

Curriculum Intent & Progression Document

YEAR 2

St. Mary's Catholic Voluntary Academy, Grantham

2022-23



Class Teacher: Miss Steeples

Mission Statement

Christ is at the centre of St. Mary's as we strive to nurture and care for all our community members by encouraging them to **Believe, Succeed** and **Soar** within God's love, to achieve the very best that they can, in all areas.

Our Vision

We are disciples who put our faith into action in all that we do.
We are role models who encourage others to shine and be the best version of themselves that they can be.
We are investigators who ask questions about the past, the present and the future.
We are artists who show our creativity and talents with flair and imagination.
We are storytellers who have a passion for reading and are able to communicate in many ways.
We are problem solvers who tackle tasks with an open mind and a positive approach.
We are team players who work together to achieve our goals.
We are explorers who learn new skills, embrace other cultures and value our locality and the wider world.
We **Believe. We Succeed. We Soar.**

Our Gospel Virtues

To achieve our full Christian potential, we all need to live out our Gospel Virtues: -

Love

A Christ-like love respects the talent of each person in our school.

Faith

Faith helps us to do God's will in this world.

Hope

Hope helps us to see a new life beyond our present one.

Peace

We know that if we love one another, peace will be all around us.

Mercy

We believe that mercy will be shown by the way we forgive others.

Community

We believe our community here unites us all as followers of Jesus.

Curriculum Intent: YEAR 2 (2022-23)

ENGLISH (R, W, Ph)					
ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
All elements of English will be taught through the Read, Write, Inc. scheme of work					
VOCABULARY					

MATHS					
ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
Number: Place Value L1: know how to count forwards and backwards within 20. L2: know how to count forwards and backwards within 50. L3: know how to count objects to 100 and read and write numbers in numerals and words. L4: know how to represent tens and one using a part-whole model. L5: know how to add tens and ones. L6: know how to use a place value chart.	Number: Addition and Subtraction L10: know how to add two 2-digit numbers (not crossing 10). L11: know how to add two 2-digit numbers (crossing 10). L12: know how to subtract a 2-digit number from a 2-digit number (not crossing 10). L13: know how to subtract a 2-digit number from a 2-digit number (crossing 10). L14: know bonds to 100 (tens and ones).	Number: Multiplication and Division L1: know how to recognise equal groups. L2: know how to make and add equal groups. L3: know how to write multiplication sentences. L4: know how to use arrays. L5: know how to make doubles (2 times table). L6: know the 5 and 10 times tables. L7: know how to make equal groups by sharing.	Geometry: Properties of Shape L1: know how to recognise 2D and 3D shapes. L2: know how to count sides and vertices on 2D shapes. L3: know how to draw 2D shapes. L4: know what lines of symmetry are. L5: know how to sort 2D shapes. L6: know how to count faces on 3D shapes. L7: know how to count edges on 3D shapes. L8: know how to count vertices on 3D shapes.	Measurement: Length and Height L1: know how to compare lengths and heights. L2: know how to measure lengths. L3: know how to measure length in cm. L4: know how to measure length in m. L5: know how to compare and order lengths. L6: know how to use the four operations with lengths. Geometry: Position and Direction	Measurement: Time L1: know how to tell the time to the hour and half hour. L2: know how to tell the time using o'clock and half past. L3: know how to tell the time using quarter past and quarter to. L4: know how to tell the time to 5 minutes. L5: know the relationship between hours and days. L6: know how to find and compare durations of time.

<p>L7: know how to compare and order objects and numbers. L8: know how to count in 2s, 5s and 10s. L9: know how to count in 3s.</p> <p>Number: Addition and Subtraction L1: know how to find fact families to 20. L2: know how to check calculations. L3: know how to compare number sentences and know related facts. L4: know bonds to 100 (tens). L5: know how to add and subtract 1s. L6: know how to find 10 more and 10 less. L7: know how to add and subtract 10s. L8: know how to add a 2-digit number and a 1-digit number (crossing 10). L9: know how to subtract (crossing 10).</p>	<p>L15: know how to add three 1-digit numbers.</p> <p>Measurement: Money L1: know how to count money in pence. L2: know how to count money in pounds. L3: know how to count money in notes and coins. L4: know how to find the total. L5: know how to find change. L6: know how to solve two-step problems.</p> <p>Number: Multiplication and Division L1: know how to make equal groups. L2: know how to add equal groups. L3: know how to make arrays.</p>	<p>L8: know how to make equal groups by grouping. L9: know how to divide by 2. L10: know what odd and even numbers are. L11: know how to divide by 5. L12: know how to divide by 10.</p> <p>Statistics L1: know how to make tally charts. L2: know how to draw pictograms (1-1). L3: know how to interpret pictograms (1-1). L4: know how to draw pictograms (2, 5 and 10). L5: know how to interpret pictograms (2, 5 and 10). L6: know how to make and interpret block diagrams.</p>	<p>L9: know how to sort 3D shapes.</p> <p>Number: Fractions L1: know how to make equal parts. L2: know how to recognise and find a half. L3: know how to recognise a quarter. L4: know how to find a quarter. L5: know how to find a third. L6: know what unit fractions are. L7: know what non-unit fractions are. L8: know the equivalence of $\frac{1}{2}$ and $\frac{2}{4}$. L9: know how to find three quarters.</p>	<p>L1: know how to describe position (1). L2: know how to describe position (2). L3: know how to describe movement. L4: know how to describe turns. L5: know how to describe movement and turns. L6: know how to make patterns with shapes.</p> <p>Consolidation and Problem Solving</p>	<p>Measurement: Mass, Capacity and Temperature L1: know what weight and mass are. L2: know how to measure and compare mass. L3: know how to measure mass in grams. L4: know how to measure mass in kilograms. L5: know what capacity and volume are. L6: know how to measure capacity and compare volume. L7: know what millilitres are. L8: know what litres are. L9: know what temperature is.</p> <p>Consolidation and Assessment</p>
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VOCABULARY

