – Chris Packham</b></p> <p><b>Plants</b> - observe and describe how seeds and bulbs grow into mature plants – focus on bulbs Plant in Oct/Nov and observe growth over the year</p>	<p><b>Plants</b> - observe and describe how seeds and bulbs grow into mature plants - find out and describe how plants need water, light and a suitable temperature to grow and stay healthy (grow salad ingredients indoors to link with DT – plant at start of Spring term in order to grow for harvest at end of term) <b>Outdoor learning opportunity</b> <b>Scientist – George Washington</b></p> <p><b>Animals – Animal Survival and Growth</b> - notice that animals, including humans, have offspring which grow into adults. (Tadpole to frog and chick to chicken) Observe chicks hatching - Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). <b>Scientist – Local vets in our community</b></p>	<p><b>Animals – Animal Survival and Growth (Humans)</b> - Notice that humans have offspring which grow into adults. - Find out about and describe the basic needs of humans, for survival (water, food and air).</p> <p><b>Health – How we Grow and Stay Healthy</b> - Describe the importance for humans of eating the right amounts of different types of food. - Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. - Medicines can be useful when we are ill. - Medicines can be harmful if not used properly. <b>Outdoor learning opportunity</b></p> <p><b>Uses of everyday materials</b> - identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. - Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <b>Scientist – Dr Raquel Prado</b></p>
<p><b>Enquiry Question</b></p>	<p><u>The United Kingdom</u></p> <p><b>Where are the countries in the UK and what makes them unique?</b></p>	<p><u>Weather and Climate</u></p> <p><b>Where in the world is home for Denise and how does it compare with where I live?</b></p>	<p><u>Seaside</u></p> <p><b>What makes Blackpool a popular seaside holiday destination?</b></p>
<p><b>Geography</b></p>	<p><u>Locational Knowledge</u></p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p><u>Place Knowledge</u></p> <p>A small area of the United Kingdom</p>	<p><u>Place Knowledge</u></p> <p>A small area in a contrasting non-European country.</p> <p><u>Human and Physical Geography</u></p> <p>Use geographical vocabulary to refer to key physical and human features – Including Hill, beach, cliff, coast, sea, ocean, river, soil, valley, season, weather, farm, house, harbour and town</p>	<p><u>Place Knowledge</u></p> <p>A small area of the United Kingdom</p> <p><u>Human and Physical Geography</u></p> <p>Use geographical vocabulary to refer to key physical and human features – Including beach, cliff, coast, sea, ocean, river, soil, valley, season, weather, farm, harbour, port and town</p>
<p><b>Geography Key learning and skills</b></p>	<p><u>Mapping</u></p> <ul style="list-style-type: none"> <li>• Use a range of maps and globes (including picture maps) at different scales.</li> <li>• Use vocabulary such as bigger/smaller</li> <li>• Know that maps give information about places in the world (where and what)</li> <li>• Locate land and sea on Maps</li> </ul>	<p><u>Mapping</u></p> <ul style="list-style-type: none"> <li>• Recognise landmarks and basic human features of some aerial photographs.</li> </ul> <p><u>Fieldwork</u></p> <ul style="list-style-type: none"> <li>• Use simple fieldwork techniques such as observation and identification to study the geography of the school and its</li> </ul>	<p><u>Mapping</u></p> <ul style="list-style-type: none"> <li>• Recognise landmarks and basic human features on aerial photos</li> <li>• Know which direction is North on an OS Map</li> <li>• Use and construct basic symbols in a map key</li> <li>• Know that symbols mean something on maps</li> <li>• Find a given OS symbol on a map with support.</li> </ul>

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	<p><u>Fieldwork</u></p> <ul style="list-style-type: none"> <li>Use simple compass directions</li> </ul> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right.</li> </ul> <p><u>Use of ICT /Technology</u></p> <ul style="list-style-type: none"> <li>Do simple searches within specific geographic software</li> <li>Use the zoom facility of digital maps and understand that zooming in and out means more or less detail can be seen.</li> </ul>	<p>grounds as well as the key human and physical features of its surrounding environment.</p> <p><u>Enquiry and Investigation</u></p> <ul style="list-style-type: none"> <li>Recognise differences between their own lives and others lives.</li> </ul> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to describe specific local geographical features.</li> <li>Use maps and other images to talk about everyday life eg where we live, journey to school.</li> </ul> <p><u>Use of ICT /Technology</u></p> <ul style="list-style-type: none"> <li>Add simple labels to a digital map</li> <li>Describe and label electronic images produced.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to realise why maps need a key</li> </ul> <p><u>Fieldwork</u></p> <ul style="list-style-type: none"> <li>Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>Use simple compass directions</li> </ul> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>Notice and describe patterns</li> </ul> <p><u>Use of ICT /Technology</u></p> <ul style="list-style-type: none"> <li>Do simple searches within specific geographic software</li> <li>Use the zoom facility of digital maps and understand that zooming in and out means more or less detail can be seen.</li> </ul>
Geography Key vocabulary	UK, countries, capital cities, Preston, London, landmarks, maps, globes, locate, aerial photograph, population, human features, physical features, continents, oceans, Asia, Africa, North America, South America, Antarctica, Europe, Australia/Oceania, Kenya, agriculture, same, different, poverty, lifestyle, changes, place, people, environment, hot, cold, Equator, North Pole, South Pole, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, port, harbor, shop, Victorian, seaside resort, land use, economy, trade, human inhabitants, changing need, cause, effect, fieldwork, school grounds, local area, observation, compass directions, North, South, East, West, locational language, directional language, features, routes, map symbols, key, plants, animals, traffic, roundabout, road, reports, graphs, sketches, diagrams, pictures, river.		
