



**Curriculum Overview Yearly Plan - Year 2**

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Reading Core Texts</b>						
<b>Supporting Texts</b>	<p>Hoot Owl – Master of Disguise by Sean Taylor</p> 	<p>Traction Man By Mini Grey</p> 	<p>Look Up! By Nathan Bryon</p> 	<p>Man on the Moon By Simon Bartram</p> 	<p>The Fox and the Star By Coralie Bickford-Smith</p> 	<p>Poems to Perform By Julia Donaldson</p> 
<b>Writing</b>	<p>Genres: Non-chronological report Narrative writing</p>	<p>Genres: Character Profile Adventure Story Descriptive Poetry</p>	<p>Genres: Persuasive leaflet Biography</p>	<p>Genres: Letter writing Recount</p>	<p>Genres: Ode Information text Narrative</p>	<p>Genres: Performance poetry Instructions</p>
<b>Maths</b> Following White Rose	<p>Number: Place Value Number: Addition and Subtraction Geometry: Shape</p>		<p>Measurement: Money Number: Multiplication and Division Measurement: Length and Height Measurement: Mass, capacity and temperature</p>		<p>Number: Fractions Measurement: Time Statistics Geometry: Position and Direction</p>	

			Consolidation
<p><b>History</b></p> <p>Following <a href="#">Kapow</a></p>	<p><b>Identifying similarities and differences – Changes within Living Memory</b></p> <p><u>How was school different in the past?</u></p> <ul style="list-style-type: none"> <li>-Correctly order and date four photographs on a timeline and add some dates.</li> <li>-Ask one question about schools in the past.</li> <li>-Make one comparison between schools in the past and present.</li> <li>-Use sources to research and develop an understanding of what schools were like 100 years ago.</li> <li>-Identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences.</li> <li>-Recognise two similarities and two differences between schools now and schools in the past.</li> <li>-State whether they would have preferred to go to school in the past or not and explain why.</li> </ul>	<p><b>Significant Historical Events/Events beyond living memory</b></p> <p><u>-How did we learn to fly?</u></p> <ul style="list-style-type: none"> <li>-Identify important events surrounding the history of flight.</li> <li>-Explain how a significant event has changed the lives of others.</li> <li>-Ask questions about people and events in the past.</li> <li>-Use primary sources to find out about people and events in the past.</li> <li>-Correctly order five events on a timeline</li> </ul>	<p><b>The lives of significant individuals</b></p> <p><u>What is a Monarch?</u></p> <ul style="list-style-type: none"> <li>-Recall that a monarch is a king or queen.</li> <li>-Explain that recent monarchs in the UK do not have the power to make decisions alone.</li> <li>-Identify some of the monarch's roles.</li> <li>-Explain that a king or queen is crowned in a special ceremony called a coronation.</li> <li>-Name some of the main steps in the coronation ceremony.</li> <li>-Explain the use of special objects in the coronation.</li> <li>-Use sources to explain how William the Conqueror became King of England.</li> <li>-Know that monarchs in the past had all the power to make decisions.</li> <li>-Explain how William the Conqueror kept order and conquered England.</li> <li>-Identify the two different types of castle built by the Normans.</li> <li>-Compare the similarities and differences between Norman castles.</li> <li>-Identify features of Norman castles.</li> <li>-Explain how castles have changed over time.</li> <li>-Recognise that we still have castles today.</li> <li>-Sequence castles on a timeline.</li> <li>-Describe characteristics of the monarchy in the past.</li> <li>-Identify that the monarchy has changed over time.</li> <li>-Make comparisons between past and present monarchy.</li> </ul>
<p><b>Geography</b></p> <p>Following <a href="#">Kapow</a></p>	<p><u>Would you prefer to live in a hot or cold place?</u></p> <ul style="list-style-type: none"> <li>-Name and locate the seven continents on a world map.</li> <li>-Locate the North and the South Poles on a world map.</li> <li>-Locate the Equator on a world map.</li> </ul>	<p><u>Why is our world wonderful?</u></p> <ul style="list-style-type: none"> <li>-Identify and locate characteristics of the UK on a map.</li> <li>-Identify human and physical features.</li> </ul>	<p><u>What is it like to live by a coast?</u></p> <ul style="list-style-type: none"> <li>-Name and locate the seas and oceans surrounding the UK in an atlas.</li> <li>-Label these on a map of the UK.</li> </ul>

