

PROGRESSION OF SKILLS

		Year Group__2_____					
		Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Theme		Look Out London	Look Out London	Amazon Adventures	Amazon Adventures	Africa	Africa
Values		Honesty- Tiddler’s Tales Honesty- RE The Hare and the Tortoise Kindness RE- The Good Samaritan Bravery – History Great Fire of London Bravery- Samuel Pepys- History Happiness- Harry Potter Trip	Wisdom- Bravery- The Tower Bridge Cat Self Belief- Multi skills – P.E Happiness/ Bravery- Christmas Production	Kindness- The Great Kapoc Tree Happiness- The Great Kapoc Tree Wisdom- Layers of the Rainforest	Bravery/ Self Belief-Percy Fawcett – History Easter Story- Bravery	Happiness/Bravery- Edgmond Hall Bravery/ Self Belief- Sports Day heats and event	Wisdom- Visit to the Church-Baptism Wisdom- cultures of the Masaii Mara Tribe
Concepts/ Knowledge		What is a country? County, town, village, road.United Kingdom, where is London in England and what a capital city is? What a landmark is. Landmarks in London. What a geographical feature is. Features of London. What is a map and a compass, compass points and how to use it. Typical weather in England. What is a monarch and who is our monarch. Monarchy in 1600. How it has changed. What is a material? How we use different materials. Changes over time- e.g. homes in England in 1600 , compare with homes today. Clothes, medicine, knowledge, social class. What is the plague? Fire and how and why it spreads.		Continents, oceans, difference between continent and a country. What is an equator? Temperature near to the equator. Living and non- living. What is a Rainforest? What is a specie? Extinction, habitat, deforestation. What is a mechanism? What is an artist and a portrait? Landscape, portrait. What is an explorer? What is an expedition? Historical travel. Social class.		Africa the continent. What is an Atlas? What is a tribe? What is a mask? What is symmetry? Why is water important? Where does water come from? Uses of water? What is conservation? What is culture? Who are the Massai?	
Physical Education	Context	Multi Skills  Hockey – Passing and moving with the ball.  Tennis – Using a tennis ball.  Throwing and catching – To be able to throw and catch smaller balls.  Spatial awareness.  Warm up checks – hand on heart to feel heartbeat, breathing fast and temperature of body (repeated each lesson).	Gymnastics  Rolls – Pencil, egg, log, teddy bear and forward, Jumps – Pencil, star, tuck, half turn and full turn. Balances – point, partner and patch. Linking more complex moves together with continuity.	Dance  Dance linked to the theme of Rainforests.  Composing movements as a class and as small groups.  Tall and small movements, thinking about body movements -	Racket and catching skills (net and wall)  Learning some rules of tennis example- ball can only bounce once before the partner can hit it back.  Practise forehand shot, towards partner with a bounce and partner to hit back (hand ball).	Striking and fielding skills  Striking a ball off a cricket tee, towards a partner to retrieve.  Catching/retrieving the ball in the barrier position  Start to learn the correct bowling technique with one bounce towards wickets (static but with the arm movements).	Athletics and sports day practise  Throwing – from three step run up using foam javelins.  Standing long jump – with a run up with a take off board using one foot. Applying the rule of that the foot has to land on the board and not go over.  Sprint - using correct techniques: head still and forward, running arms and running on balls of feet.  Relay practise – Practise handover of baton when walking. Communication to partner of when to start walking.
	Skills	Master basic movements including running, jumping, throwing and catching, as well as developing agility and co-ordination, and	Master basic movements including running, jumping as well as developing balance, agility and co-ordination.	Perform dances using simple movement patterns.	Master basic movements including, throwing and catching, as well as developing balance, agility and co-ordination, and	Participate in team games, developing simple tactics for attacking and defending.	Master basic movements including running, jumping, throwing and catching, as well as developing agility and co-ordination, and