History	<p><u>The Great Fire of London</u></p> <p><u>Why was the great fire of London such a significant event?</u></p> <p><u>Substantive Concept – Leadership</u> <u>Disciplinary Concept – Consequence</u></p>	<p><u>British History</u></p> <p><u>What impact did Mary Seacole have on British history?</u></p> <p><u>Substantive Concept – Justice and Equality</u> <u>Disciplinary Concept – Change and continuity</u></p>	<p><u>Toys</u></p> <p><u>How have toys changed since the past?</u></p> <p><u>Substantive Concept – Childhood</u> <u>Disciplinary Concept – Change and Continuity</u></p>
History Key learning and skills	<p><u>Events People and Changes</u></p> <ul style="list-style-type: none"> <li>Events beyond living memory which are significant nationally or globally.</li> <li>Significant historical events, people and places in the pupils' own locality</li> </ul> <p><u>Enquiry, Interpretation and Using Sources</u></p> <ul style="list-style-type: none"> <li>Choose parts of stories and other sources to show what they know about significant people and events</li> <li>Make simple observations about different people, events, beliefs and communities</li> </ul>	<p><u>Events People and Changes</u></p> <ul style="list-style-type: none"> <li>Significant historical events, people and places in the pupils' own locality</li> </ul> <p><u>Enquiry, Interpretation and Using Sources</u></p> <ul style="list-style-type: none"> <li>Use sources to answer simple questions about the past e.g. which object is older? How do we know?</li> <li>Ask and answer questions about the past through observing, handling and using a range of sources such as objects, pictures, stories, plays, songs, film clips, buildings, museum displays and people talking about their past</li> <li>Recognise some of the reasons why people in the past acted as they did. Ask questions e.g. what was different..?’</li> </ul>	<p><u>Events People and Changes</u></p> <ul style="list-style-type: none"> <li>Events beyond living memory which are significant nationally or globally.</li> <li>Changes within living memory</li> </ul> <p><u>Enquiry, Interpretation and Using Sources</u></p> <ul style="list-style-type: none"> <li>Use sources to answer simple questions about the past e.g. which object is older? How do we know?</li> <li>Ask and answer questions about the past through observing, handling and using a range of sources such as objects, pictures, stories, plays, songs, film</li> </ul>

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	<ul style="list-style-type: none"><li>Recognise some of the reasons why people in the past acted as they did. Ask questions e.g. what was different..?’</li></ul> <p><u>Chronology</u></p> <ul style="list-style-type: none"><li>Place a few events or objects in order using common phrases to show the passing of time (old, new/young, days, months and years).</li><li>Identify some similarities and differences between ways of life at different times.</li><li>Use common words and phrases relating to the passing of time such as before, after, yesterday, past, last year, a long time ago</li></ul> <p><u>Communication</u></p> <ul style="list-style-type: none"><li>Use a variety of historical terms such as invention, discovery, explorer, king/queen, history, long ago etc.</li><li>Demonstrate simple historical concepts and events through speaking, role-play, and picture stories</li><li>Retell simple stories about people and events from the past</li></ul>	<p><u>Chronology</u></p> <ul style="list-style-type: none"><li>Recognise that their own lives are similar/different from the lives of people in the past</li><li>Use common words and phrases relating to the passing of time such as before, after, yesterday, past, last year, a long time ago</li></ul> <p><u>Communication</u></p> <ul style="list-style-type: none"><li>Talk about who/what was significant/important in a simple historical account</li><li>Retell simple stories about people and events from the past</li></ul>	<p>clips, buildings, museum displays and people talking about their past</p> <ul style="list-style-type: none"><li>Consider why things may change over time</li></ul> <p><u>Chronology</u></p> <ul style="list-style-type: none"><li>Recognise the distinction between past and present.</li><li>Place a few events or objects in order using common phrases to show the passing of time (old, new/young, days, months and years).</li><li>Recognise that their own lives are similar/different from the lives of people in the past</li></ul> <p><u>Communication</u></p> <ul style="list-style-type: none"><li>Use historical concepts such as now/then and same/different when making simple connections and noting contrasts</li><li>Talk about who/what was significant/important in a simple historical account</li></ul>			
History Key vocabulary	<p>Great Fire of London, Pudding Lane, monarchy, King Charles II, legacy, settlements, monarchy, poverty, past, present, within living memory, beyond living memory, x years ago, timeline, order, changes, historical interpretation</p> <p>Guy Fawkes, gunpowder plot, bonfire night, conspirators, parliament, religion, beliefs, Catholics, Protestants, monarchy, parliament, power, oppression, sources, significant</p>	<p>Jamaica, nurse, medicine, travel, 1805, biography, past, Crimean War, British Hotel, soldiers, medicine, front line, healing, comparison, similarities, differences, significant</p>	<p>past, present, old, new, change, same, different, toy, wooden, plastic, metal, handmade, battery, electronic, game, doll, teddy, spinning top, yo-yo, marbles, timeline, long ago, modern, artefact, museum, memory</p>			