	<ul style="list-style-type: none"> <li>-Describe some similarities and differences between the UK and Kenya.</li> <li>-Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place.</li> <li>-Recognise the features of hot and cold places.</li> <li>-Locate some countries with hot or cold climates on a world map.</li> </ul>	<ul style="list-style-type: none"> <li>-Locate human and physical features on a world map.</li> <li>-Explain the difference between oceans and seas.</li> <li>-Name and locate the five oceans on a world map.</li> <li>-Use an aerial photograph to draw a simple sketch map.</li> <li>-Collect data by sketching findings on a map and completing a tally chart.</li> <li>-Present their findings in a bar chart.</li> </ul>	<ul style="list-style-type: none"> <li>-Describe the location of the seas and oceans surrounding the UK using compass points.</li> <li>-Define what the coast is.</li> <li>Locate coasts in the UK.</li> <li>-Name some of the physical features of coasts.</li> <li>-Explain the location of UK coasts using the four compass directions.</li> <li>-Name features of coasts and label these on a photograph.</li> <li>-Identify human features in a coastal town.</li> <li>-Describe how people use the coast.</li> <li>-Follow a prepared route on a map.</li> <li>-Identify human features on the local coast.</li> <li>-Record data using a tally chart.</li> <li>-Represent data in a pictogram.</li> <li>-Describe how the local coast has been used.</li> </ul>
<p><b>Design Technology</b></p> <p>Following <a href="#">Kapow</a></p>	<p style="text-align: center;"><b><u>Mechanics – Fairground wheel</u></b></p> <ul style="list-style-type: none"> <li>-Design and label a wheel.</li> <li>-Consider the designs of others and make comments about their practicality or appeal.</li> <li>-Consider the materials, shape, construction and mechanisms of their wheel.</li> <li>-Label their designs.</li> <li>-Build a stable structure with a rotating wheel.</li> <li>-Test and adapt their designs as necessary.</li> <li>-Follow a design plan to make a completed model of the wheel.</li> </ul> <p style="text-align: center;"><b><u>Mechanics – Making a Moving Monster</u></b></p> <ul style="list-style-type: none"> <li>-Identify the correct terms for levers, linkages and pivots.</li> <li>-Analyse popular toys with the correct terminology.</li> <li>-Create functional linkages that produce the desired input and output motions.</li> <li>-Design monsters suitable for children, which satisfy most of the design criteria.</li> <li>-Evaluate their two designs against the design criteria, using this information and the feedback of their peers to choose their best design.</li> <li>-Select and assemble materials to create their planned monster features.</li> </ul>	<p style="text-align: center;"><b><u>Cooking and Nutrition – Balanced Diet</u></b></p> <ul style="list-style-type: none"> <li>-Name the main food groups and identify foods that belong to each group.</li> <li>-Describe the taste, feel and smell of a given food.</li> <li>-Think of three different wrap ideas, considering flavour combinations.</li> <li>-Construct a wrap that meets the design brief and their plan.</li> </ul>	<p style="text-align: center;"><b><u>Textiles – Puppets</u></b></p> <ul style="list-style-type: none"> <li>-Join fabrics together using pins, staples or glue.</li> <li>-Design a puppet and use a template.</li> <li>-Join their two puppets’ faces together as one.</li> <li>-Decorate a puppet to match their design.</li> </ul> <p style="text-align: center;"><b><u>Textiles – Pouches</u></b></p> <ul style="list-style-type: none"> <li>-Sew a running stitch with regular-sized stitches and understand that both ends must be knotted.</li> <li>-Prepare and cut fabric to make a pouch from a template.</li> <li>-Use a running stitch to join the two pieces of fabric together.</li> <li>-Decorate their pouch using the materials provided.</li> </ul>

	-Assemble the monster to their linkages without affecting their functionality.						