<p>Number: Place Value Hundreds, tens, ones, zero, place value, greater than, less than, order, partition, digit</p>	<p>Measurement: Money Pence, pound, coin, note, total, amount, change, difference, price, cost, pay, owe</p>	<p>Number: Multiplication and Division Groups, equal groups, lots of, arrays, repeated addition, multiplication, times tables</p>	<p>Geometry: Properties of Shape Two-dimensional (2D), three-dimensional (3D), flat, solid, corner, apex, vertex, vertices, side, edge, face, curved, straight, round, line of symmetry, vertical, pattern, pentagon, hexagon, quadrilateral, triangular prism, square-based pyramid</p>	<p>Measurement: Length and Height Length, long, short, height, tall, measure, ruler, tape measure, metre stick, centimetre (cm), metre (m), compare, order</p>	<p>Measurement: Time Time, clock, hours, minutes, hand, o'clock, half past, quarter past, quarter to, five minutes, duration, shorter, longer</p>
<p>Number: Addition and Subtraction Add, total, make, plus, sum, more, altogether, difference, leave, subtract, difference between, less, minus, take away, mentally, orally, column addition, column subtraction, estimate, inverse operation, solve problems, number facts</p>		<p>Statistics Data, interpret, key, tally chart, pictogram, block diagram, table, total, compare, symbol</p>	<p>Number: Fractions Fraction, part, whole, equal, share, half, quarter, third, equivalent, numerator, denominator</p>	<p>Geometry: Position and Direction Forwards, backwards, left, right, north, south, east, west, quarter turn, half turn, three-quarter turn, clockwise, anticlockwise, pattern, sequence</p>	<p>Measurement: Mass, Capacity and Temperature Mass, gram, kilogram, lighter, heavier, capacity, volume, millilitre, litre, temperature, Celsius, degrees</p>
	<p>Number: Multiplication and Division Groups, equal groups, lots of, arrays, repeated addition, multiplication, times tables</p>				

RE/RSE

Journey In Love: We meet God's love in the community.

PENTECOST 2

Children will...

LO: I will know that the Church is God's Family.
I will know that I am part of that family too.

Physical	Social	Emotional	Intellectual	Spiritual
<p>Discuss signs of belonging e.g. uniform, attendance, commitment.</p> <p>Do you belong to a community? What other community do you belong to? How do you belong? What keeps us safe in our communities? What would we do if we felt unsafe? Who is an appropriate adult to talk to? How do I keep myself safe online? Is all the information I see online true?</p> <p>Pause, reflect and prayer.</p>	<p>Meet with key community members e.g. priest, police officer, doctor.</p> <p>Reflect on the different services that the community can provide e.g. priest, police officer, doctor. Is belonging to a community important? What do we give/receive from the community we belong to? How would you describe a community? What are the joys of belonging to a community? How do different individuals enrich our community?</p> <p>Pause, reflect and prayer.</p>	<p>Share their own contributions to their communities.</p> <p>Role play different scenarios in the communities to which you belong.</p> <p>How does a community help us to develop our feelings and emotions? Are we always happy in our community? How do we learn from each other and show an understanding for the different roles and responsibilities people have in their communities?</p> <p>Pause, reflect and prayer.</p>	<p>Role-play different scenarios in the communities to which they belong.</p> <p>Could people feel alone even though they belong to a community? What would they miss out on? What are the advantages of being on your own?</p> <p>Pause, reflect and prayer.</p>	<p>Consider the advantages and disadvantages to being on their own e.g. time to think, time for homework, time to pray etc.</p> <p>Are there lonely children in the school? How do you recognise that children have no friends? How can we help?</p> <p>What do you bring to the communities you belong to? Link to being a Missionary Disciple.</p> <p>Pause, reflect and prayer.</p>

Vocabulary

God-given, community, local, global, impact, responsibility, harm, improve, belonging, family, diverse, father/mother, carer/guardian, feelings, secrets, recognise, emotions, friendships, relationships, stereotypes, respect, equal

HISTORY

ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
Events beyond living memory - Castles and castle life		Events beyond living memory - Sea explorers/ land discoveries		Changes within living memory/ Events beyond living memory/ The lives of significant individuals -British Monarchy.	
Significant historical people and places -					