Local history	<p>‘The Great Flood’ of Preston – compare with GFoL</p> <p><b>My Cop Lane</b> - Local houses – are there still Tudor/Stuart style houses in our local area?</p>		<p>How have local seaside resorts developed over time?</p> <p>Fleetwood and Blackpool</p>			
Computing	<p><a href="#">Year 2 -Computing systems &amp; networks – IT around us</a></p> <p>-To recognise the uses and features of information technology</p> <p>-To identify the uses of information technology in the school</p> <p>-To identify information technology beyond school</p>	<p><a href="#">Year 2- Creating Media – Digital Music</a> <a href="#">Chrome Music lab</a></p> <p>-To say how music can make us feel</p> <p>-To identify that there are patterns in music</p> <p>-To experiment with sound using a computer</p> <p>-To use a computer to create a musical pattern</p> <p>-To create music for a purpose</p>	<p><a href="#">Year 2 – Programming A - Robot Algorithms</a> <a href="#">beebots &amp; beebot pushers</a></p> <p>-To describe a series of instructions as a sequence</p> <p>-To explain what happens when we change the order of instructions</p> <p>-To use logical reasoning to predict the outcome of a program</p>	<p><a href="#">Year 2 – Programming B – An introduction to quizzes</a> <a href="#">(scratch JR)</a> <a href="#">ipads</a></p> <p>-To explain that a sequence of commands has a start</p> <p>-To explain that a sequence of commands has an outcome</p> <p>-To create a program using a given design</p> <p>-To change a given design</p>	<p><a href="#">Year 2 - Creating Media – Digital Photography (Pixlr editing software or windows photo editor)</a> <a href="#">ipads</a></p> <p>-To use a digital device to take a photograph</p> <p>-To make choices when taking a photograph</p> <p>-To describe what makes a good photograph</p>	<p><a href="#">Year 2 - Data and information – Pictograms (j2e.com/j2data)</a> <a href="#">ipads</a></p> <p>-To recognise that we can count and compare objects using tally charts</p> <p>-To recognise that objects can be represented as pictures</p> <p>-To create a pictogram</p>



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	<p>-To explain how information technology helps us</p> <p>-To explain how to use information technology safely</p> <p>-To recognise that choices are made when using information technology</p> <p><b>Self-Image and Identity</b></p> <p><a href="#">I can explain how other people may look and act differently online and offline</a></p> <p><a href="#">I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help</a></p>	<p>-To review and refine our computer work</p> <p><b>Managing Online Information</b></p> <p><a href="#">I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'</a></p> <p><a href="#">I can explain why some information I find online may not be real or true</a></p>	<p>-To explain that programming projects can have code and artwork</p> <p>-To design an algorithm</p> <p>-To create and debug a program that I have written</p> <p><b>Online Reputation</b></p> <p><a href="#">I can explain how information put online about someone can last for a long time</a></p> <p><a href="#">I know who to talk to if something has been put online without consent or if it is incorrect</a></p>	<p>-To create a program using my own design</p> <p>-To decide how my project can be improved</p> <p><b>Privacy and Security</b></p> <p><a href="#">I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords)</a></p> <p><a href="#">I can explain how some people may have devices in their homes connected to the internet and give examples</a></p>	<p>-To decide how photographs can be improved</p> <p>-To use tools to change an image</p> <p>-To recognise that photos can be changed</p> <p><b>Online Relationships</b></p> <p><a href="#">I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky</a></p> <p><a href="#">I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure</a></p>	<p>-To select objects by attribute and make comparisons</p> <p>-To recognise that people can be described by attributes</p> <p>-To explain that we can present information using a computer</p> <p><b>Online Bullying</b></p> <p><a href="#">I can explain what bullying is, how people may bully others and how bullying can make someone feel</a></p> <p><a href="#">I can talk about how anyone experiencing bullying can get help.</a></p>
ongoing Computing	<p><b>Using technology:</b></p> <ul style="list-style-type: none"><li>developing typing speed, aiming for a minimum speed of 13wpm</li><li>exposure to and increasingly independently use a range of technology</li><li>make sharp, alert, secure, kind and brave online choices to help us to be internet legends.</li><li><b>Big Brown Bear - using learn to type to develop speed and accuracy</b></li></ul>					
RE Questful RE <small>*subject to change due to trialling new units</small>	2.1 The Bible – Why is it such a special book? (6 + 4 hours) 2.2 Why was the birth of Jesus such good news? (5 hours)		2.4 Easter - How do signs and symbols – Help us understand the story? (5 hours) 2.6 What happened at the Ascension and Pentecost? (4 hours)		2.5 Why is church a special place for Christians? (6 + 4 hours) <b>Visit to church</b>	
Art and Design	<b>Collages</b> – The children work on different scales to create a collage based on the Great Fire of London, linking into their cross curricular work, using drawing as a basis for their designs.		<b>Printing</b> – The children build up their drawing skills to eventually create a simplified motif for printing, based on fruits and vegetables.		<b>Digital media</b> – The children capture, edit and create a final piece from a photograph taken of the natural world around us, linking with their computing focus on digital photography.	
