



Year 2

Autumn - Fire and Ice

Spring - Into the Wild

Summer - Buckets and Spades





Topic – Fire and Ice
Year 2 – Autumn



Subject – Science – Plants / Animals including Humans

Prior Learning	In Year 1, the children name a variety of common wild and garden plants, including deciduous and evergreen trees. (plants commonly found in the UK – Rose, Daisy, Cow Parsley, Poppy, Oak, Horse Chestnut, Birch, Beech, Ash, Bluebell, Bramble). They also learn that plants can change over time. In addition to this, Year 1 children learn the basic structure of a variety of common flowering plants, including trees.
What Comes Next	In Year 3, the children learn that plants produce seeds that are dispersed in a variety of ways. In addition, the children will investigate the way in which water is transported within plants.
Key Vocabulary	Head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth, smell, taste, sight, hearing, touch

Notes and Guidance	Skills	Knowledge
During this term, the children will learn about different plants found in the UK. They will also learn about the conditions needed for seeds to germinate and grow effectively. The children will also study animals and observe changes over time. They will consider what humans need to survive and thrive by looking at case studies.	<p>Working Scientifically:</p> <ul style="list-style-type: none">• Ask simple questions• Observe closely, using simple equipment• Identify and classify animals• Use observations and ideas to suggest answers to questions <p>Plants:</p> <ul style="list-style-type: none">• 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 <p>Animals including Humans:</p> <ul style="list-style-type: none">• Notice that animals, including humans, have offspring which grow into adults• Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	<p>Plants:</p> <ul style="list-style-type: none">• The requirements of plants for germination, growth and survival.• That seeds and bulbs need, water to grow but most do not need light.• That seeds and bulbs have a store of food inside them. <p>Animals including Humans:</p> <ul style="list-style-type: none">• That animals grow and can alter as they grow.• What humans need in order to survive – food, shelter?• That regular exercise enables humans to be healthy.• That different foods have different effects on the human body• Some of the foods that are healthy and unhealthy.

Enrichment

During this topic, children go on a visit to Aston Hall where they tour the hall; handle historical artefacts and complete drama and art activities based on the Great Fire of London. The fire brigade visits the children to discuss fire safety and how fire safety equipment has changed since the Great Fire of London.

Prior Learning	In Year 1 Children have studied castles and will be aware that they were residences of rich and powerful people. They have learnt about the birth of a new monarch (George).
What Comes Next	Children will be learning about the Victorians later in the Year and carrying out a comparative study of Queen Elizabeth II and Queen Victoria. In Year 3, they focus on ancient Greece and prehistoric Britain.
Key Vocabulary	Before, after, past, present, decades, centuries, then, now, monarchy, parliament, government, diary, bakery, firebreak, St. Pauls Cathedral.

Notes and Guidance	Skills	Knowledge
<p>Pupils should learn about the details of the Great Fire of London and the Gunpowder plot. The Great Fire is simpler in many ways and children should consider why the fire started and was able to spread so quickly – consider the construction of buildings, the materials used to construct buildings, the proximity of buildings to each other, less sophisticated fire service.</p> <p>Children could also consider how we know about the Great Fire – are there any photographs – why not? Much of our information comes from contemporary accounts and paintings. Why is the Great Fire a significant historical event?</p> <p>The Gunpowder Plot is a little more complex – a Catholic plot to assassinate the King after a long period of Catholic oppression. Children could be introduced to the idea that a monarch had much more power in the 17th century than they do now. -Children may recreate the Great Fire of London in the playground to gain a further understanding.</p>	<ul style="list-style-type: none"> • Use a range of sources to find out about the past. • Identify some of the different ways the past has been represented. • Start to use stories or accounts to distinguish between fact or fiction. • Observe or handle evidence to ask questions/find answers about the past. • Choose and select evidence to find out about the past. • Label timelines with words and dates. • Recount the life of someone famous who lived in the past (i.e. Samuel Pepys) • Show an understanding of concepts such as monarchy, parliament, government, remembrance and war. • Use drama/role play to communicate knowledge about the past 	<ul style="list-style-type: none"> • To know that there are different types of evidence sources to represent the past. • Key events and dates of the Great Fire of London (being able to recount them) • To know about the lives of significant figures (i.e. Samuel Pepys, Thomas Farriner, Guy Fawkes) • To know the causes and consequences of the Great Fire of London and the Gun Powder Plot. • To know the key dates of the Gun Powder Plot (being about to recount them)

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Prior Learning	In Year 1, children began to identify features from an aerial photograph. Identify what a map is and what it is used for.
What Comes Next	Children will focus on naming and locating the countries and cities of the UK, along with the main rivers and seas.
Key Vocabulary	North Pole, South Pole, tundra, equator settlements, vegetation, desert, hot and cold

Notes and Guidance	Skills	Knowledge
Children to use atlases to locate the cold and warm places on the Earth. Use keys and visual information to identify how those areas can be identified. What geographical features might a cold area have? Where are the world's icy regions? What vegetation is there? Are there any settlements in these frozen regions? An igloo could be created in the classroom from empty milk cartons.	<ul style="list-style-type: none"> • Use a world map and a globe to locate the world's seven continents and five oceans. • To locate the equator on a globe. • To locate the North and South Poles on a globe. • To locate hot and cold areas of the world on a map and create a key to show this. • Use visual information to identify whether an area is hot or cold. • To identify the four points of the compass. • Use aerial photographs to recognise landmarks and basic human and physical features. • To use keys found in an atlas to identify hot and cold areas. • To compare weather in the local area with that in cold, hot places in the world. 	<ul style="list-style-type: none"> • To name and locate the world's seven continents and five oceans. • To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Use aerial photographs to recognise landmarks and basic human and physical features. • Follow basic fieldwork approach, question – observe – collect – describe. • Observe what we notice about local weather.

Enrichment

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Prior Learning	In Year one, children have learnt about some religious celebrations including Christmas. They have learnt about the bible, God and good news. They have learnt about the kitchen in a Gurdwara.	
What Comes Next	In Year 3, children extend their knowledge of Christianity further thinking about the world Jesus wanted and the Trinity. Learning about places is extended as children complete units on Hinduism and Judaism for the first time.	
Key Vocabulary	Church, altar, cross, lectern mosque, wudu (place to wash before prayer), prayer mat, shoe racks, gurdwara, dais (where holy book is raised and read), rest room, Langar, worship, sacred, holy, nativity.	
Notes and Guidance	Skills	Knowledge
<p>UI.2- 'Why does Christmas matter to Christians?'</p> <p>UI.9- 'Holy Places. Where and how do Christians, Muslims and Sikhs worship?'</p>	<p>UI.2</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Recognise that stories of Jesus' life come from the Gospels Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. <p>Understand the impact:</p> <ul style="list-style-type: none"> Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. <p>Make connections:</p> <ul style="list-style-type: none"> Think, talk and ask questions about Christmas for people who are Christians and for people who are not Decide what they personally have to be thankful for, giving a reason for their ideas. <p>UI.9</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Recognise that there are special places where people go to worship, and talk about what people do there Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship <p>Understand the impact:</p> <ul style="list-style-type: none"> Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe Give simple examples of how people worship at a church, mosque or synagogue Talk about why some people like to belong to a sacred building or a community. <p>Make connections:</p> <ul style="list-style-type: none"> Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas Talk about what makes some places special to people, and what the difference is between religious and non-religious special places. 	<p>UI.2</p> <ul style="list-style-type: none"> The story of Jesus' birth and why Jesus is important to Christians. Stories of Jesus' life come from the gospels. <p>UI.9</p> <ul style="list-style-type: none"> There are special places where people go to worship and identify. A belief about worship and a belief about God connecting to each place of worship. Know three objects used in worship in these religions (See vocabulary below). Why some people, like to belong to a sacred building or community.
<p>Enrichment</p> <p>During this topic, children go on a visit to Aston Hall where they tour the hall; handle historical artefacts and complete drama and art activities based on the Great Fire of London. The fire brigade visits the children to discuss fire safety and how fire safety equipment has changed since the Great Fire of London.</p>		