<p>Belvoir Castle (locality).</p> <p>L1: Know that there are different types of castles; know where castles through the ages are placed on a timeline, L2: Know the purpose of a castle. L3: Know about life in a castle, L4: Know that Belvoir Castle is local to us and when it was built. L5/L6: Visit Belvoir Castle and revisit of learning from the trip.</p>	<p>The lives of significant individuals - Grace Darling.</p> <p>L1: Know where a range of sea explorers (from 1271-Present Day) are placed on a timeline. L2: Know about the journeys of Christopher Columbus and in particular his discovery of the Americas. L3: Know about the journeys of Dame Ellen MacArthur and in particular her solo around the world sailing record. L4: Know what a pirate is and what they do; know the name of at least one famous pirate. L5/6: Know who Grace Darling was, place her on a timeline and to know about her famous rescue.</p>	<p>L1: Know historical vocabulary associated with the monarchy (see below). L2: Know where to place British monarchs on a timeline. L3: Know about the impact of King Henry VIII reign on the people of England. L4: Know about the impact of Queen Elizabeth's reign on the people of England. L5: Know about the impact of Queen Victoria's reign on the people of the United Kingdom. L6: Know about Queen Elizabeth II and her reign on all the people.</p>
<p>VOCABULARY</p>		
<p>Castle, Norman motte and bailey castles, Stone keep motte and bailey castle, Stone keep castle with stone curtain walls, Concentric castles, Courtyard castle and moat, Medieval fortified manor house, style, chronological order, earliest, most recent, changed. Castle, tower, turret, moat, battlements, barbican, drawbridge, portcullis, arrow loop, hill, bailey, motte, keep, defend, protect, danger, control, enemy, attack, weapons. Castle, cook, gardener, candlemaker, carpenter, marshal, herald, messenger, watchman. Belvoir Castle, Leicestershire, Duke and Duchess of Rutland, 1067, 11th century, hill, beautiful view, destroyed, ruins.</p>	<p>Sir Francis Drake, Roald Amundsen, Vasco de Gama, Captain James Cook, Marco Polo, Sir Walter Raleigh, Henry Hudson, Willem Janszoon, Christopher Columbus, Dame Ellen MacArthur, sea explorer, voyage, journey, timeline, first, earliest, next, last, most recent, chronological order, after, before. Sea explorer, voyage, journey, ship, navigate, Christopher Columbus, Europe, America, Atlantic Ocean, caravel, compass. Dame Allen MacArthur, sailing, Great Britain, alone, world, single-handed, knighted. Pirate, captain, ship, Jolly Roger flag, treasure, steal, jewellery, parrot, cannon, eye patch, island, hook, sword, women, Sir Henry Morgan, Anne Bonny, William Kidd, nationality, born, died, nickname.</p>	<p>AD, century, decade, empire, government, hierarchy, kingdom, monarch, palace, period, power, reign, royal, ruler, sovereign, year. Alfred the Great, William the Conqueror, King Henry VIII, Queen Victoria, Queen Elizabeth I, Queen Elizabeth II, timeline, first, earliest, next, last, most recent, chronological order, after, before. Catherine of Aragon, Anne Boleyn, Jane Seymour, Catherine Parr, Anne of Cleves, Catherine Howard, divorced, beheaded, died, positive, negative, Roman Catholic Church, monasteries, protect, invaders, enemies, parliament. Education, languages, Privy Council, parliament, decisions, Royal navy, Spanish Armada.</p>

Belvoir Castle, kitchen, saloon, guard room, ballroom, butler, servant, Duke and Duchess of Rutland.	Grace Darling, lighthouse, Northumberland, boat, shipwreck, storm, waves, rescue, survivors, heroine, bravery, medal, RNLI, timeline, first, earliest, next, last, most recent, chronological order, after, before.	Kensington Palace, governess, Prince Albert, traditions, laws, charity, hospital, public, popular. Crowned, throne, state banquets, Buckingham Palace, Commonwealth.
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GEOGRAPHY

ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
<p><u>Our World-</u> L1: know the names of the 7 continents and 5 oceans of the world. L2: know how to locate the equator and poles on a world map; and in general which parts of the earth are hotter and colder. L3: know where hot countries are located in the world and some of their features (animals, vegetation) L4: know where cold countries are located in the world and some of their features (animals, vegetation) L5: know where temperate countries are located in the world and some of their features (animals, vegetation) L6:</p>		<p><u>China/UK comparison-</u> L1: know where China is located on a world map, its capital city and which continent it is in. L2: know about different landmarks in China (Great Wall, main rivers, Himalayan mountains, Mount Everest) L3: know how to compare the capital city of Beijing with London- similarities and differences. L4: know how to compare school life in England and in China. L5: know how to compare farming in the UK with farming in China. L6: know about Chinese culture and food eaten (Food tasting).</p>		<p><u>Beside the Seaside-</u> L1: know what a seaside is, know how to locate our nearest coastal resort on a map and know the features of a seaside resort. L2: Fieldtrip to a coastal resort. L3: know how to compare the similarities and differences between a coastal resort and Grantham. L4: know the similarities and differences between seaside past and present. L5/6: know about a larger seaside resort and compare similarities and differences between the larger seaside resort and our own local resort.</p>	

VOCABULARY

<p>Map, continent, Europe, Asia, Africa, North America, South America, Antarctica, Australasia/ Australia, ocean, Atlantic, Pacific, Indian, Southern, Arctic. Equator, North Pole, South Pole, Northern hemisphere, Southern hemisphere, tropic, weather, hotter, colder, distance.</p>	<p>Country, capital city, continent, map, China, Asia, Beijing, Shanghai, Yangtze River, Hong Kong, Hainan, Yellow River, Chengdu. China, landmark, river, mountain, Great Wall, highest, border, wonder of the world, longest structure, sections.</p>	<p>Seaside, map, coast, sea, sand, beach, port, cliff, cave, resort, tourist, harbour, pier, promenade, bay, rockpools, lighthouse, fairground, buildings. Similarities, differences, compare, local area. Past, present, Victorian, divided, cleanliness, then, now. Natural, man-made, size.</p>
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Climate zone, country, animals, livestock, vegetation, plants, crops, hot, tropical, desert, rainforest, polar regions, temperate, grassland, woodland	Beijing, China, Asia, London, England, UK, Europe, similarities, differences, compare, culture, language, currency, population, transport, landmark China, England, similarities, differences, compare, school life, timetable, teacher, lesson, learn, breaks. China, England, farming, agriculture, livestock, climate, exports, farmland, rural, staple food, rice, paddy fields, crops, vegetation, tea, seasonality. China, culture, tradition, beliefs, festival, dragon, symbol, food, cuisine.	
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COMPUTING