Art and Design Key learning and skills	<p><b>Collage</b></p> <ul style="list-style-type: none"><li>To create images from a variety of media e.g. photocopies, material, fabric, crepe paper, magazines etc.</li><li>To arrange and glue materials to different backgrounds</li><li>To sort and group materials for different purposes e.g. colour, texture</li><li>To fold, crumple, tear and overlap papers</li></ul>		<p><b>Printing</b></p> <ul style="list-style-type: none"><li>To print with a range of hard and soft materials</li><li>To take simple prints</li><li>To build repeating patterns</li><li>To create simple printing blocks</li><li>To design more repetitive patterns</li><li>To experiment with overprinting</li><li>To make rubbings to collect textures and patterns</li></ul> <p><b>Drawing</b></p>		<p><b>Digital media</b></p> <ul style="list-style-type: none"><li>To explore ideas using digital sources e.g. Internet</li><li>To record visual information using digital cameras or video recorders</li><li>To use a simple graphics package to create images and effects with <b>line</b> (changing the size of brushes) <b>shapes</b> (using eraser, shape and fill tools) and <b>colours and texture</b> (using simple filters to manipulate images)</li></ul>	

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	<ul style="list-style-type: none"> <li>To work on different scales</li> <li>To collect, sort, name and match colours appropriate for their creation</li> <li>To create and arrange shapes appropriately</li> <li>To create, select and use textures paper for an image</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>To experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.</li> </ul>	<ul style="list-style-type: none"> <li>To name, match and draw lines/marks from observations</li> <li>To investigate textures by describing, rubbing, naming, copying</li> </ul>	<ul style="list-style-type: none"> <li>To use basic selection and cropping tools</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>To investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.</li> </ul>
<b>Art and Design Key vocabulary</b>	colour, pattern, shape, texture, glue, stick, mixed media, collage, layers, combine, opinion	print, rubbing, smudge, image, reverse, shapes, surface, pressure, decoration, repeat, rotate	tools, brush, select, image, line, shape, eraser, fill, colour, texture, filter, select, crop
<b>Art and Design Ongoing Y1/ Y2 key learning and skills</b>	<p><b>Exploring and Developing Ideas</b></p> <ul style="list-style-type: none"> <li>Record and explore ideas from first hand observations.</li> <li>Ask and answer questions about the starting points for their work.</li> <li>Develop their ideas – try things out, change their minds.</li> <li>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</li> </ul> <p><b>Evaluating and Developing Work</b></p> <ul style="list-style-type: none"> <li>Review what they and others have done and say what they think and feel about it.</li> <li>Identify what they might change in their current work or develop in future work.</li> </ul>		
<b>DT</b>		<b>Food</b> – The children work, using their cross curricular learning, to design and create a fruit salad, inspired by 'The Farm Shop'.	<b>Mechanisms</b> – The children design and create a form of seaside vehicle, focussing on the purpose and design of the product being suitable for the seaside.