PROGRESSION OF SKILLS

		begin to apply these in a range of activities.	Perform simple movement patterns.		begin to apply these in a range of activities.	Master basic movements including, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	begin to apply these in a range of activities.  Participating in team games, developing simple tactics.
Music	Context	Perform – Call and response songs and two part singing.  Compose – composing short musical patterns on instruments for performance.	Perform – Understand and recognise pitch in different instruments and music.	Activities linked to topic – Pirates.  Perform – singing with actions and recognise where changes are needed in dynamics.  Compose – Compose alternative verses as a class.	Activities linked to topic – Under the Sea.  Describe music – recognise changes in timbre, dynamics and pitch.	Activities linked to topic – Africa.  Perform – singing with actions and recognise where changes are needed in dynamics.  Compose – African beats and rhythms.  Transcribe – introduce musical symbols and the stave.	Activities linked to topic – Africa.  Describe – identify the beat of a tune.  Perform – singing with actions and recognise where changes are needed in dynamics.  Compose – African beats and rhythms.  Transcribe – introduce musical symbols and the stave.
	Skills	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music
Religious Education	Context	<b>Christianity</b>  Story of The Good Samaritan. (Christian story) Retell and act out. Look at the meaning and value of the story.  Muhammad and the Thirsty Camel ( Islam)  <b>Sikhism</b> The story of Guru Nanak and Malak Bhago. ( Sikhism) – Suggest meaning or message to this story.	<b>Christianity</b>  Make a Christingle.  Christmas production- Christmas story real message of Christmas  Children to explain how they feel about the Christmas story and whether they feel it is important to them.	<b>Christianity</b>  Children to understand what is prayer? To answer questions about why we pray? Who to? To look at different types of prayer- praising ( devotional Prayer) Thank you prayer. To explain that christian believe that God is there to talk to.  Children to write their own prayer.  <b>Judaism</b> Why is Purim celebrated?- introduce Judaism with artefacts. The Story of Queen Essther. The celebration of Purim and why it is celebrated.	<b>Christianity</b>  Why is Easter celebrated? Story of Easter, death and resurrection. Meaning of the Easter story and what it means to them.  To write any questions that they have.	<b>Christianity</b> Are there signs of God? Signs of God in the natural world. Introduce the bible and the creation story. Gen 1:1- 31, 2:1-4 Observe symmetry, beauty, pattern, regularity in the world. Children to collect examples of symmetry in nature and the seasons. ( cross curricular link with maths)  <b>Islam</b> Explore Qur’an statements about signs ( ayats) of God.  Are there signs of God?	<b>Christianity</b> Having a special place. – a place of security.  Visit to the local church. Key features found in a church. The altar, the lectern and the font. Why are they important and where are they found in the church?  Why events are celebrated in a church. Death birth marriage baptism  How do you feel about the church and how did they feel in the church.

PROGRESSION OF SKILLS

<p>Skills</p>	<ul style="list-style-type: none"> <li>✚ Pupils should learn about Christian stories that are in the Bible, for example, stories like: the lost sheep, the prodigal son, the Pharisee and the tax-collector and the Good Samaritan.</li> <li>✚ They should enquire into what values, beliefs or meaning these stories may also be expressing.</li> <li>✚ The other principal religions represented in Great Britain which, for the purposes of this agreed syllabus are defined as being Islam, Judaism and Sikhism, should be studied across the Key Stage.</li> <li>✚ Pupils should be encouraged to share their views and thoughts in response to any message or moral these stories may give expression to and begin to make the attempt to explain or support their views making use of simple reasons.</li> </ul>	<ul style="list-style-type: none"> <li>✚ Pupils should be taught to recognise Christian artefacts, for example, the cross, the Bible, images of Jesus and artefacts associated with Christmas for example, a manger scene, an Easter egg.</li> <li>✚ Pupils should be encouraged to share their views and thoughts in response to any message or moral these stories may give expression to and begin to make the attempt to explain or support their views making use of simple reasons.</li> </ul>	<ul style="list-style-type: none"> <li>✚ Pupils should be taught to recognise Christian artefacts, for example, the cross, the Bible, images of Jesus</li> <li>✚ Pupils should similarly learn about stories associated with at least one other religious tradition.</li> <li>✚ They should enquire into what values, beliefs or meaning these stories may also be expressing.</li> </ul>	<ul style="list-style-type: none"> <li>✚ They should also be encouraged to share their views and thoughts in response to any message or beliefs these artefacts may express and begin to explain or support their views making use of simple reasons.</li> </ul>	<ul style="list-style-type: none"> <li>✚ Pupils should learn about Christian stories that are in the Bible, for example, stories like: the lost sheep, the prodigal son, the Pharisee and the tax-collector and the Good Samaritan.</li> <li>✚ Opportunities should be taken to encourage pupils to ask questions about the values or beliefs these artefacts may represent or express.</li> </ul>	<ul style="list-style-type: none"> <li>✚ Pupils should be taught to recognise Christian artefacts, for example, the cross, the Bible, images of Jesus and artefacts associated with Christmas and Easter, for example, a manger scene, an Easter egg.</li> <li>✚ Pupils should explore how and when such artefacts may be used and why they are of religious importance to Christians.</li> <li>✚ Pupils should learn about the church as a place used for Christian worship.</li> <li>✚ If possible pupils should have an opportunity to visit a local church</li> <li>✚ They should also be encouraged to share their views and thoughts in response to any message or beliefs these artefacts may express and begin to make the attempt to explain or support their views making use of simple reasons.</li> <li>✚ They should be encouraged to explore the atmosphere in a church, how and why Christians worship together and how and why special events like baptism are celebrated in a church.</li> <li>✚ They should be taught to recognise features found in churches like a cross, images of Jesus, the font, the altar and the lectern. Pupils should be taught how at least one of these features may be used and should explore why it is religiously important.</li> <li>✚ Pupils should be encouraged to share their thoughts in response to views and beliefs which arise from their</li> </ul>
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PROGRESSION OF SKILLS