ONLINE SAFETY IS A LIFE SKILL AND WILL ALWAYS BE REFORCED AND REITERATED THROUGHOUT THE YEAR

ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
COMPUTING SYSTEMS AND NETWORKS – Information Technology around us L1 Know how to recognise the uses and features of information technology L2 Know how to identify the uses of information technology in the school L3 Know how to identify information technology beyond school	CREATING MEDIA – Digital photography L1 Know how to use a digital device to take a photograph L2 Know how to make choices when taking a photograph L3 Know what makes a good photograph L4 Know how photographs can be improved L5 Know how to use tools to change an image L6 Know how photos can be changed	PROGRAMMING A – Robot algorithms L1 Know how to describe a series of instructions as a sequence L2 Know how to explain what happens when we change the order of instructions L3 Know how to use logical reasoning to predict the outcome of a program L4 Know how to explain that programming projects can have code and artwork	DATA AND INFORMATION – Pictograms L1 Know how to recognise that we can count and compare objects using tally charts L2 Know how to recognise that objects can be represented as pictures L3 Know how to create a pictogram L4 Know how to select objects by attribute and make comparisons L5 Know how to recognise that people	CREATING MEDIA – Making music L1 Know how to say how music can make us feel L2 Know how to identify that there are patterns in music L3 Know how to experiment with sound using a computer L4 Know how to use a computer to create a musical pattern L5 Know how to create music for a purpose L6 Know how to review and refine our computer work	PROGRAMMING B – Programming quizzes L1 Know how to explain that a sequence of commands has a start L2 Know how to explain that a sequence of commands has an outcome L3 Know how to create a program using a given design L4 Know how to change a given design L5 Know how to create a program using my own design

L4 Know how information technology helps us L5 Know how to use information technology safely L6 Know how to use information technology safely		L5 Know how to design an algorithm L6 Know how to create and debug a program that I have written	can be described by attributes L6 Know how to explain that we can present information using a computer		L6 Know how to decide how my project can be improved
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VOCABULARY

Information technology (IT), computer, barcode, scanner/scan	Device, camera, photograph, capture, image, digital, landscape, portrait, framing, subject, compose, Light sources, flash, focus, background, editing, filter, format, framing, lighting, focus, filter	Instruction, sequence, clear, unambiguous, algorithm, program, sequence, order, algorithm, instructions, prediction, artwork, design, route, mat, algorithm, debugging, program, decomposition	More than, less than, most, least, organise, data, object, tally chart, votes, total, pictogram, enter, data, compare, count, explain, more, less, most, least, more common, least common, attribute, group, same, different, object, more than/less than, most/least, conclusion, sharing, data	Music, planets, Mars, Venus, war, peace, quiet, loud, feelings, emotions, pattern, rhythm, pulse, Neptune, pitch, tempo, rhythm, notes, notes, instrument, create, emotion, pulse/beat, open, edit rhythm, notes, create, emotion,	Sequence, command, program, run, start, outcome, predict, blocks, Sprite, algorithm, blocks, design, sequence, predict, actions, project, modify, change, algorithm, build, match, compare, debug, program, features, evaluate
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MUSIC

ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
MMC Y2 Unit 1 How does music help us to make friends? L1: Know that songs have different sections	MMC Y2 Unit 2 How does music teach us about the past? L1: Know how to describe listening music	Ocarinas – from 1-2-3 Ocarina L1: Know the notes high D, B, G, low D and E; know how to tongue and slur notes on the ocarina	MMC Y2 Unit 3 How does music make the world a better place? L1: Know that major keys make music sound happy, positive and	MMC Y2 Unit 5 How does music make us happy? L1: Know that the style of the song 'I wanna be in a band' is rock; be able to identify some of	Ocarinas – from 1-2-3 Ocarina and Play Your Ocarina Book 1 L1: Know the notes high D, B, G, low D, E, A and C