<b>DT Skills</b>		<p><b>Food</b></p> <ul style="list-style-type: none"> <li>To explain where food comes from.</li> <li>To cut, peel, grate, chop a range of ingredients</li> <li>To work safely and hygienically.</li> <li>To measure and weigh food items, non-statutory measures e.g. spoons, cups.</li> <li>To develop a food vocabulary using taste, smell, texture and feel.</li> <li>To understand the need for a variety of foods in a diet.</li> <li>To group familiar food products e.g. fruit and Vegetables</li> </ul>	<p><b>Mechanisms</b></p> <ul style="list-style-type: none"> <li>To use technical vocabulary when describing mechanisms, tools and materials they use.</li> <li>To try out different axle fixings and their strengths and weaknesses.</li> <li>To make vehicles with construction kits which contain free running wheels.</li> <li>To cut dowel using hacksaw and bench hook.</li> <li>To attach wheels to a chassis using an axle.</li> <li>To mark out materials to be cut using a template.</li> </ul>
<b>DT Key Vocabulary</b>		fruit and vegetable names, names of equipment and utensils sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients,	vehicle, wheel, axle, axle holder, chassis, body, assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism names of tools, equipment and materials used
<b>DT Ongoing Y1/Y2 Key</b>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>To use pictures and words to convey what they want to design/make.</li> <li>To propose more than one idea for their product.</li> </ul>		

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<b>learning and skills</b>	<ul style="list-style-type: none"> <li>To model ideas / make mock-ups with kits, reclaimed materials.</li> <li>To select appropriate technique explaining: First... Next... Last....</li> <li>To explore ideas by rearranging materials/ingredients.</li> <li>To select pictures to help develop ideas.</li> <li>To use drawings to record ideas as they are developed.</li> <li>To add notes to drawings to help explanations.</li> <li>To use ICT to communicate their ideas when appropriate (e.g. videos).</li> <li>To describe their models and drawings of ideas and intentions.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>To discuss their work as it progresses.</li> <li>To select materials/ingredients from a limited range that will meet the design criteria.</li> <li>To select and name the tools needed to work the materials/ingredients.</li> <li>To explain what they are making.</li> <li>To explain which materials/ingredients they are using and why.</li> <li>To name the tools they are using.</li> <li>To describe what they need to do next</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>To explore existing products and investigate how they have been made.</li> <li>To decide how existing products do/do not achieve their purpose.</li> <li>To talk about their design as they develop and identify good and bad points.</li> <li>To note changes made during the making process as annotation to plans/drawings.</li> <li>To say what they like and do not like about items they have made and attempt to say why.</li> <li>To discuss how closely their finished product meets their design criteria and how well it meets the needs of the user.</li> </ul>					
<b>Music</b>  <b>Adapted Charanga</b>  Tuned and Untuned Percussion	<u>Charanga MMC Unit</u> <b>Pulse, Rhythm and Pitch</b> Music has a pulse, a steady beat. Music is also made up of long and short and high and low sounds, called 'rhythm' and 'pitch'. These elements combine when we sing and play. As you listen to, sing, play and dance to the music in this unit, explore these elements of music and how they work together.  Music Is In my Soul Hey Friends Hello	<u>Charanga MMC unit</u> <b>Playing in an Orchestra</b> Playing together is a very important part of learning music. There are many ensembles, bands and groups you can play in. One of these groups is an orchestra. This unit features the orchestra - what can you learn about the orchestra?  <b>Christmas Production</b> All children from EYFS/KS1 involved in learning and performing a short production which includes singing, optional instrumental parts, acting, movement and dance.	<u>Charanga MMC unit</u> <b>Inventing a Musical Story</b> Music is used for many reasons and can help us to tell a story and express our feelings. Music can be loud or soft, fast or slow, smooth and connected, or short and detached. We can also use instruments with different sounds to help communicate a story and different emotions. Explore the music in this unit and try to connect your feelings with what you hear. Do any of the songs tell a story? Use the music in this unit to explore loud and soft sounds.  Rainbows Hands, Feet, Heart	<u>Charanga MMC unit</u> <b>Recognising Different Sounds</b> When voices or instruments work together to play different pitches that sound at the same time, we can hear harmony in music! Explore the voices and instruments used within the music in this unit to identify how and when harmony takes place. How many different instruments can you recognise in the songs in this unit?  Helping Each Other The Music Man Let's Sing Together	<u>Charanga MMC unit</u> <b>Exploring Improvisation</b> Explore improvisation a bit further in this unit. Perhaps use two or three notes and have a go playing or singing on your own. Explore and have fun!  I Wanna Play In a Band Music Is All Around Saying Sorry	<u>Charanga MMC unit</u> <b>Our Big Concert</b> Put on a big concert! Present your choice of songs to create a performance. Remember to introduce the songs and tell your audience what you have learnt  The Sunshine Song Four White Horses Down By The Bay.

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			All Around The Worlds			
	NC		Progression of Skills			
	<b>Singing</b> Use their voices expressively and creatively by singing songs and speaking chants and rhymes		Recognise longer phrase lengths and know when to breathe. Sing songs expressively and with an increasing pitch range beginning to apply contrasts of dynamics and tempo for expression. Sing songs with awareness of other performers. Recall and remember longer songs,			
	<b>Playing instruments</b> Play tuned and untuned instruments musically		Play and perform simple melodic and rhythmic patterns on tuned and un-tuned instruments with an awareness of pulse.			
	<b>Creating Music</b> Experiment with, create, select and combine sounds using the interrelated dimensions of music.		Start to explore instruments on my own. Create and improvise short rhythmic and melodic patterns. Play simple repeated patterns within a composition. Know the term ostinato. (A continually repeated phrase or rhythm) Match sounds			
	<b>Listening to Music</b> Listen with concentration and understanding to a range of high-quality live and recorded music.		Listen to a variety of musical styles and explain preferences. Listen to and associate short and simple pieces of music to different feelings and moods using basic musical language.			