<b>Art</b> Following <a href="#">Access Art</a>	<b>Drawing – explore and draw.</b> Pathway for Years 1 & 2 <b>Disciplines:</b> Drawing, Sketchbooks, Collage <b>Key Concepts:</b> -That artists explore the world, seeing things around them in new ways, and bring things back to their studios to help them make art. -That we can go into our own environments, even when they are very familiar to us, and learn to see with fresh eyes and curiosity. -That we can use the things we find to draw from, using close observational looking. -That we can explore and use art materials, be inventive with how we use them, taking creative risks and enjoying accidents as well as planned successes. -We can use the shape of the page, and the way we arrange elements on the page, to create compositions which we like. <b>Themes:</b> Natural Forms, Seasonal Changes, Patterns, Symmetry. <b>Medium:</b> Graphite, Handwriting Pen, Watercolour/Brusho, Wax Resist. <b>Artists:</b> Rosie James, Alice Fox.		<b>Printing – exploring the world through monoprint</b> Pathway for Years 1 & 2 <b>Disciplines:</b> Printmaking (Mono Print), Drawing, Collage <b>Key Concepts:</b> -When we make mono prints we use mark making to create one off prints. -When we make mono prints we create an impression of a drawing. -That we can generate playful narratives and inventions through drawing. -That we understand that using a range of marks will generate different effects when creating mono prints. -That we can create creative responses to different stimuli and make the work our own. <b>Themes:</b> Natural and Manmade Forms, Invention, Narrative <b>Medium:</b> Graphite pencils, Oil Pastels, Carbon Paper <b>Artists:</b> Xgaoc’o X’are, Leonardo Di Vinci.		<b>Making – stick transformation</b> Pathway for Years 1 & 2 <b>Disciplines:</b> Making, Drawing, Sketchbooks <b>Key Concepts:</b> -That artists use their creativity to look at the world in new ways and use their hands to transform materials into new things. -That making art can be playful and fun. That we can create things for other people to enjoy/use. -That we can use our imagination to help us shape the world. <b>Medium:</b> Twigs, Construction Materials, Paper, Wool, Drawing Materials <b>Artists:</b> Chris Kenny		
<b>Music</b> Following <a href="#">Charanga</a>	<a href="#">Hands, Feet, Heart South African Music</a> Style: South African styles  Topic and cross-curricular links: South African music and Freedom Songs. Nelson Mandela as a famous and influential person in our lifetimes.	<a href="#">Ho Ho Ho! Christmas Music</a> Style: Christmas, Big Band, Motown, Elvis, Freedom Songs  Topic and cross-curricular links: Christmas. Literacy - Christmas vocabulary. Historical context of musical styles.  Links to other units: Christmas units	<a href="#">I Wanna Play in a Band Rock Music</a> Style: Rock  Topic and cross-curricular links: Teamwork, working together. The Beatles. Historical context of musical styles.  Links to other units:	<a href="#">Zootime Reggae Music</a> Style: Reggae  Topic and cross-curricular links: Animals, poetry and the historical context of musical styles.  Links to other units:	<a href="#">Friendship Song Mixed Styles</a> Coming Soon...	<a href="#">Reflect, Rewind, Replay Western Classical Music</a> Style: Western Classical Music and your choice from Year 2  Topic and cross-curricular links: Think about the history of music in context,	

	<p>Historical context of musical styles.</p> <p>Links to other units: Fishing Song - Britten - KS2/ages 7-11 (see Freestyle)</p>		<p>Livin' On A Prayer - KS2/ages 7-11 (Scheme Year 5) Don't Stop Believin' - KS2/ages 7-11 (see Freestyle)</p>	<p>Three Little Birds - KS2/ages 7-11 (Scheme Year 3)</p>		<p>listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p> <p>Links to other units: All Year 2 units</p>
<p><b>Science</b>  <u>Kapow</u></p>	<p><u>Living Things: Habitats</u> <b>Children will be able to:</b> -Ask questions to further their knowledge. -Recall some life processes, giving examples of how they apply to plants and animals. -Classify objects into alive, never been alive and was once alive, giving reasons for their choices. -Match different plants and animals to their habitats. -Give examples of how animals use their habitat for food and shelter. -Recall that plants produce their own food for energy.</p>	<p><u>Living Things: Microhabitats.</u> <b>Children will be able to:</b> -Identify and name a variety of plants and animals. -Recall that minibeasts live in microhabitats. -Describe microhabitats and their conditions. -Describe how microhabitats provide for the basic needs of animals and plants. -Describe the job role of a botanist.  <b>Working scientifically:</b> -Group minibeasts and create simple classification keys. -Ask questions and recognise that they can be answered in different ways. -Gather and record data and use it to answer questions. -Plan what observations to make in an experiment. -Order the steps of a method. -Describe the appearance of flowering plants.