<p>and begin to recognise some of these</p> <p>L2: Know how to mark the beat of listening songs by tapping or clapping and recognise tempo (speed), including changes of tempo</p> <p>L3: Know how to group notes into twos (and threes) by tapping knees on the first (strongest beat) and clapping the remaining beat(s)</p> <p>L4: Know that notes can be grouped into fours (4/4 time) and move/walk to a steady beat in 4/4 time, with emphasis on the first beat</p> <p>L5: Know that they can use personal ideas for music in improvisation and demonstrate these if confident enough to do so; improvise with the song using 3 notes</p> <p>L6: Create rhythm patterns using notes of 1 beat, 2 beats, half beats and their rests (crotchet, minim, quaver)</p>	<p>using their increasing music vocabulary</p> <p>L2: Know that the different sounds that make up music (e.g. voice, different instruments) is called the timbre of the music</p> <p>L3: Know how to copy back short phrases using notes of 1 beat, 2 beats and half beats (crotchet, minim, quaver)</p> <p>L4: Know how to listen to a short phrase and create an answering phrase using notes of 1 beat, 2 beats, half beats and their rests (crotchet, minim, quaver)</p> <p>L5: Know how to play along with the song using notes G, A, B</p> <p>L6: Know how to compose along with the song using notes G, A, B, D, E</p>	<p>L2: Know how to count/clap and say the tune 'Water Wheel' (includes a dotted minim); know how to play the tune 'Water Wheel' (p21)</p> <p>L3: Know how to count/clap and say the tune 'Summer Meadow' (includes dotted crotchet-quaver); know how to play the tune 'Summer Meadow'</p> <p>L4: Know how to play the note A; know how to count/clap and say the tune 'Buzz'; know how to play the tune 'Buzz'</p> <p>L5: Know how to combine the knowledge of all the notes so far to play them in one tune; know how to count/clap and say the tune 'Ay-Up Ay-Up'; know how to play the tune 'Ay-Up Ay-Up'</p> <p>L6: Know how to play the note C; know how to count/clap and say the tune 'Easy Peasy Lemon Squeezy'; know how to play the tune 'Easy Peasy Lemon Squeezy'</p>	<p>minor keys make music sound sad, spooky</p> <p>L2: Know how they feel about the music 'Maple Leaf Rag' and be able to express this; share their thoughts on what the composer intended for this music when he wrote it</p> <p>L3: Know how to listen to and copy back two-note melodic patterns using the notes A and E (doh-so) from memory (and from notation)</p> <p>L4: Know how to listen to melodic patterns using A and E and create a simple melodic answer using notes of 1 beat, 2 beats, half beats and their rests (crotchet, minim, quaver)</p> <p>L5&6: Know how to compose a short piece, as a group or individually, by first creating the rhythm, then adding the pitch</p>	<p>the elements of the structure of the song (e.g. introduction, riff, etc.)</p> <p>L2: Know how to lead by inventing rhythms for others to copy on untuned percussion</p> <p>L3: Know that the song 'Music is All Around' is in a jazz style; be able to compare this piece with the piece from week 1 using musical vocabulary</p> <p>L4: Know that the musical term for loud is 'forte' (f) and the musical term for quiet (soft) is 'piano' (p)</p> <p>L5: Know how to improvise simple riffs (repeated patterns), including question and answer phrases</p> <p>L6: Know that performers should be confident and when singing should stand up straight, smile and try to ensure that the listener can hear all the words being sung</p>	<p>L2: Know how to play 'Old MacDonald' (for end of term performance) (P12 – PYO Bk 1)</p> <p>L3: Know how to play 'Little Bird' (for end of term performance) (P17 – PYO Bk 1)</p> <p>L4: Know how to play the note F#; know how to play 'Muffin Man' (for end of term performance) (P18 – PYO Bk 1) (Depending on group ability, you may prefer to teach and rehearse 'London's Burning, P8, which is simpler)</p> <p>L5: Know why and how to rehearse for performance</p> <p>L6: Know how to perform on the ocarina with increased confidence to a friendly audience</p>
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VOCABULARY

Year 1 vocabulary + Chant, verse, chorus, rest	Year 1 vocabulary + Chant, verse, chorus, rest, timbre, 'question and answer' phrases	Year 1 vocabulary + Chant, verse, chorus, rest, timbre, 'question and answer' phrases	Year 1 vocabulary + Chant, verse, chorus, rest, timbre, 'question and answer' phrases, major, minor	Year 1 vocabulary + Chant, verse, chorus, rest, timbre, 'question and answer' phrases, major, minor, untuned percussion, rock, structure, introduction, jazz, forte (loud), piano (quiet/soft)	Year 1 vocabulary + Chant, verse, chorus, rest, timbre, 'question and answer' phrases, major, minor, untuned percussion, rock, structure, introduction, jazz, forte (loud), piano (quiet/soft)
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ART		
ADVENT – Repeating Patterns Children will...	LENT - Sculpture Children will...	PENTECOST - Portraits Children will...
<p>(Linked to trip to Belvoir Castle)</p> <p>L1: Know how to appraise examples of repeating patterns in wallpaper samples.</p> <p>L2: Know how to look at and appraise the repeating patterns in wallpaper created by William Morris (You Tube William Morris art lesson Year 1)</p> <p>L3: Know how to use a pizza tile and felt tips to create a repeating pattern</p> <p>L4: Know how to design and make a printing block</p> <p>L5: Know how to use a printing block to create a repeating pattern</p> <p>L6: Know how to exhibit and explain their repeating pattern.</p>	<p>L1: Know how to discuss and appraise the work of Guiseppe Arcimboldo and his 3D fruit and vegetable pictures.</p> <p>L2. Know how to use Guiseppe Arcimboldo's techniques to create their own pictures.</p> <p>L3: Know how the artist Andy Goldsworthy created his sculptures and compare with Guiseppe Arcimboldo</p> <p>L4. Know how to re-create one of Andy Goldsworthy's well-known sculptures using natural materials.</p> <p>L5: Know how to use natural materials to create their own sculpture, inspired by the work of Andy Goldsworthy, and take photographs</p> <p>L6. Know how to create a presentation of their work, with explanations, for sharing with parents</p>	<p>L1: Know how to discuss and appraise a range of portraits of the Queen by different artists.</p> <p>L2: Know how to create their own portrait of the Queen.</p> <p>L3: Know who Andy Warhol was and what his portrait of the Queen looked like. Know what is meant by Pop Art</p> <p>L4. Know how to use their own face for a Pop art inspired piece.</p> <p>L5. Know how to create their own portrait of the Queen in a Pop Art style</p> <p>L6. Know how to compare both of their representations of the Queen and record their comments.</p>