Prior Learning	In Year 1, children have learnt about the colour wheel; primary and secondary colours and completed painting on the theme of shields.
What Comes Next	In Year 3, children will further consolidate their understanding of tints, tones and shades and will focus on developing brush techniques when painting a front cover for 'James and the Giant Peach.'
Key Vocabulary	Painting: tertiary colour, shape, pattern, dab, sweep, poster paint, warm, cold, cool, townscape/cityscape, complementary, contrasting

Notes and Guidance	Skills	Knowledge
<p>During this term, the children will complete a painting unit where they think about 'hot' and 'cold' colours and how these can be mixed by creating tints and shades.</p> <p>They look at the work of Jan Griffier and incorporate their learning into their own Great Fire of London painting.</p> <p>Artist: Jan Griffier (Dutch Painter 1645-1718)</p>	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none"> Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. Explore the differences and similarities within the work of different artists Explore the work of Jan Griffier Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in their future work. Start to use sketchbooks to collect and record ideas and practise techniques <p>Painting</p> <ul style="list-style-type: none"> To add white and black to begin to mix tints and shades To paint fine detail Explore hot and cold colours and contrasting/complementary colours, To look at colour wheel (tertiary colour) Use a range of brushes to create different effects in painting Create a background using a colourwash Create tones with paint 	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none"> About Jan Griffier's paintings of the Great Fire of London That Jan Griffier was a Dutch painter <p>Painting</p> <ul style="list-style-type: none"> How tints and shades are mixed Which colours are classified as hot and cold? What the term 'complementary' and 'contrasting' mean That tertiary colours are mixed using the primary and secondary colours How to select the correct equipment for their final pieces What a colourwash is What a tone is

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Prior Learning	In Year One, the children will have experience of using construction kits to build walls and frameworks. They will have used basic tools e.g. scissors or hole punches with construction materials e.g. plastic, card and had experience of different methods of joining card and paper.
What Comes Next	In Year Three, the children move on to looking at shell structures when they make treasure boxes.
Key Vocabulary	Cut, fold, join, fix, structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved metal, wood, plastic, circle, triangle, square, rectangle, cuboid, cube, cylinder, design, make, evaluate, user, purpose, ideas, design criteria, product, function

Notes and Guidance	Skills	Knowledge
<p>POAP – Free standing structures</p> <p>Outcome- Great Fire of London model house</p>	<p>Designing</p> <ul style="list-style-type: none"> Generate ideas based on growing design criteria and their own experiences, explaining what they could make. Develop, model and communicate their ideas through talking, mock-ups and drawings. <p>Making</p> <ul style="list-style-type: none"> Plan by explaining what to do next. Select and use tools, skills and techniques, explaining their choices. Select new and reclaimed materials and construction kits to build their structures. Use finishing techniques suitable for the structure they are creating. <p>Evaluating</p> <ul style="list-style-type: none"> Explore a range of existing freestanding structures in the school and local environment e.g. buildings. Evaluate their product by discussing effectiveness of it in relation to the purpose, the user and whether it meets the original design criteria. 	<ul style="list-style-type: none"> Know how to make freestanding structures stronger, stiffer and more stable. Know and use technical vocabulary relevant to the project.

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Prior Learning	The children in Year 1 will have performed in unison with their class and they will have used a rhythm grid using picture notation. They will have also learnt the meaning of musical language including pitch, tempo and rhythm.
What Comes Next	The children in Year 3 will be able to sing the range of one octave in step (e.g. C-C), play 5 notes on a trumpet and play rhythms (using notation) including crotchets, minims and semibreves
Key Vocabulary	rhythm, pulse, pitch, tempo, dynamics, duration, solo, unison, graphic score, percussion, woodwind, brass, strings, crotchet, quaver, rest, composer

Notes and Guidance	Skills	Knowledge
<p><u>Autumn 1</u></p> <p>Sing for pleasure Charanga London's Burning</p> <p>Playing Rhythm grid 3/4 clap pulse. Count it out 123 123, clap on 1, chant oom pah pah etc Listen for triangle on beat 2. Half play rhythm on claves and half do pulse.</p> <p>Leading to ensemble.</p> <p>Add chime bars playing C and F at the same time on beat 1.</p> <p>Listening BBC Ten Pieces Purcell's Rondeau (he was about 7 years old in the Great Fire of London) in 3/4.</p> <p>Britten's Young Person's Guide to the Orchestra (YouTube and charanga)</p>	<ul style="list-style-type: none"> • Sing songs regularly with a pitch range of do-sol with increasing vocal control • Mark the beat to a piece of music • Begin to group beats in twos and threes, i.e. by tapping knees on strong beats and clapping others • Identify simple repeated patterns and structures • Use graphic symbols 	<ul style="list-style-type: none"> • Identify beat groupings in familiar music that they listen to • Start to recognise significant pieces, different genres and instruments being played

Enrichment
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Prior Learning	In Year 1, the children have begun to start learning about: the different parts of a laptop and how to log on, how to open Google Chrome and use search engines effectively.
What Comes Next	In Year 3, the children will progress to manipulating images and sound on PowerPoint.
Key Vocabulary	Sound effect, clip, mixer, volume, edit, length, crop, impact, cut, layer, mix, rules

Notes and Guidance	Skills	Knowledge
In this unit, children will explore the use of sound effects in short clips. They will learn how to create their own sound effects for a purpose and search through a bank of pre-recorded sound effects. Children will learn how to mix sound effects, to create a layer of sound.	<ul style="list-style-type: none"> Identify sound effects in animations Use Chrome to search for sound effects Choose sound effects that are suitable to a specific task and add effects to a mixer Edit the volume and length of a sound effect Record their own sound effects Use sound effects to add impact to a story retelling (Rainbow Bird story) Explain the simple rules for using technology. 	<ul style="list-style-type: none"> What sound effects are used for and where they can be found How sound effects are created Impact sound effects have on films, animations etc. Sound effect terminology – volume, edit, cut, crop, layer, mix The benefits of rationing time spent online. The internet can be used to communicate with people they don't know well

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Prior Learning	In Year one, children developed their sending and receiving skills to benefit the team. They learnt the difference between the roles of batters and fielders and learnt some simple tactics. In Gymnastics, they were introduced to twists, turns, rock and rolls. They also learnt to link these into simple sequences.
What Comes Next	In Year 3, children will use skills learnt as they are introduced to more formal sports, e.g. cricket. They will continue to develop their ability to strike a bowled ball and will work cooperatively to field. In Gymnastics, children will use basic compositional ideas to improve sequence work, they will identify similarities and differences in sequences and begin to introduce explosive elements to work using leaps and jumps.
Key Vocabulary	Hit, catch, runs, wicket, bats, bowl, feed, throw, catch, underarm, overarm, field, hitter, bowler, umpire, posts, stumps. Jump, roll, balance, travel, control, speed, link, slow, fast, high, low, shape, sequence, pattern, movement, music, timing, hang, like, carry, relaxation, extension, body tension, muscles, strength, rock, roll, turn, spin.