PE My Personal Best	Self-motivation	Respect	Trust	Co-Operation	Resilience	Encouragement
PE Whole school festivals	<b>Handball Festival</b> 17.10.25	<b>Dance Festival</b> 21.11.25	<b>Inclusion Festival</b> 06.02.26	<b>Wellbeing Festival</b> 20.03.26	<b>Tennis Festival</b> 15.05.26	<b>Tri-Golf Festival</b> 10.07.26
<b>PE</b>  See GetSet4PE	<b>Fundamentals</b> In this unit pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.  <b>National Curriculum link:</b> Master basic movements	<b>Fitness</b> In this unit pupils will take part in a range of activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time.  <b>National Curriculum link:</b> Master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.	<b>Athletics</b> In this unit pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.  <b>National Curriculum link:</b>	<b>Dance</b> In this unit it pupils explore space and how their body can move to express and idea, mood, character or feeling. They expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.  <b>National Curriculum link:</b>	<b>Gymnastics</b> In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high	<b>Team Building</b> In this unit pupils develop their teamwork skills. They develop key skills of communication and problem solving. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play. They also begin to use basic map skills.  <b>National Curriculum link:</b>



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<p>including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p><b>Physical skills:</b> Run, speed, agility, dodge, balance, jump, hop, skip.</p> <p><b>Social skills:</b> Collaboration, respect, take turns, communication, encourage others.</p> <p><b>Emotional skills:</b> Determination, honesty, perseverance.</p> <p><b>Thinking skills:</b> Comprehension, make decisions, creativity, use tactics, recall.</p> <hr/> <p><b>Ball Skills</b> In this unit pupils will develop their fundamental ball skills such as throwing, catching, rolling, hitting a target, dribbling with both hands and feet and kicking. They will look to perform these skills with increasing control and accuracy using co-ordination and balance. Pupils will have the opportunity to work independently, in pairs and small groups.</p> <p><b>National Curriculum link:</b> Master basic movements including throwing and catching. Participate in team games, developing simple</p>	<p><b>Physical skills:</b> Run, stamina, skip, co-ordination, agility, strength, balance.</p> <p><b>Social skills:</b> Encourage others, communication.</p> <p><b>Emotional skills:</b> Determination, perseverance.</p> <p><b>Thinking skills:</b> Comprehension, identify strengths and areas for improvement.</p> <hr/> <p><b>Invasion Games</b> In this unit pupils develop their understanding of the principles of defending and attacking for invasion games. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and learn to play to the rules.</p> <p><b>National Curriculum link:</b> Master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p> <p><b>Physical skills:</b> Dribble, throw, catch, kick, receive, run, jump, change direction, change speed.</p> <p><b>Social skills:</b> Communication, kindness, support others, co-operation,</p>	<p>Master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p><b>Physical skills:</b> Run, jump for distance, jump for height, throw for distance, throw for accuracy.</p> <p><b>Social skills:</b> Communication, work safely, support others.</p> <p><b>Emotional skills:</b> Determination, independence.</p> <p><b>Thinking skills:</b> Comprehension, observe and provide feedback, explore ideas, select and apply skills.</p> <hr/> <p><b>Target Games</b> In this unit, pupils develop their understanding of the principles of defending and attacking for target games. They develop the skills of throwing, rolling and striking towards a target and are given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe, learn how to score points and use simple tactics.</p> <p><b>National Curriculum link:</b></p>	<p>Perform dances using simple movement patterns.</p> <p><b>Physical skills:</b> Actions, dynamics, space, relationships.</p> <p><b>Social skills:</b> Respect, collaboration, work safely, communication.</p> <p><b>Emotional skills:</b> Independence, confidence, perseverance, determination.</p> <p><b>Thinking skills:</b> Provide feedback, comprehension, reflection, observation, creativity.</p> <hr/> <p><b>Yoga</b> In this unit pupils learn about mindfulness and body awareness. They begin to learn poses and techniques that will help them to connect their mind and body. The unit looks to improve well-being by building strength, flexibility, co-ordination and balance. The learning includes breathing and meditation through fun and engaging activities. Pupils work independently, with a partner and small group.</p> <p><b>National Curriculum link:</b> Master basic movements as well as developing balance, agility and co-ordination.</p> <p><b>Physical skills:</b> Balance, flexibility, strength, co-ordination.</p> <p><b>Social skills:</b> Respect, leadership, work safely, collaboration.