							exploration into places of worship and begin to attempt to explain or support their view making use of simple reasons.
History	Context	The Plague Great fire of London Samyuel Pepys Charles.II	The Queen	Percy Fawcett			Nelson Mandela
	Skills	Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]  Significant historical events, people and places in their own locality.	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.			The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.
Geography	Context		Label England, Ireland, Scotland and Wales and locate the city of Birmingham and London on a map of the UK.	Using an atlas to label the seven seas and oceans.  Find on a map and label the world's rainforests.  Compare Britain's weather with Amazon rainforest ( Cross Curricular Maths) Data handling		Comparing Africa's way of life to our own life in the UK.  Looking at the climate in Africa in comparison to the UK.  Identify on a map the equator and discuss countries close to it and their climates and in comparison where the UK is, in relation to the equator and our climate.  Locate Africa on a world map and compare where it is in the world to the UK.  Locate the equator and which countries it runs through.  Locate the 54 countries of Africa.	Within maths we use the beebots and directional language.
	Skills	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.  Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple		Name and locate the world's seven continents and five oceans.  Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.		Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.  Identify seasonal and daily weather patterns in the United Kingdom and	Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.

PROGRESSION OF SKILLS

		<p>map; and use and construct basic symbols in a key.</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>		<p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>		<p>the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	
Design and Technology	Context		<p>Parent workshop with children to design a bridge. Look at how it could be made stronger and more stable to with stand a force.</p>		<p>Design their Rainforest pop-up book based on</p> <ul style="list-style-type: none"> <li>-Research pop-up books.</li> <li>-Experiment with flaps, levers and pop up mechanisms.</li> <li>-Design their own pop-up book.</li> <li>-Make their own pop-up book.</li> <li>-Share their book with reception children.</li> <li>-Evaluate pop-up book.</li> </ul> <p>To make their own bean bag frog using felt material.</p>		<p>Design and make their own healthy stir- fries.</p> <ul style="list-style-type: none"> <li>-Identify different ingredients</li> <li>-Chose and sample their ingredients.</li> <li>-Evaluate the taste of their stir-fry.</li> </ul> <p>Within science children design and make their bag using different materials. to carry a weight.</p> <p>Using cardboard and newspaper to make an African mask.</p> <ol style="list-style-type: none"> <li>1. Research</li> <li>2. Design</li> <li>3. Make using cardboard</li> <li>4. Make 3D and strengthen with glue and newspaper.</li> <li>5. Paint</li> <li>6. Decorate with other materials</li> </ol> <p>Show to an audience</p>
	Skills		<p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p>		<p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p>		<p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p>

PROGRESSION OF SKILLS

					<p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Explore and evaluate a range of existing products.</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>		<p>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>Understand where food comes from.</p>
Computing	Context	To use a simple word programme, make decisions on which pictures and labels to choose and resize and move.	Hectors world programmes 1-6.	<p>Purple mash 2code – bubbles and air traffic control.</p> <p>BBC bitesize KS1.</p>	Looking at technology and how it used at home.	Copy and paste pictures of Africa and Sedgley and type up how it is similar and how it is different.	Beebots.
	Skills	Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p>	Recognise common uses of information technology beyond school.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Use logical reasoning to predict the behaviour of simple programs.
Art and design	Context	<p>Experimenting with pencil shading to create mega structures of London. Painting of Paddington, children to mix their own shade of brown and also use white and black to create shading of other paint colours.</p> <p>Using paints to blend to create a sky line of New York. Using black paper to create the</p>	<p>Look at the work of Olivia Rayner the illustrator and discuss how she is different and her use of colour. Children to draw and create their own mega structure using her style.</p> <p>Using different thicknesses of gold and silver pens to draw a mega structure of their choice for their calendar.</p>	<p>Using digital media to produce a front cover for their pop up book.</p> <p>Look at the works of Henri Rousseau and study techniques he used. Produce a still life of a plant- pencil crayons for blending and shading</p>		<p>Look at the life and work of Pam Holland, children to create their own giraffe in the style of this artist. Use thin and thick pens to create their own bold and colourful pattern giraffe.</p>	<p>To design and make African clay beads to make into a necklace.</p> <p>Using cardboard and newspaper to make an African mask.</p> <ol style="list-style-type: none"> <li>7. Research</li> <li>8. Design</li> <li>9. Make using cardboard</li> </ol>