Notes and Guidance	Skills	Knowledge
<p>Autumn 1: Hit, Catch, Run Unit 1</p> <p>Autumn 2: Gymnastics Unit 1</p> <p>During autumn term unit 1 of 'Hit, Catch and Run' will be delivered, as well as unit 1 of 'Gymnastics' from the PE Hub.</p>	<p>Hit, Catch, Run Unit 1</p> <ul style="list-style-type: none"> To develop hitting skills with a variety of bats. To practise feeding/ bowling skills. To hit and run to score points in games. <p>Gymnastics Unit 1</p> <ul style="list-style-type: none"> To describe and explain how performers can transition and link gymnastic elements. To perform with control and consistency basic actions at different speeds and on different levels. Challenge themselves to develop strength and flexibility. Create and perform a simple sequence that is based on simple gymnastic scoring. 	<p>Hit, Catch, Run Unit 1</p> <ul style="list-style-type: none"> To know how batters can help each other to get runs. To know where to aim a ball when under arm bowling. To know how and where to hit a ball to help score points for the team. <p>Gymnastics Unit 1</p> <ul style="list-style-type: none"> To be able to name three elements of a sequence that can be judged. To know how to show different levels in a sequence. To begin to know how to judge and evaluate sequences. To know how performers can transition and link gymnastic elements.

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Prior Learning	In Year one, children developed their sending and receiving skills. In dance, they started to develop their ability to move to music and combine short sequences of steps together.
What Comes Next	In Year 3, children will use skills learnt as they are introduced to the more formal sport of football. In summer term dance, the children will continue to develop their ability to work individually and in a small group to create short motifs.
Key Vocabulary	Direction, huddle, group, mood, feeling, musicality, respond, speeds, levels, consistency. Control, accuracy, send, receive, dribbling, passing.

Notes and Guidance	Skills	Knowledge
<p>Autumn 1: Topic based dance</p> <p>Autumn 2: Football skills</p>	<p>Topic Based Dance:</p> <ul style="list-style-type: none"> • Perform basic actions with control and consistency at different speeds and at different levels. • Work as a group to create and perform short movement sequences to music. • Use the stimuli to copy, repeat and create dance actions and motifs. • Perform using more sophisticated formations as well as individual. <p>Football Skills:</p> <ul style="list-style-type: none"> • Send a ball using feet and to receive a ball using feet. • Refine ways to control bodies and a range of equipment. • Recall and link combinations of skills, e.g. dribbling and passing. 	<p>Topic Based Dance:</p> <ul style="list-style-type: none"> • Different speeds (fast and slow) and levels (high, medium and low) in dance. • How to collaborate ideas in a group. • What a stimulus for dance can be and how to effectively use this. • How to work independently and in a group. <p>Football Skills:</p> <ul style="list-style-type: none"> • How to accurately use your feet to control a ball (beginning to use the insides of the feet.) • How to control body and equipment. • Dribbling means staying on the ball while moving it around the pitch.

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Prior Learning	When in Year 1, the children identified the characteristics of being a good friend and recognised that people can have different opinions. They also learnt about how and when to take medicines safely and who should give them medicine.
What Comes Next	In Year 3, the children develop their knowledge of working together co-operatively and positively. They will also look at the importance of forgiveness and how to 'make things right' in different situations. In Year 3, they will also start to learn about smoking and the impact it has on the body.
Key Vocabulary	Safe, unsafe, dangerous, liquid, symbol, hazardous, hazard, alcohol, cigarettes, matches, lighter, risky, unique, emotions, label, character, traits, peers, rules, imaginary, real, lifestyle, active, mental, physical

Notes and Guidance	Skills	Knowledge
<p>Autumn 1 - Healthy Mind, Happy Me Unit (All About Me)</p> <p>Autumn 2 - Christopher Winter Project (CWP) - Drugs and Alcohol</p> <p>Some of the statutory targets will be delivered through Computing, Science and PE lessons too.</p> <p>Children in Need/Anti Bullying Week during Autumn Term</p>	<ul style="list-style-type: none"> Label core emotions on themselves and others (HMHM unit) Label character traits of their peers (HMHM unit) Identify what makes them unique (HMHM unit) Understand the importance of finding ways to understand and express their emotions (HMHM unit) Identify character traits in themselves (HMHM unit) Explore substances and situations that are safe and unsafe (CWP unit) Identify some hazardous substances (CWP unit) Consider safety rules for at home and school (CWP unit) Identify the different life stages (science) <p><i>Skills/Knowledge for Internet Safety and Harms/Online relationships written on Computing skills and knowledge grids</i></p>	<ul style="list-style-type: none"> What emotions are and how to identify emotions on themselves and their peers (BV – mutual respect, tolerance, individual liberty) Who they can speak to or what to do when they see/experience a safe or unsafe situation or find an unsafe substance (BV – mutual respect, tolerance, individual liberty, rule of law) What character traits they possess and understand that everyone is different (BV – mutual respect, tolerance, individual liberty) How to express the emotions they feel and begin to understand why they feel certain ways (BV – mutual respect, tolerance, individual liberty) What they can look for to check if substance round their home is hazardous or not (BV – mutual respect, tolerance, individual liberty, rule of law) How to use their initiative when it comes to safety in school and home (BV – mutual respect, tolerance, individual liberty, rule of law) The order of the different life stages and describe what happens during each life stage (BV – mutual respect, tolerance, individual liberty)

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Prior Learning	In Year 1, the children identify a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Including the names of animals that are commonly found in the UK or kept as pets). They also name a variety of common animals that are carnivores, herbivores and omnivores.
What Comes Next	In Year 3, the children learn that different parts of the body have special functions. In addition to this, they learn that there are animals that don't have skeletons and can compare the animals with vertebrates.
Key Vocabulary	Water, food, air, hygiene

Notes and Guidance	• Skills	• Knowledge
<p>Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy. They should raise and answer questions that help them to become familiar with the life processes that are common to all living things. Pupils should be introduced to the terms 'habitat' (a natural environment or home of a variety of plants and animals) and 'microhabitat' (a very small habitat, for example for woodlice under stones, logs or leaf litter). They should raise and answer questions about the local environment that help them to identify and study a variety of plants and animals within their habitat and observe how living things depend on each other, for example, plants serving as a source of food and shelter for animals. Pupils should compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest.</p> <p>Pupils might work scientifically by sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts. They should describe how they decided where to place things, exploring questions like 'Is a flame alive? Is a deciduous tree dead in winter?' and talk about ways of answering their questions. They could construct a simple food chain that includes humans (e.g., grass, cow, human). They could describe the conditions in different habitats and microhabitats (under log, on stony path, under bushes); and find out how the conditions affect the number and type(s) of plants and animals that live there.</p>	<p>Working Scientifically:</p> <ul style="list-style-type: none"> Ask simple questions and recognise that they can be answered in different ways Use observations and ideas to suggest answers to questions – changes to own body during exercise Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p>Living Things and their Habitats</p> <ul style="list-style-type: none"> 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 and animals in their habitats, including microhabitats 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 	<ul style="list-style-type: none"> Living things have certain characteristics that are essential for keeping them alive and healthy. Children should learn the differences between a habitat and a microhabitat. Understand how plants in the local area provide food and shelter for animals. How to compare habitats in familiar and unfamiliar areas.

Enrichment

During this topic, the children will visit the safari park to see the animals learnt about in class in a real-life setting.