</p> <p><b>Emotional skills:</b></p>	<p>quality performance.</p> <p><b>National Curriculum link:</b> Master basic movements as well as developing balance, agility and co-ordination.</p> <p><b>Physical skills:</b> Shapes, balances, travelling actions, shape jumps, barrel roll, straight roll, forward roll.</p> <p><b>Social skills:</b> Leadership, work safely, respect.</p> <p><b>Emotional skills:</b> Confidence, independence.</p> <p><b>Thinking skills:</b> Select and apply actions, creativity.</p> <hr/> <p><b>Net and Wall Games</b> In this unit, pupils develop their understanding of attacking and defending principles in net games such as using a ready position to defend their court and placement of a ball into space. They use and develop skills such as throwing, catching, tracking and hitting a ball. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.</p> <p><b>National Curriculum link:</b> Master basic movements including throwing and catching. Participate in team</p>	<p>Participate in team games, developing simple tactics.</p> <p><b>Physical skills:</b> Balance, jump, run, co-ordination.</p> <p><b>Social skills:</b> Support and encourage others, communication, inclusion, trust, kindness.</p> <p><b>Emotional skills:</b> Perseverance, confidence, determination, accepting.</p> <p><b>Thinking skills:</b> Comprehension, identify strengths and areas for development, problem solving.</p> <hr/> <p><b>Striking and Fielding</b> In this unit, pupils develop their understanding of the principles of defending (fielding) and attacking (batting) for striking and fielding games. They use and develop skills such as throwing and catching, tracking a ball and striking a ball. They learn how to score points in these types of games, how to play to the rules and use simple tactics. They show respect towards others when playing competitively and develop communication</p>
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	<p>tactics for attacking and defending.</p> <p><b><u>Physical skills:</u></b> Roll, track, dribble with feet, kick, throw, catch, dribble with hands.</p> <p><b><u>Social skills:</u></b> Inclusion, communication, collaboration, leadership.</p> <p><b><u>Emotional skills:</u></b> Independence, honesty, perseverance, determination.</p> <p><b><u>Thinking skills:</u></b> Comprehension, select and apply skills, use tactics.</p>	<p>respect, collaborate.</p> <p><b><u>Emotional skills:</u></b> Empathy, perseverance, honesty, integrity, independence.</p> <p><b><u>Thinking skills:</u></b> Creativity, select and apply, comprehension, problem solving, provide feedback.</p>	<p>Master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p> <p><b><u>Physical skills:</u></b> Roll, overarm throw, underarm throw, strike, dodge, jump.</p> <p><b><u>Social skills:</u></b> Congratulate, support others, co-operation, kindness.</p> <p><b><u>Emotional skills:</u></b> Manage emotions, honesty.</p> <p><b><u>Thinking skills:</u></b> Identify areas of strength and areas for development, select and apply, comprehension, decision making.</p> <p><b>South Ribble Coach – Joy of Moving Intervention</b></p>	<p>Confidence, perseverance, honesty, focus, identify feelings.</p> <p><b><u>Thinking skills:</u></b> Create, select and apply, comprehension, decision making, reflection.</p>	<p>games, developing simple tactics for attacking and defending.</p> <p><b><u>Physical skills:</u></b> Throw, catch, hit, track</p> <p><b><u>Social skills:</u></b> Co-operation, respect, support others.</p> <p><b><u>Emotional skills:</u></b> Perseverance, honesty.</p> <p><b><u>Thinking skills:</u></b> Select and apply, reflection, decision making, comprehension.</p>	<p>skills to manage small sided games.</p> <p><b><u>National Curriculum link:</u></b> Master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p> <p><b><u>Physical skills:</u></b> Underarm throw, overarm throw, catch, track, bowl, bat.</p> <p><b><u>Social skills:</u></b> Communication, encourage others, collaboration.</p> <p><b><u>Emotional skills:</u></b> Honesty, perseverance, determination, acceptance.</p> <p><b><u>Thinking skills:</u></b> Use tactics, comprehension, select and apply, decision making.</p> <p><b>South Ribble Coach – Dance From The Heart Session</b></p>
FL Adapted Language Angels	Nos 1-10 recap Mini beasts	In my town Noël	Nos 11-20 Teddy bear picnic	Superheroes	Recap days of the week Seasons	Little Red Riding Hood
	Skills progression.	<b>Listening</b>  Listen attentively and understand instructions and everyday classroom words.	<b>Speaking</b>  Say familiar words. Perform simple communicative tasks using single words and phrases.	<b>Reading</b>  Respond to written language. Appreciate stories and songs in the language.	<b>Writing</b>  Experiment with the writing of simple words, sentences and the date.	<b>Grammar</b>  Recognise nouns. Recognise gender. Use personal pronouns I.

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		Recognise and respond to sound patterns and words. Listen and respond to simple stories and songs.	Recognise questions and negatives and politeness conventions.	Recognise some familiar words in written form.		