</p>	<p><u>Materials: Uses of everyday materials</u> <b>Children will be able to:</b> -Name objects with the same use that are made from different materials. -Name materials that are used to make objects with different uses. -Recognise that stretching, twisting, bending and squashing can cause some solid objects to change shape. -Name properties that make materials suitable for their use.  <b>Working scientifically:</b> -Measure using non-standard units. -Recording results in a table.</p>	<p><u>Animals Lifecycles and Health</u> <b>-Children will be able to:</b> -Identify stages in the life cycles of different animals, including humans. -Describe the basic survival needs of animals. -Explain how to take care of personal hygiene. -Describe some positive effects of exercise. -Identify foods in different food groups.  <b>Working scientifically:</b> -Measure using simple equipment. -Record results in a table. -Use data to answer a simple question.</p>	<p><u>Plants</u> <b>Children will be able to:</b> -Recall that seeds have all the necessary parts inside for plants to grow. -Recall that seeds need water and warmth to germinate. -Recognise that light is required for healthy plant growth. -Sequence the stages of a plant's life cycle. -Recognise the importance of healthy plant growth. -Describe the influences humans have on plants in the environment.  <b>Working scientifically:</b> -Set up comparative tests.</p>	<p><u>Making Connections</u> <b>Children will be able to:</b> - Explain the terms reduce, reuse and recycle. -Describe how paper is made. -Select suitable materials for a plant pot. -Describe good growth conditions for seeds. -Make a plant pot from eco-friendly materials. -Identify non-living materials to decorate a plant pot.  <b>Working scientifically:</b> -Use an online source to find answers to questions.</p>

	<ul style="list-style-type: none"> <li>-Name living things that are producers and place a producer at the beginning of a food chain.</li> <li>-Use arrows to show the order in a food chain.</li> </ul>	<ul style="list-style-type: none"> <li>-Use an identification chart to name flowering plants.</li> </ul>	<ul style="list-style-type: none"> <li>-Use data to answer a simple question.</li> <li>-Record results in a block graph.</li> </ul>	<ul style="list-style-type: none"> <li>-Research using secondary sources.</li> </ul>	<ul style="list-style-type: none"> <li>-Plan observations and measurements.</li> <li>-Use rulers to measure and record stem height.</li> <li>-Record plant growth data in a table.</li> <li>-Compare plant growth in different test conditions.</li> <li>-Use a magnifying glass to observe and compare plants.</li> <li>-Draw diagrams to represent stages of a plant's life cycle.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify and classify different types of material.</li> <li>-Classify natural and human-made materials.</li> <li>-Carry out tests to assess the properties of different materials.</li> <li>-Use observations to answer questions.</li> <li>-Draw conclusions about the suitability of materials.</li> </ul>
<p><b>Computing</b></p> <p><a href="#">Following MrPict</a></p> <p><b>E-Safety</b></p> <ul style="list-style-type: none"> <li>-recognise common uses of information technology beyond school.</li> <li>-use technology safely and respectfully, keeping personal information private; identify where to go for help and</li> </ul>	<p><b>Presentations Interactive Image Using Thinglink</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>-know how to add voice labels to an image</li> </ul> <p><b>Presentations Speech bubble Pictures Using Balloon Stickers+</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>-know how to add speech bubbles to an image to show what a character is thinking.</li> </ul>	<p><b>Presentations Animal Catchphrase Quiz Using Keynote</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>-know how to add voice labels to an image.</li> <li>-know how to import images to a project from the web and camera roll.</li> <li>-know how to use some build in animations in presentation software.</li> </ul> <p><b>Photo and Digital Art Photoshopping Using Pic Collage</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>-know how to add voice labels to an image.</li> </ul> <p><b>Photo and Digital Art Robot Avatars</b></p>	<p><b>Data Handling Venn Diagrams Using Pic Collage or Seesaw</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>-know how to sort digital objects into a range of charts such as Venn diagrams, Carroll diagrams and other bar charts using different apps and software.</li> <li>-know how to orally record themselves explaining what the data is showing.</li> <li>-know how to use the space bar only once between words and use touch to navigate to words letter to edit.</li> <li>-know how to copy and paste images and text.</li> </ul>	<p><b>AR and VR Storytelling with AR Using ARMakr</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>-be able to choose and create different types of animations to best explain their learning.