Prior Learning	In year one, the children learnt the names and positions of the continents and where Africa is on the globe.	
What Comes Next	In year 3, the children will learn more about the continent of Europe.	
Key Vocabulary	Key, United Kingdom, England, Scotland, Wales, Northern Ireland., Africa, Madagascar, Toliara, culture, employment	
Notes and Guidance	Skills	Knowledge
In this unit, children compare a village in Madagascar-Toliara to living in Blackheath. They will develop their locational knowledge by revisiting continents and learn more about the countries that make up Africa (what countries are in North Africa, South Africa). They learn about the equator and what the weather is like there. As they zoom in on Toliara, they learn about similarities and differences to Blackheath – they find out about the physical landscape and look at how communities work together and the challenges they face.	<ul style="list-style-type: none"> • Locate Blackheath and Toliara on a world map. • Compare and contrast the cultures of Toliara and Blackheath. • Can ask questions to find out what different places are like. • Draw a simple map of Africa locating Madagascar. • Use aerial photographs to recognise landmarks and basic human and physical features. 	<ul style="list-style-type: none"> • How to identify which continents Blackheath and Toliara are found in. • How to identify two locations- Blackheath and Toliara • How to understand what is meant by the word culture. • How to describe the culture of the people of Toliara- food, clothing, language spoken, housing and employment. • About their educational visit to Weston Super Mare.

Enrichment

During this topic, the children will visit the safari park to see the animals learnt about in class in a real-life setting.



Topic – Into the Wild
Year 2 – Spring
Subject – Religious Education



Prior Learning	In Year one, children have learnt about some religious celebrations including Christmas.	
What Comes Next	In Year 3, children extend their knowledge of Christianity further thinking about the world Jesus wanted and the Trinity.	
Key Vocabulary	Incarnation, salvation, Easter, death, resurrection, creation, palm leaves, tomb, crucifixion	
Notes and Guidance	Skills	Knowledge
<p>UI.6- 'Why does Easter matter to Christians?'</p> <p>UI.II- 'Questions that puzzle us: what can we learn from deep thinking?'</p>	<p>UI.6</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. • Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). • Recognise that Jesus gives instructions about how to behave. <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. <p>Make connections:</p> <ul style="list-style-type: none"> • Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas. <p>UI.II</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify a religious story that answers a big question, for example, Jesus healing the Lepers answers the question: 'is it wrong for people to be left out?' • Identify two or more big questions about religions and beliefs, and match them to two or more possible answers <p>Understand the impact:</p> <ul style="list-style-type: none"> • Recognise that people's beliefs about God or life make a difference to what they do. • Give simple examples of 'hidden messages' in faith stories or wise sayings <p>Make connections:</p> <ul style="list-style-type: none"> • Talk about what they like in the stories from sacred texts that they hear • Think, talk and ask good questions about messages within sacred texts and the values, behaviour and attitudes of people • Ask and suggest answers to questions arising from their learning about religions. 	<p>UI.6</p> <ul style="list-style-type: none"> • Know why Easter is important to Christians and recognise that Incarnation and Salvation are important events in the bible. • Learn how Christians, show their beliefs about Jesus' death and resurrection in church worship at Easter. • Know where Christians go to worship and what they do there. • Understand why some people like to belong to a sacred building or a community. <p>UI.II</p> <ul style="list-style-type: none"> • That people's beliefs about God or life make a difference to what they do. • 'Hidden messages' in faith stories or wise sayings.
Enrichment	During this topic, the children will visit the safari park to see the animals learnt about in class in a real-life setting.	



Topic – Into the Wild
Year 2 – Spring
Subject – Art & Design



Prior Learning	In Year 1, children have developed their line drawing when completing observational drawings of fruit.
What Comes Next	In year 3, the children will further their drawing technique when drawing Stonehenge and the stones' reflections.
Key Vocabulary	Drawing: shade, detail, light, dark, repeat, shape, solid, broad, narrow, criss-cross, symmetrical

Notes and Guidance	Skills	Knowledge
<p>Drawing – Animal line drawings</p> <p>During this term, the children will complete a drawing unit where children develop their shading skills when completing line drawings of animals.</p>	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none"> Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in their future work. start to use sketchbooks to collect and record ideas and practise techniques <p>Drawing</p> <ul style="list-style-type: none"> To use shading to show light and dark areas. To experiment with showing line, tone and texture with different hardness of pencils 	<p>Drawing</p> <ul style="list-style-type: none"> What the term shading means That light sources form light and dark areas That pencils come in different grades That different grade pencils create different textures That pastels create a softer image That different skills need to be applied when using different medias e.g. pencil 'v' pastel How a light source affects their work.

Enrichment

During this topic, the children will visit the safari park to see the animals learnt about in class in a real-life setting.



Topic – Into the Wild
Year 2 - Spring
Subject - Design Technology



Prior Learning	In Year One, children have learnt to assemble vehicles with moving wheels using construction kits, explored moving vehicles through play, gained some experience of designing, making and evaluating products for a specified user and purpose and developed some cutting, joining and finishing skills with card.
What Comes Next	In Year Three, children will return to mechanical systems, pulleys and gears when they design and produce a pulley driven vehicle (space rover).
Key Vocabulary	vehicle, wheel, axle, axle holder, chassis, body, cab, assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism, names of tools, equipment and materials used, design, make, evaluate, purpose, user, criteria, functional

Notes and Guidance	Skills	Knowledge
<p>POAP – Mechanisms, wheels and axles</p> <p>Outcome – A safari vehicle</p>	<p>Designing</p> <ul style="list-style-type: none"> Generate initial ideas and design criteria through talking and using own experiences. Develop and communicate ideas through drawings and mock-ups. <p>Making</p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics. <p>Evaluating</p> <ul style="list-style-type: none"> Explore and evaluate a range of products with wheels and axles. Evaluate their ideas throughout and their products against original criteria. 	<ul style="list-style-type: none"> Explore and use wheels, axles and axle holders. Distinguish between fixed and freely moving axles. Know and use technical vocabulary relevant to the project.

Enrichment

During this topic, the children will visit the safari park to see the animals learnt about in class in a real-life setting.



Topic – Into the Wild
Year 2 – Spring
Subject – Music



Prior Learning	In Year 1, the children will have learnt about tuned and untuned instruments and play loud and quiet sounds on classroom percussion. In addition to this, the children learnt what 'tempo' is and how it changes in different pieces of music.		
What Comes Next	In Year 3, the children will learn how to identify contrasting dynamics (forte/piano) in a piece of music and use the related vocabulary. As well as this, the children will learn how to read the notes on a staff (ECBDF and FACE).		
Key Vocabulary	rhythm, pulse, pitch, tempo, dynamics, duration, solo, unison, graphic score, percussion, woodwind, brass, strings, crotchet, quaver, rest, composer		
Notes and Guidance		Skills	Knowledge
<p>Spring 1 Singing Musitrax 3 pitches – so mi la Use chime bars to play this too.</p> <p>Sing for pleasure Sing up Animal Fair Sing up Tue Tue (this has detailed lesson plans on teaching notes and parts) This can be played too with percussion leading to an ensemble performance.</p> <p>Listening Jambo Bwana (the original Hakuna Matata) Ladysmith black Mambazo High life (Nigerian music)</p> <p>Composing Music to accompany a story – graphic score.</p>		<ul style="list-style-type: none"> • Sing songs regularly with a pitch range of do-sol with increasing vocal control • Sing songs with small pitch range (mi-sol-la) pitching accurately • Understand that speed of beat can increase, creating a different tempo • Walk/ respond to music in time, know difference between left/ right to support coordination and shared movement with others • Create a musical response to a non-musical stimulus • Use graphic symbols 	<ul style="list-style-type: none"> • Define and demonstrate understanding of dynamics (loud/quiet) and tempo (fast/ slow) • Start to recognise significant pieces, different genres and instruments being played • Notice how music can be used to create different moods and effects and to communicate ideas
<p>Enrichment During this topic, the children will visit the safari park to see the animals learnt about in class in a real-life setting.</p>			