VOCABULARY		
Pattern, repeat, print, block, tile, press, colour, nature,	Like, dislike, thoughts, Sculpture, arrange, shape, natural, free, photograph, display,	Pop Art, image, colour, block, bold, style, artist, portrait, repeat

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ADVENT – Dips and Dippers Children will...	LENT – Moving Picture (Grace Darling) Children will...	PENTECOST – Fabric Bunting Children will...
L1 Know how to evaluate different dips and start to think about where different foods come from.	L1 Know how to explore and evaluate existing moving books.	L1 Know how to explore and evaluate bunting.
L2 Know how to explore different dippers and describe them.	L2 Know how to use mechanisms in their product	L2 Know how to design bunting
L3 Know how to explain why I need to eat a balance and variety of food groups to stay healthy	L3 Know how to make a lever and use it in their product.	L3 Know how to a template to help cut a piece of fabric.
L4 Know how use a range of tools and equipment to make dips and dippers	L4 Know how to make a wheel mechanism and use it in their product.	K4 Know how to use running stitch to join fabric
L5 Know how to plan my own appealing dip and dipper and clearly show my ideas.	L5 Know how to design and make decisions about their product and use an annotated sketch to show them.	L5 Know how to select fabrics that are suitable for decorating bunting.
L6 Know how to follow my plan to make my own dip and dipper and evaluate them.	L6 Know how to use mechanisms to make and evaluate against design criteria.	L6 Know how to join fabrics and evaluate their product

VOCABULARY		
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Ingredients, dips, evaluate, senses, taste, texture, smell, appearance, dipper, explore, sensory, evaluating, crunchy, dry, hard, sweet, juicy, protein, dairy, fruit, vegetables, carbohydrate, balanced, diet, varied, hygiene, blend, grate, crush, mix, peel, chop, slice, layered, marbled,	Moving, picture, book, story, lever, slider, pivot, wheel, push, pull, direction, up, down, left, right, product, moving, mechanism, slider, evaluate, assemble, fix, lever, split pin, pivot, picture, mechanism, disc, reassemble, fixed, push, cut, draw, design criteria, annotated sketch, idea,	Evaluate, product, bunting, existing, design, program, graphics, computer, template, felt, trace, accurately, skill, needle, thread, running stitch, seam, starting off, finishing off, materials, fabrics, join, select, properties, glue, staple, sew
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The Bridge, The Claw, context, equipment, method, design, design criteria, plan.	discuss, choose, drawing, label, appealing, make, improve	
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PE					
ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
<p>Fundamentals</p> <p>L1: know how to develop balance, stability and landing safely.</p> <p>L2: know how to explore how the body moves differently when running at different speeds.</p> <p>L3: know how to develop changing direction and dodging.</p> <p>L4: know how to develop and explore jumping, hopping and skipping actions.</p> <p>L5: know how to develop co-ordination and combining jumps.</p> <p>L6: know how to develop combination jumping and skipping in an individual rope.</p> <p>Sending and Receiving</p>	<p>Gymnastics</p> <p>L1: know how to perform gymnastic shapes and link them together.</p> <p>L2: know how to use shapes to create balances.</p> <p>L3: know how to link travelling actions and balances using apparatus.</p> <p>L4: know how to demonstrate shapes, take off and landings when performing jumps.</p> <p>L5: know how to develop rolling and sequence building.</p> <p>L6: know how to develop sequence work on apparatus.</p> <p>Ball Skills</p> <p>L1: know how to roll a ball to hit a target.</p>	<p>Target Games</p> <p>L1: know how to develop an understanding of target games and consider how much power to apply when aiming at a target.</p> <p>L2: know how to understand how to score in different target games using overarm throwing.</p> <p>L3: know how to develop understanding of different target games using the skill of kicking.</p> <p>L4: know how to develop striking to a target.</p> <p>L5: know how to develop hitting a moving target.</p> <p>L6: know how to select appropriate skill to play a game.</p>	<p>Fitness</p> <p>L1: know how to understand how to run for longer periods of time without stopping.</p> <p>L2: know how to develop co-ordination and timing when jumping in a long rope.</p> <p>L3: know how to develop individual skipping.</p> <p>L4: know how to take part in a circuit to develop stamina and agility.</p> <p>L5: know how to explore exercises that use your own body weight.</p> <p>L6: know how to develop 'ABC,' agility, balance and co-ordination.</p> <p>Invasion</p> <p>L1: know how to understand what being</p>	<p>Dance</p> <p>L1: know how to repeat, link and choose actions.</p> <p>L2: know how to create actions and accurately copy other's actions.</p> <p>L3: know how to copy, remember and repeat actions using facial expressions to show different characters.</p> <p>L4: know how to perform unison creating shapes with a partner.</p> <p>L5: know how to mirror a partner and create ideas.</p> <p>L6: know how to copy, repeat and create actions in response to a stimulus.</p> <p>Striking and Fielding</p> <p>L1: know how to track a rolling ball and collect it.</p> <p>L2: know how to develop accuracy in</p>	<p>Athletics</p> <p>L1: know how to develop the sprinting action.</p> <p>L2: know how to develop jumping for distance.</p> <p>L3: know how to develop technique when jumping for height.</p> <p>L4: know how to develop throwing for distance.</p> <p>L5: know how to develop throwing for accuracy.</p> <p>L6: know how to develop technique when taking part in an athletics carousel.</p> <p>Net and Wall</p> <p>L1: know how to develop racket familiarisation.</p>