</li> <li>-know how to create videos using a range of media – green screen, animations, film and image.</li> <li>-know how to bring objects into their surroundings using Augmented Reality.</li> </ul> <p><b>Video Creation Masking Storytime Using Doink Greenscreen</b></p>	<p><b>Artificial Intelligence AI Advantages Video Shadow Puppets Edu or Adobe Spark</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>-be able to explain some advantages and disadvantages of using simple AI technology.</li> <li>-know how to use tools to add effects to a video.</li> <li>-know how to add a voice recording to a storyboard.</li> </ul> <p><b>Programming Knock Knock Joke Scratch 3.0</b></p> <p>Children will:</p>	<p><b>Programming Robot Helper</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>-know that programs follow precise instruction.</li> <li>-know how to create programs using different digital devices E.g. Bee Bot or Scratch Junior on a tablet.</li> <li>-know how to debug programs of increasing complexity.</li> <li>-know how to use logical reasoning to predict the outcome of simple programs.</li> </ul> <p><b>Programming Algorithms</b></p>

<p>support when they have concerns about material on the internet or other online technologies .</p> <p>(See separate document for e-safety skills)</p>		<p style="text-align: center;"><b>Using Keynote</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>-know how to select and use tools to create digital imagery.</li> <li>-know how to rotate, resize, and change the colour of shapes.</li> <li>-know how to subtract or exclude shapes.</li> <li>-know how to edit a photo (crop, filters, mark up etc).</li> </ul>	<ul style="list-style-type: none"> <li>-know how to use caps lock for capital letters.</li> <li>-know how to add images alongside text in a word-processed document.</li> </ul> <p style="text-align: center;"><b>Animation</b> <b>Stop Motion Animation</b> <b>Using I Can Animate</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>-know how to create multiple animations of an image and edit them together.</li> <li>-know how to create a simple stop motion animation.</li> <li>-be able to explain how an animation/flip book works.</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>-know how to record a film using the camera app.</li> <li>-know how to select images and record a voiceover.</li> <li>-be able to highlight and zoom into their images as they record.</li> <li>-know how to use tools and add effects to a video.</li> <li>-know how to being to use green screen techniques and masking with support.</li> </ul>	<ul style="list-style-type: none"> <li>-know that programs follow precise instruction.</li> <li>-know how to create programs using different digital devices E.g. Bee Bot or Scratch Jrn on a tablet.</li> <li>-know how to debug programs of increasing complexity.</li> <li>-know how to use logical reasoning to predict the outcome of simple programs.</li> </ul>	<p style="text-align: center;"><b>Bee Bot App</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>-know that programs follow precise instruction.</li> <li>- know how to create programs using different digital devices E.g. Bee Bot or Scratch Jrn on a tablet.</li> <li>-know how to debug programs of increasing complexity.</li> <li>-know how to use logical reasoning to predict the outcome of simple programs.</li> </ul>
<p>PSHE, SMSC, SRE, Wellbeing</p> <p>Following <a href="#">Jigsaw</a></p>	<p style="text-align: center;"><a href="#">Being me in my World</a></p> <p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>- identify some of my hopes and fears for this year.</li> <li>- understand the rights and responsibilities for being a member of their class and School.</li> <li>- listen to other people and contribute their own ideas about rewards and consequences.</li> </ul>	<p style="text-align: center;"><a href="#">Dreams and Goals</a></p> <p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>-choose a realistic goal and think about how to achieve it.</li> <li>- carry on trying (persevering) even when they find tasks difficult.</li> <li>- recognise who I work well with and who it is more difficult for me to work with.</li> <li>-work well in a group to create an end product.</li> <li>- explain some of the ways they worked well in their group to create the end product.</li> <li>- know how to share success with other people.</li> </ul>	<p style="text-align: center;"><a href="#">Healthy Me</a></p> <p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>- know what they need to keep my body healthy.</li> <li>- show or tell you what relaxed means and they know some things that make me feel relaxed and some that make them feel stressed.</li> <li>- understand how medicines work in their body and how important it is to use them safely.