Topic – Into the Wild
Year 2 - Spring
Subject - Computing



Prior Learning	In Year 1, the children recognised capital letters on the keyboard, type simple words correctly and type text into a basic template.		
What Comes Next	In Year 3, the children begin to use two hands when typing on a Microsoft word document. The children will also edit text to add colour, size and style. In addition to this, the children will learn what cut, copy and paste means.		
Key Vocabulary	Image, insert, underline, bullet point, save, enter, bold, italics, fact file, digital foot print		
Notes and Guidance		Skills	Knowledge
In this unit, children will build on their Word Processing skills learned in Year 1. They will learn how to insert a picture into Microsoft Word and how to create and present a fact-file. Children will find out about digital footprints and see suitable examples of what online bullying behaviour could look like.		<ul style="list-style-type: none"> • Search for an image using the insert picture function • Use the underline feature on a title • Type short phrases and sentences to match written ability • Use bullet points to present facts • Save work into a shared folder • Give examples of what bullying behaviour could look online. • Talk about how the internet can also be a negative place where bullying can take occur, which can have a negative impact on mental health. 	<ul style="list-style-type: none"> • What the return/enter, space bar, backspace and cap lock functions are. • Text can be changed using Bold, Italics and Underline feature. • Information can be presented in a variety of ways in Microsoft Word, including posters, fact-files, book-lets, pamphlets etc. • What a digital footprint is and how information online can last for a long time. • Where to go for help with online bullying, including teachers and parents.
Enrichment During this topic, the children will visit the safari park to see the animals learnt about in class in a real-life setting.			



Topic – Into the Wild
Year 2 – Spring
Subject – Physical Education (Teacher P.E)



Prior Learning	In Year one, children began to build simple movement patterns from given actions. They were introduced to the terms canon and unison. They explored space, direction, level and speeds. In Year one children have started to develop their sending skills with a variety of balls. They have learnt how to track and intercept balls to aid their team.	
What Comes Next	In Year 3, children will practise different sections of a dance aiming to put together a performance. They will develop style when performing and develop their evaluation skills further. In Year 3, children will use the skills developed in key Stage 1 to begin playing more formal invasion games sports, e.g. football, hockey and basketball.	
Key Vocabulary	Dance, twist, turn, rhythm, step, music, beat, stretch, feet, curl, high, low, fast, slow, direction, group, mood, feeling, musicality, respond, send, receive, defend, attack, compete, play against, cooperate, fluency, physical activity, heart rate, pitch, outwit, kick, rebound, aim, speed, direction, scoring, controlling, following, tactics, opponent	
Notes and Guidance		Skills
<p>Spring 1: Dance (African theme)</p> <p>Spring 2: Attack, Defend, Shoot Unit 2</p> <p>During spring term, a unit of African dance will be delivered, as well as unit 2 of 'Attack, Defend and Shoot' from the P.E Hub.</p>		<p>Dance (African theme)</p> <ul style="list-style-type: none"> Perform basic actions with control and consistency at different speeds and at different levels. Work as a group to create and perform short movement sequences to music. Use the stimuli to copy, repeat and create dance actions and motifs. Perform using more sophisticated formations as well as individual. <p>Attack, Defend, Shoot Unit 1</p> <ul style="list-style-type: none"> To send a ball using feet and to receive a ball using feet. To refine ways to control bodies and a range of equipment. To recall and link combinations of skills, e.g. dribbling and passing.
		Knowledge
		<p>Dance</p> <ul style="list-style-type: none"> To know some elements used in African dance. To know how to use levels and speed can affect performances. To know that control and consistency helps to improve dance performances. <p>Attack, Defend, Shoot Unit 1</p> <ul style="list-style-type: none"> To know how to send a ball accurately using feet. To know how to link skills, e.g. dribbling and passing to help their team. To know the difference between defence and attack.
<p>Enrichment</p> <p>During this topic, the children will visit the safari park to see the animals learnt about in class in a real-life setting.</p>		



Topic – Into the Wild

Year 2 - Spring

Subject - Physical Education (Sports Coach P.E)



Prior Learning	In Year one, children explored turns, twists, spins and rolls. They began to link movements together. In Year one children have started to move the ball with the stick around a space, avoiding obstacles in their way.
What Comes Next	In Year three, children will look at different pathways, shapes and directions that can be used when sequencing gymnastic routines. They will develop style when performing and develop their evaluation skills further. In Year three, children will use the skills developed in key Stage 1 to begin playing more formal invasion games sports, e.g. football, uni-hoc and basketball.
Key Vocabulary	Dribbling, scenarios, push pass, partner. Sequences, shape, contrast, coordination, control, variety.

Notes and Guidance	Skills	Knowledge
<p>Spring 1: Uni-hoc skills</p> <p>Spring 2: Gymnastics</p>	<p>Uni-Hoc Skills</p> <ul style="list-style-type: none"> Revise basic safety rules of uni-hoc. Be exposed to dribbling scenarios. Be introduced to the push pass to a partner. <p>Gymnastics</p> <ul style="list-style-type: none"> Plan and repeat simple sequences of actions Show contrasts in shape. Perform the basic gymnastic actions with coordination, control and variety. Use different speeds, levels, directions and pathways. 	<p>Uni-Hoc Skills</p> <ul style="list-style-type: none"> The basic safety rules of uni-hoc (keeping both hands on the stick; not swinging the stick.) Different dribbling scenarios How to do a simple push pass to a partner. <p>Gymnastics</p> <ul style="list-style-type: none"> How to plan and repeat simple sequences Contrasts in shapes and how to show these Proper coordination of the body causes balance.

Enrichment

During this topic, the children will visit the safari park to see the animals learnt about in class in a real-life setting.



Topic – Into the Wild
Year 2 – Spring
Subject – PSHE



Prior Learning	When in Year 1 the children began looking at how to use positive strategies that can be used to resolve issues that may arise between friends and think of how they could try to problem solve.		
What Comes Next	In Year 3, the children learn about what makes a good school and what it means to feel safe and happy there. They also build on their knowledge of healthy food. In Year 3, the children begin to learn some elements of first aid.		
Key Vocabulary	Mindfulness, worry, resilience, calm, worry, change, healthy/unhealthy choices, safe/unsafe, viruses, bacteria, personal hygiene		
Notes and Guidance		Skills	Knowledge
<p>Children's Mental Health Week/Safer Internet Day during Spring term</p> <p>Spring – Healthy Mind, Happy Me unit (Resilience and Coping)</p> <p>Through Computing, Science and PE, some of the statutory targets will be delivered through these lessons too.</p>		<ul style="list-style-type: none"> Identify times they may need help from others and be introduced to the concept of 'worry' (HMHM unit) Talk about concrete examples of change in their lives (HMHM unit) Think about the choices they make in life and how healthy/safe these choices can be (HMHM unit) Develop their understanding of mindfulness and what it means to be calm (HMHM unit) Understand what it means to be resilient and what it means to 'bounce back' (HMHM unit) Talk about and explain the importance of regular exercise and how to keep your body healthy and clean (Science) <p><i>Skills/Knowledge for Internet Safety and Harms/Online relationships written on Computing skills and knowledge grids</i></p>	<ul style="list-style-type: none"> The importance of not bottling up a worry and who they can talk to if they have a worry (BV – mutual respect, tolerance, individual liberty) That sometimes life can change and know how they can support themselves when this happens (BV – mutual respect, tolerance, individual liberty, rule of law) The definition of mindfulness and how it can have a positive impact on your life and your reactions (BV – mutual respect, tolerance, individual liberty,) The importance of 'not giving up' to ensure they strive to be the best they can be (BV – mutual respect, tolerance, individual liberty, democracy) How to choose varied diet and what certain food groups give to the human body (BV – mutual respect, tolerance, individual liberty)
<p>Enrichment</p> <p>During this topic, the children will visit the safari park to see the animals learnt about in class in a real-life setting.</p>			