<p>L1: know how to roll a ball towards a target. L2: know how to track and receive a rolling ball. L3: know how to stop, send and receive a ball with your feet. L4: know how to develop throwing and catching skills. L5: know how to develop throwing and catching skills. L6: know how to send and receive a ball using a racket.</p>	<p>L2: know how to develop co-ordination and stop a rolling ball. L3: know how to develop technique and control when dribbling a ball with your feet. L4: know how to develop control and technique when kicking a ball. L5: know how to develop co-ordination and technique when throwing and catching. L6: know how to develop control and co-ordination when dribbling a ball with your hands.</p>	<p>Team Building L1: know how to follow instructions and work with others. L2: know how to co-operate and communicate in a small group to solve challenges. L3: know how to create a plan with a group to solve the challenges. L4: know how to communicate effectively and develop trust. L5: know how to work as a group to solve problems. L6: know how to work with a group to copy and create a basic map.</p>	<p>in possession means and support a teammate to do this. L2: know how to use a variety of skills to score a goal. L3: know how to develop stopping goals. L4: know how to learn how to gain possession of the ball. L5: know how to develop an understanding of marking an opponent. L6: know how to learn to apply simple tactics for attacking and defending.</p>	<p>underarm throwing and consistency in catching when fielding a ball. L3: know how to develop accuracy with overarm throwing to send a ball over a greater distance and limit a batter's score. L4: know how to develop striking for distance and accuracy. L5: know how to develop decision making to get a batter out. L6: know how to develop decision making when under pressure.</p>	<p>L2: know how to develop placing an object. L3: know how to use the ready position to defend space on court. L4: know how to develop returning a ball with hands. L5: know how to develop returning a ball using a racket. L6: know how to move an opponent to win a point.</p>
VOCABULARY					
<p>Fundamentals Jog, speed, skip, sprint, dodge, balance</p>	<p>Gymnastics Action, travel, balance, jump, direction, roll, link, sequence, straddle, pike, tuck, star, level</p>	<p>Target Games Release, accuracy, opposite, strike, target, ahead, select, object, distance</p>	<p>Fitness Speed, distance, sprint, strong, pace, jog, steady, race</p>	<p>Dance Counts, action, travel, shape direction, speed, level, space, balance, timing, mirror, pathway</p>	<p>Athletics Speed, jog, sprint, pace, balance, direction, take off, landing, swing, height, distance, overarm, underarm</p>
<p>Sending and Receiving Track, send, accurate, target, control, release, receive</p>	<p>Ball Skills Overarm, distance, dribble, underarm, collect, target</p>	<p>Team Building Solve, support, map, direction, co-operate, successful, share, plan, communicate</p>	<p>Invasion Possession, send, teammate, chest pass, received, goal, dodge, bounce pass</p>	<p>Striking and Fielding Throw, score, place, strike, send. Runs, track, catch, backstop, wicket keeper, batter, bowler, fielder</p>	<p>Net and Wall Receive, opponent, quickly, trap, defend, return, collect, against</p>

PSHE
Statements to Live By – Odd numbers

ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
L1/2 We are all special. L3/4 I can say how I feel. L5/6 I know what to do if I see anyone being hurt.	L1/2 I try to stand up for myself and others without hurting others. L3/4 I can tell you how I look after myself. L5/6 I can work, play, rest and pray each day	L1/2 I try to love others as I love myself. L3/4 I know I belong in a community that includes my school. L5/6 I listen to what you say. I show that I am listening to you.	L1/2 I try to use words that make the world a better place. (Please, sorry, thank you). L3/4 I know that it is ok for me to make mistakes. L5/6 I try to keep going when things are difficult and not give up hope.	L1/2 I know when to ask for help and who to ask for help from. L3/4 I know how to help others when they are in trouble. L5/6 I try to forgive people when they hurt me.	L1/2 I know how to show I am sorry. L3/4 I know what human dignity means and I show that I respect others. L5/6 I notice that we are the same and we are different.

VOCABULARY

special, feelings, hurt, good, proud, happy, sad	work, rest, pray	love, community, belong, school,	world, please, thank you, sorry, mistake, difficult	help, trouble, forgive	sorry, respect, same, different
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PSHE
Statements to Live By – Even numbers

ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
L1/2 I can say one good thing about myself. L3/4 I can laugh and have fun. L5/6 I understand that rights match responsibility.	L1/2 I try to be just and fair. L3/4 I think before I make choices that affect my health. L5/6 Simple things can make us happy.	L1/2 I try to follow our school and classroom rules. L3/4 I know we are happiest when we are united. L5/6 I co-operate with others in work and play.	L1/2 I try to appreciate the beauty and the wonder in the world around me L3/4 I can learn from my mistakes and failures. L5/6 I know what humility means.	L1/2 I can recognise comfortable and uncomfortable feelings. L3/4 I understand what trust means. L5/6 I try to accept forgiveness from others.	L1/2 I understand the importance of peace. L3/4 I stand up for people who are being treated unfairly. L5/6 I try to be accepting of others.

