

Year Group 2			
	Autumn	Spring	Summer
Theme	Look Out London	Amazon Adventures	Africa
Concepts and Knowledge	<p>What is a country? County, town, village, road, United Kingdom, where is London in England and what a capital city is?</p> <p>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.</p> <p>Typical weather in England. What is a monarch and who is our monarch? Monarchy in 1600. How it has changed.</p> <p>What is a material? How we use different materials.</p> <p>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.</p>	<p>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.</p>	<p>Africa the continent. What is an Atlas? What is a tribe? 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?</p>
Values: Honesty Wisdom Kindness Happiness Bravery Self-Belief	<p>Honesty: 'Tiddler' Julia Donaldson (Foundation lesson)</p> <p>Wisdom: King Charles (Great Fire of London link)</p>	<p>Kindness: Kindness Tree (KS1 Kindness tree in Shared Area)</p> <p>Happiness: What makes us happy? (Foundation lesson)</p>	<p>Bravery: 'The Lion inside' Africa Link</p> <p>Self – Belief (Foundation lesson)</p>

Physical Education

Context	Multi Skills (coach-led) Handball (teacher-led)	Dance (coach-led) Story-telling dance (teacher-led) Tell the Great Fire of London through dance.	Gymnastics (coach-led) Multi-skills (teacher-led)	Racket and catching skills (net and wall) (coach-led) Football (teacher-led)	Striking and fielding skills (coach-led) Cricket (teacher-led)	Athletics (coach-led) Sports Day practise (teacher-led)
Aims	The national curriculum for physical education aims to ensure that all pupils: <ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities • lead healthy, active lives. 					
Key Vocab	Team games: throw, catch, move into space	Dance: timing, levels, mirroring, routine, canon.	Gymnastics: balance, jump (pencil, tuck, star, half turn), roll (pencil, egg, teddy bear, forward), linking together, sequence.	Team games: throw, catch, move into space	Team games: throw, catch, move into space	Athletics: sprinting, jumping, distance, speed, control, accuracy
National Curriculum	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.						
master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	Bounce and kick a ball whilst moving. Know how to pass the ball in different ways. Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Throw a ball for distance. Use hand-eye coordination to control a ball. Catch at increasing distances with balls. Change speed and direction whilst running. Begin to	Develop agility and co-ordination by moving their bodies to music.	Master basic balances and develop further balances including candlestick, table, one leg, kneeling, large body part balances and simple balances on apparatus, simple balances with a partner. Develop balance, agility and co-ordination through the use of vaults. Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land with increasing control and balance. Climb onto and jump off the equipment safely. Egg roll (controlled), teddy bear roll, rocking for forward roll, crouching for forward roll.	Kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game. Know how to pass the ball in different ways. Change speed and direction whilst running. Begin to choose and use the best space in a game.	Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Throw a ball for distance. Use hand-eye coordination to control a ball.	Running to a specific target to develop speed, accuracy and control.

PROGRESSION OF SKILLS

	choose and use the best space in a game.					
participate in team games, developing simple tactics for attacking and defending	Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully.			Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully.	Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully.	
perform dances using simple movement patterns.		Copy, remember and repeat actions. Create a short routine inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance routine. Move in time to music. Improve the timing of their actions.				

Music

Context	Look Out London Research and perform songs from famous London bands, including the features of different genres.		Amazon Adventures Listen to and create the sounds of the rainforest using body percussion and then instruments.		Amazing Africa Use percussion instruments to create African beats and rhythms.	
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PROGRESSION OF SKILLS

Key Vocab	Loud, quiet, tempo, fast, slow, pitch, timbre, dynamics, tempo, beats, rhythms, stave, patterns, perform, sing, note, percussion, instrument		Loud, quiet, tempo, fast, slow, pitch, timbre, dynamics, tempo, beats, rhythms, stave, patterns, perform, sing, note, percussion, instrument		Loud, quiet, tempo, fast, slow, pitch, timbre, dynamics, tempo, beats, rhythms, stave, patterns, perform, sing, note, percussion, instrument	
Aims	<p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 					
National Curriculum	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
use their voices expressively and creatively by singing songs and speaking chants and rhymes	<p>Children will:</p> <ul style="list-style-type: none"> Perform call and response songs and two-part singing; 		<p>Children will:</p> <ul style="list-style-type: none"> Perform songs with actions and recognise where changes are needed in dynamics. Recognise verse and chorus. 		<p>Children will:</p> <ul style="list-style-type: none"> Perform songs with actions and recognise where changes are needed in dynamics. 	
play tuned and untuned instruments musically	<p>Children will:</p> <ul style="list-style-type: none"> Play a range of percussion instruments, following instructions on how and when to play. 		<p>Children will:</p> <ul style="list-style-type: none"> Play a range of percussion instruments, following instructions on how and when to play. 		<p>Children will:</p> <ul style="list-style-type: none"> Play a range of percussion instruments, following instructions on how and when to play. 	
listen with concentration and understanding to a range of high-quality live and recorded music	<p>Children will:</p> <ul style="list-style-type: none"> Identify the beat of a tune; Understand and recognise pitch in different instruments and pieces of music; 		<p>Children will:</p> <ul style="list-style-type: none"> Identify the beat of a tune; Recognise changes in timbre, dynamics and pitch. Identify orchestral instruments. 		<p>Children will:</p> <ul style="list-style-type: none"> Identify the beat of a tune; 	
experiment with, create, select and combine sounds using the inter-related dimensions of music.	<p>Children will:</p> <ul style="list-style-type: none"> Begin to compose short musical patterns on instruments and perform them to their peers; Work collaboratively (as a whole class) to compose alternative verses to a song; Compose African beats and rhythms using percussion instruments and body percussion; Begin to recognise simple musical symbols and the stave and understand that this is how music is transcribed. 		<p>Children will:</p> <ul style="list-style-type: none"> Begin to compose short musical patterns on instruments and perform them to their peers; Work collaboratively (as a whole class) to compose alternative verses to a song; 		<p>Children will:</p> <ul style="list-style-type: none"> Begin to compose short musical patterns on instruments and perform them to their peers; Compose African beats and rhythms using percussion instruments and body percussion; Begin to recognise simple musical symbols and the stave and understand that this is how music is transcribed. 	