Prior Learning	In Year 1, the children distinguish between an object and the material from which it is made. They also identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. In addition to this, the children describe the simple physical properties of a variety of everyday materials.		
What Comes Next	In Year 3, the children compare and group materials together, according to whether they are solids, liquids or gases. They also observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).		
Key Vocabulary	Hard, soft, durable, brittle, squashing, bending, twisting, stretching,		
Notes and Guidance		Skills	Knowledge
During this term, the children will assess a range of materials and classify them according to the properties they have. They will handle examples of different objects made from the same material in order to understand how the same material can be put to a range of uses. They will also consider how material may be unsuitable for a particular purpose. Pupils might find out about people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam. Pupils will compare materials found around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs).		<p>Working scientifically:</p> <ul style="list-style-type: none">• Ask simple questions and recognising that they can be answered in different ways• Observe closely, using simple equipment• Perform simple tests• Identify and classifying• Use their observations and ideas to suggest answers to questions• Gather and record data to help in answering questions <p>Materials</p> <ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• That different materials have different properties – hard, soft, durable, brittle• That the same material can be used to create a wide range of items.• That particular materials are suitable for certain uses.
Enrichment			
During this topic, the children will visit a beach location to have first-hand experiences of some of the geographical and scientific features they have learnt about. They also spend time creating their own sand sculptures.			



Prior Learning	In Year 1 Children have studied castles and will be aware that they were residences of rich and powerful people. They have learnt about the birth of a new monarch (George).		
What Comes Next	Children will be learning about the ancient civilizations of Greece and prehistoric Britain.		
Key Vocabulary	Before, after, past, present, decades, centuries, then, now, monarchy, parliament, government, Victorian, reign, seaside		
Notes and Guidance		Skills	Knowledge
<p>Children should compare visiting the beach today with visits in the Victorian period. What did people wear? Why did they go? How did they behave? Children should understand that seaside holidays were novel in the Victorian period. There are some useful resources at http://www.everyschool.co.uk/history-key-stage-1-seaside-holidays.html</p> <p>Children should also carry out a comparison of Queen Elizabeth II and Queen Victoria. Children should ultimately have some insight of how the monarchs symbolised the times of their rule links should be made to the study of Victorian beach trips to support their findings. Children may compare the length of Monarch's reigns. How many children did she have? How do they both dress? How do we know about them, what did they do? Where do they travel and how did they get there? What differences can we see in photographs – how do they pose? How do we see them?</p>		<ul style="list-style-type: none"> • To use a range of sources to find out about the past. • Observe or handle evidence to ask questions and find answers about the past. • Choose and select evidence and say how it can be used to find out about the past. • Describe memories and recount changes that have occurred in their own lives. • Label timelines with words and dates. • Sequence pictures from different periods. • Recount the life of someone famous, who lived in the past, and explain what they did earlier and what they did later. • Show an understanding of concepts such as monarchy, civilisation, parliament, democracy, government, remembrance and war. • To use drama and role play to communicate their knowledge about the past. 	<ul style="list-style-type: none"> • To use a range of sources to find out about the past. • Observe or handle evidence to ask questions and find answers about the past. • Choose and select evidence and say how it can be used to find out about the past. • Describe memories and recount changes that have occurred in their own lives. • Label timelines with words and dates. • Sequence pictures from different periods. • Recount the life of someone famous, who lived in the past, and explain what they did earlier and what they did later. • Show an understanding of concepts such as monarchy, civilisation, parliament, democracy, government, remembrance and war. • To use drama and role play to communicate their knowledge about the past.
<p>Enrichment</p> <p>During this topic, the children will visit a beach location to have first-hand experiences of some of the geographical and scientific features they have learnt about. They also spend time creating their own sand sculptures.</p>			



Prior Learning	In Year 1 children have studied the forested areas and learnt the names of some of the earth's oceans and continents. In Spring term, Year 2 will have focussed on comparing Blackheath and Toliara.		
What Comes Next	Children will be focusing on the geographical features of Ancient Greece and focussing on a European country.		
Key Vocabulary	Beach, coast, cliffs, town, village, pier, rock pool, lighthouse, lifeboat, lifeguard, beach hut, wind break, pebbles, shingle, sand		
Notes and Guidance		Skills	Knowledge
Children should learn how to identify beach environments from a range of maps – where are they found? Emphasise that beaches can be found on all coastlines but what makes us choose certain beaches as holiday resorts? What weather do they have? What features are then built in these places to cater for holidaymakers? The trip to Weston provides an excellent example for fieldwork – children can depict/describe the route to the coast. Relate these directions to major cities in England. What features do they find at the coast – how do they compare to the features of Blackheath?		<ul style="list-style-type: none"> To use a map to find seaside locations in the four countries of the United Kingdom. To use key words to describe different places and environments. To compare Weston Super Mare with Blackheath and recognise similarities and differences. To identify which features are natural and which are man – made. To describe places and routes on a map in the context of the seaside town Weston Super Mare using locational and directional language. To use a map to follow the route around a seaside town. To use aerial photographs to recognise landmarks and basic natural and human features. 	<ul style="list-style-type: none"> To identify seaside locations in the four countries of the United Kingdom. To identify seaside objects e.g., pier, promenade, ice cream kiosk, shingle. To identify why certain beaches are more popular than others. (Features and weather) To describe a seaside town– Weston Super Mare. To identify features of a seaside town. –Weston Super Mare To identify what resources will help me to find out more about Weston Super Mare.
Enrichment During this topic, the children will visit a beach location to have first-hand experiences of some of the geographical and scientific features they have learnt about. They also spend time creating their own sand sculptures.			



Prior Learning	In Year one, children learnt that the Qur'an is the holy book for Muslims and that a mosque is their holy building.	
What Comes Next	In Year three, children extend their knowledge about Islam further; focussing on the five pillars of Islam.	
Key Vocabulary	Prophet. 5 pillars of Islam, Tahwid (Muslims believe there is only 1 God), Iman (Muslims accept this), Ibadah (Muslims are people who worship the 1 God)	
Notes and Guidance	• Skills	• Knowledge
<p>UI.7- 'Beginning to learn Islam: What can we learn from stories of the prophet?'</p> <p>UI.8- 'Beginning to learn Islam: What do Muslims in Sandwell believe and how do they live?'</p>	<p>UI.7</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Give examples of how stories about the Prophet show what Muslims believe about Muhammad. <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for animals, treat people equally) • Give examples of how Muslims put their beliefs about prayer and about Allah into action (e.g. by daily prayer, by using subha beads). <p>Make connections:</p> <ul style="list-style-type: none"> • Think, talk about and ask questions about Muslim beliefs and ways of living <p>UI.8</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Recognise the words of the Shahadah and that it is very important for Muslims • Identify some of the key Muslim beliefs expressed in the 5 Pillars of Islam <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give examples of how Muslims use the Shahadah to show what matters to them • Give examples of how Muslims put their beliefs about prayer and about Allah into action (e.g. by daily prayer, fasting or pilgrimage). <p>Make connections:</p> <ul style="list-style-type: none"> • Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas • Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too. 	<p>UI.7</p> <ul style="list-style-type: none"> • Learn how stories of the Prophet show what Muslims believe about Muhammad. • Know how Muslims, use the stories about the Prophet to guide their beliefs and actions. <p>UI.8</p> <ul style="list-style-type: none"> • Know how Muslims put their beliefs about prayer and about Allah into action • Learn what the word 'Shahadah' means and how important it is to Muslims. • Learn some of the key Muslim beliefs expressed in the five pillars of Islam. • Learn how Muslim use the Shahadah to show what matters to them.
<p>Enrichment</p> <p>During this topic, the children will visit a beach location to have first-hand experiences of some of the geographical and scientific features they have learnt about. They also spend time creating their own sand sculptures.</p>		