VOCABULARY

good, laugh, fun, rights, responsibility	just, fair, choices, health	school, classroom, rules, united, co-operate, work, play	appreciate, beauty, wonder, world, mistake, failure, humility	comfortable, uncomfortable, trust, accept, forgiveness	peace, unfair, fair, important, accept
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SCIENCE					
ADVENT 1– Living things and Habitats (Biology) Children will...	ADVENT 2 – Everyday Materials (Physics) Children will...	LENT 1– Animals including Humans (Biology) Children will...	LENT 2 - Animals including Humans (Biology) Children will...	PENTECOST 1 – Plants (Biology) Children will...	PENTECOST 2 - Plants (Biology) Children will...
<p>L1: Know what it means to be alive and dead; know how to classify objects into living, dead and never been alive.</p> <p>L2: Know what the word ‘biome’ means and that each biome has a variety of habitats within it. (Biomes- rainforest, desert, grassland, temperate forest, tundra, savannah)</p> <p>L3: Know that animals and plants live in habitats that provide their basic need and that the animals and plants depend upon each other.</p>	<p>L1: Know how to sort materials into metal, wood, plastic, paper, glass and fabric.</p> <p>L2: Know the difference between natural and synthetic and be able to sort materials accordingly.</p> <p>L3: Know that the shape of some solid objects can be changed by squashing, bending, stretching and twisting.</p> <p>L4: Know how to apply their knowledge of materials to build a house which will be tested for strength, rigidity and its waterproofing.</p>	<p>L1: Know what the word ‘offspring’ means; know that animals including humans have offspring which grow into adults.</p> <p>L2: know what the term ‘lifecycle’ refers to, know the basic lifecycles of Chicken, butterfly, human and frog</p> <p>L3: Know what it means to be ‘alive’. Know what animals, including humans, need to stay alive. Know how to use secondary sources to pose and answer questions.</p> <p>L4: Know the features an animal may have</p>	<p>L1: Know what represents a ‘balanced diet’ (linked to the work of artist Guiseppe Archimboldo)</p> <p>L2: Know the importance of good personal hygiene. Know how germs spread. Know why soap is important.</p> <p>L3/4: Know what a microbe is. Know the difference between good and bad microbes.</p> <p>L5: Know why hygiene is really important. Know how to evaluate a comparative test.</p> <p>L:6 Knowledge Quiz.</p>	<p>L1: Know the parts of a plant</p> <p>L2: Know the lifecycle of a common plant (sunflower/strawberry)</p> <p>L3: Know how to sort and classify a variety of different seeds</p> <p>L4: Know how to collect and identify some different seeds in the local area.</p> <p>L5: Know what germination is and make predictions as to the growth rate of different seeds.</p> <p>L6: Know that plants can grow in different conditions</p>	<p>L1: Know the structure of a bulb and the purpose of each part</p> <p>L2/L3: Know that plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>L4: Know what a climate is and some of the different climates to be found. Know that some plants adapt to living in different conditions.</p> <p>L5: Know the common trees in our local area.</p> <p>L6: Know how to apply their knowledge to create an information sheet about how to look after plants,</p>

<p>L4: Know what a 'micro-habitat' is.</p> <p>L5: Know how to apply their knowledge of habitats to create a habitat for an imaginary creature</p> <p>L6: Know what a food chain is and be able to create simple food chains.</p>	<p>L5: Know which materials best protect an egg from cracking</p> <p>L6: Know that some materials bounce and others do not.</p>	<p>that help it survive (eg whale-blubber)</p> <p>L5: Know what humans need to do to stay healthy (eg. exercise, diet, hygiene). Know the impact of exercise on heart rate.</p> <p>L6: Know some of the healthy foods that humans should have in their diet. Know what the food wheel shows us and some facts about the food groups represented.</p>			<p>incorporating what they need for growth.</p>
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VOCABULARY

<p>Living, dead, never been alive, suited, suitable, basic need, food, food chain, shelter, move, feed, names of local habitats e.g. pond, woodland, names of micro habitats e.g. under logs, in bushes etc.</p>	<p>Names of materials: wood, plastic, glass, metal, water, rock, brick, paper, fabric, card, rubber, suitable/unsuitable, use/useful, hard/soft, stretchy/stiff. Rigid/flexible, waterproof/absorbent, strong/weak, rough/smooth, transparent/opaque, shape, push/pushing,</p>	<p>Offspring, grow, adults, nutrition, reproduce, survival, water, food, air, exercise, hygiene, survival, exercise, lifecycle.</p>	<p>Offspring, grow, adults, nutrition, reproduce, survival, water, food, air, exercise, hygiene, survival, exercise, germ, microbe</p>	<p>Leaf, flower, blossom, bud, petal, berry, root, seed, stalk, trunk, branch, stem, bark, fruit, light, shade, sun, warm, cool, water, grow, healthy, germinate, climate, nutrients.</p>	<p>Leaf, flower, blossom, bud, petal, berry, root, seed, stalk, trunk, branch, stem, bark, fruit, light, shade, sun, warm, cool, water, grow, healthy, germinate, climate, nutrients.</p>
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	pull/pulling, twist/twisting, squash/squashing, bend/bending, stretch/stretching.				
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