<b>PSHE</b> See 1 Decision	<b>Relationships</b>  What makes a good friend? <ul style="list-style-type: none"> <li>• <i>Friendship</i></li> <li>• <i>feeling lonely</i></li> <li>• <i>managing arguments</i></li> </ul>	<b>Relationships</b>  What is bullying? <ul style="list-style-type: none"> <li>• <i>Behaviour</i></li> <li>• <i>bullying</i></li> <li>• <i>words and actions</i></li> <li>• <i>respect for others</i></li> </ul> Christian value - <i>friendship</i>	<b>Health and wellbeing</b>  What helps us to stay safe? <ul style="list-style-type: none"> <li>• <i>Keeping safe</i></li> <li>• <i>recognising risk</i></li> <li>• <i>rules</i></li> </ul> (Think PREVENT) Christian value - <i>trust</i>	<b>Health and wellbeing</b>  How do we recognise our feelings? <ul style="list-style-type: none"> <li>• <i>Feelings</i></li> <li>• <i>Mood</i></li> <li>• <i>times of change</i></li> <li>• <i>loss and bereavement</i></li> <li>• <i>growing up</i></li> </ul> Christian value - <i>compassion</i>	<b>Health and wellbeing</b>  What can help us grow and stay healthy? <ul style="list-style-type: none"> <li>• <i>Being healthy</i></li> <li>• <i>eating, drinking, playing and sleeping</i></li> </ul> Christian value - <i>wisdom</i>	<b>Living in the wider world</b>  What jobs do people do? <ul style="list-style-type: none"> <li>• <i>People and jobs</i></li> <li>• <i>Money</i></li> <li>• <i>role of the internet</i></li> </ul>
<b>My Happy Mind</b>	<b>MEET YOUR BRAIN</b>  More about what our brain looks like and that it is fully grown by the age of 6. That our brain helps us to make good decisions and remember what we have learnt. That the Amygdala causes us to Fight, Flight or Freeze. Children will be asked to reflect and think of examples of how they use each of Team H-A-P. That when we learn something new, our brain remembers it and grows. We'll learn about Neuroplasticity and think of examples of how we can use it to help us. How we can use Happy Breathing to help Team H-A-P work as a team, but also how Happy Breathing can help with Neuroplasticity.  Vocab: Brain, Cells, Team H-A-P, Hippocampus, Amygdala, Prefrontal Cortex, Happy Breathing, Neuroplasticity, Grow, 'Fight, Flight, Freeze'	<b>CELEBRATE</b>  About the same 5 Character Strengths as Year 1, but we will be asked to think about what each strength means and some examples of the strengths in action. The 5 Character Strengths are: 1.Love and Kindness 2.Bravery and Honesty 3.Exploring and Learning 4.Teamwork and Friendship 5.Love of Life and our World. When we use our Character Strengths, we can be our very best selves and that we all have our own unique set of strengths, and we are all different. What Neuroplasticity is and how we can grow our Character Strengths if we practise using them. How to recognise the Character Strengths in ourselves. To think about which Character Strengths we would like to grow or use more of.  Vocab: Character Strengths, Love and Kindness, Bravery and Honesty, Exploring and Learning, Teamwork and Friendship, Love of Life and Our World, Unique, Special,	<b>APPRECIATE</b>  That being thankful or having gratitude are other words for appreciating. What the Wheel of Gratitude is and that it is important to focus on all parts of the Wheel of Gratitude: ourselves, others, and experiences. When we show gratitude to someone, it makes them feel good. When we make someone feel good, it makes us feel good too. This is because a special chemical gets released into our brains which makes us feel amazing. Team H-A-P loves it when we appreciate ourselves, so it is important to be kind to ourselves and others. How being grateful for ourselves can be hard and Happy Breathing can help us.  Vocab: Appreciate, Grateful, Thankful, Wheel of Gratitude, Ourselves, Others, Experiences, Team H-A-P, Happy Breathing	<b>RELATE</b>  That we relate to different people in different ways and that different people relate differently, too. How our Character Strengths can help us get along with other people. We will learn that we all have different strengths, which is ok. That it is ok that some people react differently to us and that, just because their reaction is different, it isn't wrong. How to spot the characteristics of a good friend and recognise this in ourselves. How to actively listen and why this helps us to get along with others. We will look at what happens if we don't actively listen and how this can affect our ability to get along with others. That Team H-A-P feels happy when we actively listen because we are using all parts of the team. How to 'Stop, Understand and Consider' and why it is important to do this before responding. How Happy Breathing can help us with friendship issues by keeping us calm.  Vocab: Character Strengths, Relate, Get Along, People, Active	<b>ENGAGE</b>  When we feel good, we do good. Goal Setting is a good way to help us achieve what we want. If we set goals, we are more likely to achieve them. The 3 steps to set a goal and practise setting goals as a class. How Happy Breathing can help when goals are tricky.  Vocab: Engage, Activity, Goal, Perseverance, Goal Setting, 'Feel Good, Do Good', Believe to Achieve, Happy Breathing, Habits	

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		Strength Spotting, Neuroplasticity, Grow		Listening, Team H-A-P, Happy Breathing, 'Stop, Understand and Consider', Friendships, Relationships, Differences		
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