Prior Learning	In Year one, the children used clay when completing their 3D/ Sculpture unit. They printed in reception using a range of natural and man-made materials.	
What Comes Next	In Year 3, in 3D/Sculpture, children will return to using clay and develop their joining and decorating skills when making a Greek pot. Printing work will be further built on in Year 4 when children use overlays to print a rainforest scene.	
Key Vocabulary	Printing: pattern, image, repeat, stencil, repeated pattern, random pattern, printing print maker, stencil, layering, tile Sculpture/ 3D Form: Model, carve, join, bend, tool, pattern, press, natural, solid, sand, soil, ice, land art, temporary, 3D	
Notes and Guidance	Skills	Knowledge
<p>Printing – Waves</p> <p>Sculpture/3D Form – Sand Sculpture (Inspired by Mark Anderson)</p> <p>Artists: Mark Anderson (English sand sculptor – Current) Beth Krommes (American Illustrator 1956–current day)</p>	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none"> Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. Explore the differences and similarities within the work of different artists Explore the work of Beth Krommes and Mark Anderson Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in their future work. Start to use sketchbooks to collect and record ideas and practise techniques <p>Printing</p> <ul style="list-style-type: none"> Explore printing through a range of hard and soft materials (e.g. potato, sponge) Explore wave patterns through a range of patterns and colours can produce a simple layered tile print using different colours (up to 2 tiles) Has looked at and discussed examples of printmaking and is able to express own view <p>Sculpture/ 3D Form</p> <ul style="list-style-type: none"> Be aware of and put into use safe practise (using sand) Be confident in shaping and modelling materials (sand) from both observation and imagination. Mould, form and shape and bond materials to create a 3D form Apply a smooth surface to a sculptural form Create a group/large scale sculpture piece through class collaboration (during WSM trip) Use tools (hands) and equipment safely and in the correct way 	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none"> About the works of Mark Anderson That Mark Anderson is an English sand sculptor <p>Printing</p> <ul style="list-style-type: none"> The names of different materials they can use for printing What an original print is What a printing tile is That layering tiles creates different effects How to create a pattern (wave pattern) using printing tiles <p>Sculpture/ 3D Form</p> <ul style="list-style-type: none"> To be aware of the repercussions of not using sand carefully and sensibly That not all media for sculpture works in the same way Know that water is needed to construct a sand sculpture That sand sculptures are not a permanent form of art
<p>Enrichment</p> <p>During this topic, the children will visit a beach location to have first-hand experiences of some of the geographical and scientific features they have learnt about. They also spend time creating their own sand sculptures.</p>		



Topic – Buckets and Spades
Year 2 – Summer
Subject – Design Technology



Prior Learning	In Year One, the children have explored and used different fabrics, cut and joined fabrics with simple techniques and thought about the user and purpose of products.		
What Comes Next	In Year Four, the children will return to textiles where they will take a 2D shape into a 3D final product when making a Roman shield.		
Key Vocabulary	Names of existing products, joining and finishing techniques, tools, fabrics and components, template, pattern pieces, mark out, join, decorate, finish, features, suitable, quality mock-up, design brief, design criteria, make, evaluate, user, purpose, function		
Notes and Guidance		Skills	Knowledge
POAP – Templates and joining Outcome- A seaside puppet		<p>Designing</p> <ul style="list-style-type: none">Design a functional and appealing product for a chosen user and purpose based on design criteria.Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology. <p>Making</p> <ul style="list-style-type: none">Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing.Select from and use textiles according to their characteristics. <p>Evaluating</p> <ul style="list-style-type: none">Evaluate their ideas throughout and their final products against original design criteria, including intended user and purpose.Explore and evaluate a range of existing textile products relevant to the project being undertaken.	<ul style="list-style-type: none">Know how simple 3-D textile products are made, using a template to create two identical shapes.Know how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling.Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons.Know and use technical vocabulary relevant to the project.
Enrichment			
During this topic, the children will visit a beach location to have first-hand experiences of some of the geographical and scientific features they have learnt about. They also spend time creating their own sand sculptures.			



Topic – Buckets and Spades
Year 2 – Summer
Subject – Music



Prior Learning	In Year 1, the children will become familiar with pop, reggae and gospel music. The children will have also learnt how to give an opinion about a piece of music and move to the pulse.
What Comes Next	The children in Year 3 will improvise a one bar rhythm on the trumpet and a one bar melodic phrase on the trumpet. They will also how to identify a simple structure in a piece of music (e.g. introduction, verse, chorus).
Key Vocabulary	rhythm, pulse, pitch, tempo, dynamics, duration, solo, unison, graphic score, percussion, woodwind, brass, strings, crotchet, quaver, rest, composer

Notes and Guidance	Skills	Knowledge
<p><u>Summer 1</u></p> <p>Singing Musitrax 3 pitches –mi re do Singing Mary had a little lamb/ Hot cross buns Playing Mary had a little lamb/ Hot cross buns</p> <p>Sing for pleasure: Sing up I do like to be beside the seaside.</p> <p>Listening: BBC Ten Pieces Brahms Hungarian Dance No 5 create movements for each set of 8 beats. Listen to the story and understand the context. Dvorak Symphony No 9 (Ten Pieces) watch video to get context not whole piece. (Listening folder) Link to Samuel Coleridge Taylor Deep River (YouTube and listening folder)</p> <p>Composing Use do re me to create a melody. Improvise first (8 beats) Coloured dot notation. Don't worry about rhythm.</p>	<ul style="list-style-type: none"> • Sing songs regularly with a pitch range of do-sol with increasing vocal control • Sing songs with small pitch range (mi-sol-la) pitching accurately • Singing copy back/ call & response songs • walk/ respond to music in time, know difference between left/ right to support coordination and shared movement with others • Question/ Answer phrases with a partner: sing and play on tuned percussion (musical conversation) • Use dot and stick notation (to keep a record of compositions) 	<ul style="list-style-type: none"> • Define and demonstrate understanding of dynamics (loud/quiet) and tempo (fast/ slow) • Start to recognise significant pieces, different genres and instruments being played • Listen and suggest ways to improve their own composition • Notice how music can be used to create different moods and effects and to communicate ideas

Enrichment

During this topic, the children will visit a beach location to have first-hand experiences of some of the geographical and scientific features they have learnt about. They also spend time creating their own sand sculptures.