</li> <li>- sort foods into the correct food groups and</li> </ul>	<p style="text-align: center;"><a href="#">Celebrating Difference</a></p> <p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>- start to understand that sometimes people make assumptions about boys and girls (stereotypes).</li> <li>- understand that bullying is sometimes about difference.</li> <li>- recognise what is right and wrong and know how to look after themselves.</li> <li>- understand that it is OK to be different from other people and to be friends with them.</li> </ul>	<p style="text-align: center;"><a href="#">Relationships</a></p> <p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>- identify the different members of their family, understand their relationship with each of them and know why it is important to share and cooperate.</li> <li>- understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.</li> </ul>	<p style="text-align: center;"><a href="#">Changing Me</a></p> <p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>- recognise cycles of life in nature.</li> <li>- tell you about the natural process of growing from young to old and understand that this is not in their control.</li> <li>- recognise how their body has changed since they were a baby and where they are on the continuum from young to old.</li> </ul>

	<ul style="list-style-type: none"> <li>- understand how following the Learning Charter will help them and others learn.</li> <li>- recognise the choices they make and understand the consequences.</li> </ul>		<p>know which foods their body needs every day to keep them healthy.</p> <ul style="list-style-type: none"> <li>- make some healthy snacks and explain why they are good for their body.</li> <li>- understand which foods to eat to give their body energy.</li> </ul>	<ul style="list-style-type: none"> <li>- tell you some ways they are different from their friends.</li> </ul>	<ul style="list-style-type: none"> <li>- identify some of the things that cause conflict with their friends.</li> <li>- understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.</li> <li>- recognise and appreciate people who can help them in their family, their school and their community.</li> <li>- express their appreciation for the people in their special relationships.</li> </ul>	<ul style="list-style-type: none"> <li>- recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, vagina, anus) and appreciate that some parts of their body are private.</li> <li>- understand there are different types of touch and can tell you which ones they like and don't like.</li> <li>- identify what they are looking forward to when they move to when they move to my next class.</li> </ul>
<p>RE</p> <p><b>Following Kapow Religion and Worldviews</b></p>	<p><a href="#">Why do we need to give thanks?</a></p> <ul style="list-style-type: none"> <li>-Identify reasons people may feel thankful and how this is expressed.</li> <li>Explain how some people celebrate harvest time.</li> <li>-Identify the meaning behind some harvest celebrations and practices.</li> <li>-Talk about what Hindu and Christian followers might learn from stories about gratitude.</li> </ul>	<p><a href="#">What do candles mean to people?</a></p> <ul style="list-style-type: none"> <li>-Share examples of where they have seen and experienced candles.</li> <li>-Identify three practices associated with Diwali.</li> <li>-Understand that some Hindu people use diyas as symbolism.</li> <li>-Understand the meaning of Advent to some Christian followers.</li> <li>-Identify what is important to some Jewish people at Hanukkah.</li> <li>-Explain what a hanukiah symbolises.</li> </ul>	<p><a href="#">How do we know some people have a special connection to God?</a></p> <ul style="list-style-type: none"> <li>-Recognise parts of Jesus' birth story that tell us some people believe Jesus is special.</li> <li>-Understand that religious stories can help us learn about religious beliefs.</li> <li>-Identify some parts of the story that tell some people that Guru Nanak was special as a baby.</li> <li>-Identify miracles in the stories that tell some people that some children are special.</li> </ul>	<p><a href="#">What is a prophet?</a></p> <ul style="list-style-type: none"> <li>-Identify how some prophets' feelings changed and explain the people's reactions to new prophets.</li> <li>-Understand the promises God made to some individuals, including promises shared across the Christian and Jewish worldviews.</li> <li>-Describe the story of the Night Journey and identify common prophets in the Muslim, Christian and Jewish worldviews.</li> </ul>	<p><a href="#">How do some people talk to God?</a></p> <ul style="list-style-type: none"> <li>-Describe what prayer means.</li> <li>Identify some reasons why people might pray.</li> <li>-Explain how some people use their bodies during prayer.</li> <li>-Identify some similarities and differences between the ways in which people pray.</li> <li>-Understand why special objects and items of clothing are important to some</li> </ul>	<p><a href="#">Where do some people talk to God?</a></p> <ul style="list-style-type: none"> <li>-To identify some features of mosques and their importance to some Muslims.</li> <li>-To explain how the features of an Orthodox Christian church might help some people pray.</li> <li>-To make connections between beliefs about the Trinity and Christian places of worship.</li> <li>-To identify some features of a synagogue and</li> </ul>