PROGRESSION OF SKILLS

		<p>silhouette of the New York sky line.</p> <p>Children to create a collage of a flame using different materials for the great fire of London.</p>		<p>Produce a rainforest landscape in the style of Rousseau using watercolours and oil pastels.</p>			<p>10. Make 3D and strengthen with glue and newspaper.</p> <p>11. Paint</p> <p>12. Decorate with other materials</p> <p>13. Show to an audience</p> <p>Using polystyrene tiles for printing African patterns.</p>
	Skills	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>Using digital media</p> <p>To use a range of materials creatively to design and make products.</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>		<p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>To use a range of materials creatively to design and make products.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>
Science	Context	<p>Material hunt</p> <p>What are objects made from?</p> <p>What are the objects used for?</p> <p>Investigate how materials change shape – link with Megastructures to produce their own megastructure using plasticine.</p> <p>Testing the properties of materials.</p> <p>Why materials are chosen for specific objects.</p>	<p>Label parts of the body. Look at how we are similar and different to each other.</p> <p>Compare height, hand span, shoe size hair colour and finger prints.</p> <p>Sort objects into living and non living. Understand that all living things, breathe, grow, reproduce and feed.</p>	<p>Understand what a mammal is and the similarities between the group of mammals.</p> <p>Look at what they could do as a baby and how they grown and what you will be able to do as an adult.</p> <p>Link this with animals and their offspring.</p> <p>To sort living things into groups such as: mammals, fish, reptiles, birds, amphibians, plants and insects.</p> <p>Classifying animals into herbivore, carnivore and omnivore.</p> <p>Identify food sources for some animals and form simple food chains.</p> <p>Description of different habitats – desert, sea, rainforest</p>	<p>1. Using books to find out about plants. Make up a poster about plants using secondary resources.</p> <p>2. Set up an experiment to show how germs spread if we don't wash our hands. Using handling bread to test different conditions.</p>	<p>3. White flower and dye experiment. Monitoring over time.</p> <p>4. Growing grass seeds in different conditions to find out what plants need to grow and grow healthily</p>	<p>Design a healthy meal for breakfast lunch and dinner.</p> <p>Sorting foods into food groups. Healthy stir fry. Children identify foods, prepare foods for cooking, cook their stir fry, eat and evaluate.</p> <p>Evaluate the effects of exercise on the body and why their body reacts this way.</p>

PROGRESSION OF SKILLS

	<p>Skills</p>	<ul style="list-style-type: none"> <li>✚ identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>✚ find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>	<ul style="list-style-type: none"> <li>✚ explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>✚ find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>✚ notice that animals, including humans, have offspring which grow into adults</li> </ul>	<ul style="list-style-type: none"> <li>identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> <li>✚ 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.</li> <li>✚ 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</li> </ul>	<ul style="list-style-type: none"> <li>✚ observe and describe how seeds and bulbs grow into mature plants</li> <li>✚ find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> <li>✚ Asking simple questions and recognising that they can be answered in different ways</li> <li>✚ observing closely, using simple equipment</li> <li>✚ performing simple tests</li> <li>✚ identifying and classifying using their observations and ideas to suggest answers to questions</li> <li>✚ gathering and recording data to help in answering questions.</li> </ul>	<ul style="list-style-type: none"> <li>Asking simple questions and recognising that they can be answered in different ways</li> <li>✚ observing closely, using simple equipment</li> <li>✚ performing simple tests</li> <li>✚ identifying and classifying using their observations and ideas to suggest answers to questions</li> <li>✚ gathering and recording data to help in answering questions.</li> </ul>	<ul style="list-style-type: none"> <li>✚ Pupils should be taught to:</li> <li>✚ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>
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