Prior Learning	In Year 1, the children learn how to turn a Bee-Bot on and off and how to turn the sound on and off. In addition to this, the children in Year 1 have learnt how to press buttons to make a Bee-Bot move and follow a verbal instruction to programme a Bee-Bot.
What Comes Next	In Year 3, the children will write their own algorithm using 2Logo on Purple Mash to control an on-screen turtle. In addition to this, the children will identify patterns in an algorithm and predict the outcome of an algorithm.
Key Vocabulary	Peer test, debug, identity, imaginary, real

Notes and Guidance	Skills	Knowledge
In this unit, children will revisit the use of Bee-Bots and begin to create their own algorithms to programme. They will create their own Bee-Bot mats and provide an algorithm for a peer to test. Children will learn how to identify and fix bugs in the algorithms and re-write their instructions.	<ul style="list-style-type: none"> • Design and create a Bee-Bot mat • Write a Bee-Bot algorithm for their mat • Peer test an algorithm to identify bugs • Fix bugs in an algorithm • Explain how other people's identity online, may be different in real life. • Start to give examples of age-restricted content. 	<ul style="list-style-type: none"> • What an algorithm is • How algorithms are implemented on digital devices • How to identify bugs in an algorithm • What a 'bug' is • How to debug an algorithm • The difference between things online, that are imaginary or real.

Enrichment

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Topic – Buckets and Spades
Year 2 – Summer
Subject – Physical Education (Teacher P.E)



Prior Learning	In Year one, children have tracked a ball over a bench/net and moved towards it. They have played modified net/wall games and started to hit and return a ball with more consistency. In Year one, children have developed hitting skills with a variety of bats and have started to practise feeding/ bowling skills.
What Comes Next	In Year 3, children will practise different sections of a dance aiming to put together a performance. They will develop style when performing and develop their evaluation skills further. In Year 3, children will use the skills developed in key Stage 1 to begin playing more formal striking and fielding games sports, e.g. T-ball and rounders.
Key Vocabulary	Front, back, court, send, serve, receive, feed, feeder, volleyball, tactics, compete, score, umpire, wide, deep, rotate, hit, catch, runs, wicket, bats, bowl, feed, throw, catch, underarm, over arm, field, hitter, bowler, umpire, posts, stump.

Notes and Guidance	Skills	Knowledge
<p>Summer 1: Send and Return Unit 2 Summer 2: Hit, Catch, Run Unit 2</p> <p>During summer term, unit 2 of 'Send and Return will be delivered, as well as unit 2 of 'Hit, Catch and Run' from the PE Hub.</p>	<p>Send and Return Unit 2</p> <ul style="list-style-type: none"> To be able to make it difficult for their opponent to score a point. To begin to use specific tactics appropriate to a situation. To transfer net/wall skills to volleyball games. To improve agility and coordination and use in a game. <p>Hit, Catch, Run Unit 2</p> <ul style="list-style-type: none"> To work on a variety of ways to score runs in the hit, catch, run games. To work in teams to field. To begin to play the role of wicket keeper or back stop. 	<p>Send and Return Unit 2</p> <ul style="list-style-type: none"> To know that positioning and where the ball is sent to can make it difficult for the other team. To know some of the rules of volleyball. To know how to start a game using a simple serve. <p>Hit, Catch, Run Unit 2</p> <ul style="list-style-type: none"> To know how to score runs in games. To know that communication between fielders can help the team. To know the role of a wicket keeper/ back stop. To know that the batter must stop running when the ball is returned to a base.

Enrichment

During this topic, the children will visit a beach location to have first-hand experiences of some of the geographical and scientific features they have learnt about. They also spend time creating their own sand sculptures.



Prior Learning	In Year one, children have practised throwing and tracking a cricket ball in given spaces. They have started to use an under-arm throw technique. In Year one, children have explored running at different speeds and how to jump effectively.
What Comes Next	In Year 3, children will use the skills developed in key Stage 1 to begin playing more formal sports, e.g. kwik cricket. They will further develop their running and jumping skills for distance and power and will begin to take part in throwing events.
Key Vocabulary	Strike, under arm, catch, stumps, wicket keeper. Sprinting, strength, distance, quick feet, power.

Notes and Guidance	Skills	Knowledge
<p>Summer 1: Kwik Cricket skills</p> <p>Summer 2: Athletics skills</p>	<p>Kwik Cricket Skills</p> <ul style="list-style-type: none"> • Strike a ball effectively with a cricket bat. • Practise under arm throwing. • Catch effectively a ball in the air. <p>Athletics Skills</p> <ul style="list-style-type: none"> • Use quick feet when sprinting. • Improve strength to increase our jumping distance. • Create power when throwing for distance. 	<p>Kwik Cricket Skills</p> <ul style="list-style-type: none"> • How to strike the ball. • The use of the underarm action when throwing a ball. • How to catch a ball in the air (tracking with their eyes and catching with two hands.) <p>Athletics Skills</p> <ul style="list-style-type: none"> • How to use quick feet when sprinting • That strength improves jumping distance • How to create power when throwing by swinging their arms.

Enrichment

During this topic, the children will visit a beach location to have first-hand experiences of some of the geographical and scientific features they have learnt about. They also spend time creating their own sand sculptures.



Prior Learning	Children in Year 1 will have learnt about how everyone is different but you can still be friends. They also identified people who made them feel happy and safe. As well as this, the children in Year 1 learnt about growing and changing.	
What Comes Next	In Year 3, the children will identify that people are unique and to respect those differences. They will also consider appropriate and inappropriate physical contact/consent.	
Key Vocabulary	Determination, role model, perseverance, character traits, school, home, friends, peers, sun protection, SPF, UV, sunscreen, mental health, well-being, similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vulva	
Notes and Guidance	Skills	Knowledge
<p>Summer 1 – Sun Safety Week (First week back after Easter) & Healthy Minds, Happy Me Unit (Being the Best I Can Be)</p> <p>Summer 2 – Christopher Winter Project CWP Relationships unit</p>	<ul style="list-style-type: none"> Identify their own character traits and how they can be shown in the classroom and at home (HMHM unit) Explain how their own character traits are different to their peers (HMHM unit) Explain the meaning of 'determination' and identify times they have used it (HMHM unit) Reflect on achievements they have made (HMHM unit) Explain the meaning of 'perseverance' and identify times they have used it (HMHM unit) Learn how to interpret a UV index (Sun Safety Week) Learn about the concepts of gender stereotypes (CWP unit) Identify differences between male and female (sex) (CWP unit) To explore some of the differences between males and females and to understand how this is part of the lifecycle (CWP unit) To name different body parts (including private parts) Appreciate that sunscreen provides protection against UV and that it should be applied before going out when the index level is high (Sun Safety Week) <p><i>Skills/Knowledge for Internet Safety and Harms/Online relationships written on Computing skills and knowledge grids</i></p>	<ul style="list-style-type: none"> What character traits they possess and understand that everyone is different (BV – mutual respect, tolerance, individual liberty) How to identify the differences between male/female/boy/girl (BV – mutual respect, tolerance, individual liberty) How to be determined and to persevere during life situations (BV – mutual respect, tolerance, individual liberty) How to be self-reflective (BV – mutual respect, tolerance, individual liberty) What UV is and how to protect themselves from it (BV – mutual respect, tolerance, individual liberty) Their skin is the largest organ (BV – mutual respect, tolerance, individual liberty) The names of different body parts including their private parts (BV – mutual respect, tolerance, individual liberty)
<p>Enrichment</p> <p>During this topic, the children will visit a beach location to have first-hand experiences of some of the geographical and scientific features they have learnt about. They also spend time creating their own sand sculptures.</p>		