	<p>-Explain how some Hindus and Christians show their gratitude to God.</p> <p>-Explain how Hindu worship may reflect a person's beliefs about gratitude to God.</p> <p>-Recognise how worship through songs can be used to express thanks to God.</p> <p>-Express ideas about gratitude using music.</p>	<p>-Understand their own positionality on what candles mean to them.</p> <p>-Provide some examples of what candles mean to some people.</p>	<p>-Make comparisons to other stories.</p> <p>-Describe why Krishna might be seen as special by some people.</p> <p>-Identify parts of the story that tell us that Muhammad is special to some people.</p> <p>-Identify a miracle believed to have been performed by Jesus as an adult and the significance in religious stories.</p>	<p>-Explain Jesus' varied role in the Jewish, Christian and Muslim worldviews, identifying similarities and differences in these perspectives.</p> <p>-Describe how a guru might be similar to a prophet.</p> <p>-Explain what makes some prophets important to the people in the worldviews they explore.</p>	<p>people when they pray.</p> <p>-Draw connections between prayer practices within the Hindu, Muslim and Jewish worldviews.</p>	<p>discuss their importance.</p> <p>-To recognise that community and equality are important values to many Sikh people.</p> <p>-To explain what the similarities and differences between places of worship can tell us about some people's beliefs.</p>
<p><b>PE</b> <a href="#">Following Greenacre PE</a></p>	<p><b>Year 1 focused depending on cohort's targets.</b></p> <p><b>Tri Golf</b></p> <p>1 To familiarise pupils with the golf course: holes, tees, water and the sand bunker.</p> <p>To learn underarm throwing and how this relates to tri golf.</p> <p>2 To learn how to play golf without equipment.</p> <p>3 To learn the basic putting technique. The focus being on power and body positioning.</p> <p>4 To learn how to use a putter in a game</p>	<p><b>Tag Rugby</b></p> <p>1 Pupils learn how to dodge and weave an object using speed and direction.</p> <p>Pupils learn what agility is and why we use it in Tag Rugby.</p> <p>2 Pupils learn how to become familiar with a rugby ball. How to hold it and how to catch it with two hands.</p> <p>3 Pupils learn how to use the correct technique to throw the rugby ball in a straight line. They focus on aiming at a target.</p> <p>4 Pupils learn how to mark/shadow another person and why we do this. They also have an introduction to tagging.</p> <p>5 Pupils learn how to pass and move towards a goal area. Combining passing and running skills.</p>	<p><b>Football</b></p> <p>1 Familiarisation of the Ball: Pupils begin to use their feet to move around an area and learn the basic rules of football.</p> <p>2 Dribbling: Pupils learn the correct technique of how to dribble a ball.</p> <p>3 Short Passing: Pupils learn how to pass a ball over a short distance using the inside of their foot.</p> <p>4 Long Passing: Pupils learn how much power is needed to pass a ball over a long distance and why a long pass is used.</p> <p>5 Shooting: Pupils will learn how to strike a ball and also the</p>	<p><b>Cricket</b></p> <p>1 To learn and understand basic fielding skills using the one handed underarm throwing technique.</p> <p>2 To learn the basic underarm bowling action and to introduce the role of a wicket keeper.</p> <p>3 To learn basic fielding skills catching a low ball.</p> <p>4 Fundamental fielding skills, running a batter/runner out by returning the ball to the Wicket Keeper.</p> <p>5 Learning the basic concepts of playing a Kwik Cricket game.</p>	<p><b>Infant Agility</b></p> <p>1 To learn the correct running technique for short distance running.</p> <p>2 Learn the correct technique to perform the chest push pass.</p> <p>3 Learn and understand different ways to balance.</p> <p>4 To learn how to jump and land correctly.</p> <p>5 To develop hand - eye coordination.</p> <p>6 Continue to develop hand – eye coordination.</p> <p><b>Tennis</b></p> <p>1 Students learn to understand the similarities between</p>	<p><b>Infant Agility</b></p> <p>1 To learn the correct running technique for short distance running.</p> <p>2 Learn the correct technique to perform the chest push pass.</p> <p>3 Learn and understand different ways to balance.</p> <p>4 To learn how to jump and land correctly.</p> <p>5 To develop hand - eye coordination.</p> <p>6 Continue to develop hand – eye coordination.</p> <p><b>Rounders</b></p> <p>1 Pupils learn how to perform a two handed and one</p>

<p>situation using a score card. 5 To develop the fundamental skills of chipping a golf ball. 6 To be able to use their knowledge and skills within a full round of golf.</p>	<p>6 Pupils learn how to score in rugby by placing the ball down in target areas. They learn how to work as a team communicating ideas and rules.</p> <p style="text-align: center;"><b>Dance</b></p> <p>1 Pupils have an introduction to learning basic actions and pupils learn how to improvise and copy basic movement patterns in partners. 2 Pupils learn how to respond to a variety of stimuli e.g. words, poetry, pictures, sounds, videos, and objects. They explore different ways to use movement to reflect the stimulus. They practice their dance in groups trying to keep in unison. 3 Pupils learn different stage directions used in dances. They attempt to use these directions in the dance that has been created up to now. 4 Pupils learn how to express moods and feelings in dance to tell a story or convey an idea. Pupils will create scenarios of their own to expand the storyline and expression in their dance. 5 Pupils learn how to create a clear, middle and end to their routines by using stillness. Pupils work in pairs to communicate ideas. 6 Competition week: Pupils learn basic performance skills, and use</p>	<p>difference between passing and shooting. 6 Game Situations: Pupils link all of the skills learnt over the past 5 weeks and put them into a game situation.</p> <p style="text-align: center;"><b>Multi skills</b></p>	<p>6 Developing the basic concepts of playing a Kwik Cricket game.</p> <p style="text-align: center;"><b>Gymnastics</b></p> <p>1 To learn how to use their hands and feet to travel around an area. 2 To learn how to create a variety of different shapes with their body. 3 To learn how to jump effectively and safely and apply this in a routine. 4 To learn how to perform a variety of different balances. 5 To learn how to use small apparatus safely within a routine. 6 To learn how to develop a gymnastics sequence, using shapes, balancing, jumping and travel.</p>	<p>throwing and rolling the ball underarm to the forehand shot. 2 Students take part in exercises which continue to develop their ability to play a forehand shot in Tennis. 3 The teacher introduces the volley shot. The students understand what is meant by the term 'Volley'. 4 The pupils take part in activities to improve their ability to volley the ball. The teacher ensures their stance is correct and when they make contact with the ball the racket is facing up. 5 The students are introduced to how they start a rally in Tennis using a Serve. Students practice serving to targets to increase their ability to perform the serve whilst thinking about accuracy. 6 Students take part in a number of activities which enable them to showcase all the skills they have learnt over the</p>	<p>handed catch with the correct technique for striking and fielding games. 2 Pupils learn to link both throwing and catching as an introduction to a bowling technique. Focus is on pupils aiming and accuracy skills. 3 Pupils learn to make a striking action and to make contact with a moving ball. 4 Pupils learn running skills and experiment with the speed and acceleration within fun modified games. 5 Pupils learn to chase the ball and how to pick the ball up whilst on the move. Combining skills together to gain good fielding knowledge. 6 Pupils learn basic rules and positions and play enjoyable modified games with a competitive element to encourage the use of their skills in a game situation.</p>
---	--	--	--	---	--

		these in their final dance, to gain points from the judge. Prizes/House Points can be awarded.			course of the term.	
<b>School Values</b>	Week 1/2: Aspiration Week 3/4: Kindness Week 5/6: Reflection	Week 1/2: Resilience Week 3/4: Kindness Week 5/6: Reflection	Week 1/2: Aspiration Week 3/4: Kindness Week 5/6: Reflection	Week 1/2: Kindness Week 3/4: Reflection Week 5/6: Resilience	Week 1/2: Aspiration Week 3/4: Kindness Week 5/6: Reflection	Week 1/2: Kindness Week 3/4: Reflection Week 5/6: Aspiration
<b>Visitors/Trips</b>						
<b>Whole School</b>	Black History Month Mental Health Awareness Day PTA School Disco	National Stress Awareness Day Firework Extravaganza Road Safety Awareness Children in Need day Christmas Jumper Day Winter Wonderland	Make Your Dreams Come True Day Safer Internet Day Random Act of Kindness Day PTA School Disco Mother's Day gifts	Mental Health Week World Book Day Comic Relief PTA Sponsored Bounce Open Afternoon MADD Day	World Autism Awareness Day Father's Day gifts.	National Sports Week PTA Non-uniform day Happy, Healthy, Hampton Day Summer Fair Transition Day Meet your new teacher PTA School Disco

\*Although we aim to follow this curriculum overview throughout the year, this may well be subject to change as we adapt planning and teaching based on the needs of the children. Therefore, this curriculum overview will be refreshed at points during the year. Disciplinary and substantive knowledge will remain the same for progression\*