Religious Education

<p>Concepts</p> <p>Skills and Knowledge</p>	<p>Christianity</p> <p>Story of The Good Samaritan. (Christian story) Retell and act out. Look at the meaning and value of the story.</p> <p>Muhammad and the Thirsty Camel (Islam)</p> <p>Sikhism The story of Guru Nanak and Malak Bhago. (Sikhism) – Suggest meaning or message to this story.</p>	<p>Christianity</p> <p>Make a Christingle.</p> <p>Christmas production- Christmas story real message of Christmas</p> <p>Children to explain how they feel about the Christmas story and whether they feel it is important to them.</p>	<p>Christianity</p> <p>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.</p> <p>Children to write their own prayer.</p> <p>Judaism Why is Purim celebrated? - introduce Judaism with artefacts. The Story of Queen Essther. The celebration of Purim and why it is celebrated.</p>	<p>Christianity</p> <p>Why is Easter celebrated? Story of Easter, death and resurrection. Meaning of the Easter story and what it means to them.</p> <p>To write any questions that they have.</p>	<p>Christianity</p> <p>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)</p> <p>Islam Explore Qur’an statements about signs (ayats) of God.</p> <p>Are there signs of God?</p>	<p>Christianity</p> <p>Having a special place. – a place of security.</p> <p>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?</p> <p>Why events are celebrated in a church. Death birth marriage baptism</p> <p>How do you feel about the church and how did they feel in the church.</p>
<p>Curriculum</p>	<p>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.</p> <p>They should enquire into what values, beliefs or meaning these stories may also be expressing.</p> <p>The other principal religions represented in</p>	<p>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. 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.</p>	<p>Pupils should be taught to recognise Christian artefacts, for example, the cross, the Bible, images of Jesus Pupils should similarly learn about stories associated with at least one other religious tradition. They should enquire into what values, beliefs or meaning these stories may also be expressing.</p>	<p>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.</p>	<p>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. Opportunities should be taken to encourage pupils to ask questions about the values or beliefs these artefacts may represent or express.</p>	<p>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. Pupils should explore how and when such artefacts may be used and why they are of religious importance to Christians. Pupils should learn about the church as a place used for Christian worship. If possible pupils should have an opportunity to visit a local church 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. They should be encouraged to explore the atmosphere in a</p>

PROGRESSION OF SKILLS

	<p>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.</p> <p>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.</p>					<p>church, how and why Christians worship together and how and why special events like baptism are celebrated in a church. 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.</p> <p>Pupils should be encouraged to share their thoughts in response to views and beliefs which arise from their exploration into places of worship and begin to attempt to explain or support their view making use of simple reasons.</p>
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History			
Context	Look Out London Great Fire of London – when was the Great Fire? Understand and plot the chronological order of events in the Great Fire of London. Focus on Samuel Pepys and Charles 11 and the role they played. Discuss and compare how London has changed since 1666.	Amazon Adventures	Africa Research and discuss who Nelson Mandela was. What did he do that made him a significant figure to African people and to people globally?
Aims	<p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world • know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind • gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’ • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses • understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed • gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. 		
	history, present, future, compare, historical person, timeline, ruler, earliest, latest		
Key Vocabulary	Chronological order, time period, sources, dates, artefacts, significant person, century, monarchy		Significant person, sources, time period
National Curriculum	Autumn	Spring 1	Summer 1
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]	<p>Children show an awareness of the past, the present and the passing of time by looking at the significant national event, The Great Fire of London. Children can:</p> <ul style="list-style-type: none"> - Observe and use pictures, photographs and artefacts to find out about the past - start to use stories or accounts to distinguish between fact and fiction (Toby and the Great Fire of London) - Explain that there are different types of evidence and sources that can be used to represent the past. - Observe and handle evidence to ask simple questions about the past - Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations <p>Children will develop an awareness of the Great fire of London using common words and phrases relating to the passing of time. They will know where the people and events studies fit in within a chronological framework. Children can:</p>		

	<ul style="list-style-type: none"> - Sequence events that are close together in time - Order dates from earliest to latest on simple timelines (timeline of the GFoL from beginning to end) - Use words and terminology linked to the passing of time <p>Children will be able to identify similarities and differences between ways of life in 1666 and the present day. Children will be able to choose and use parts of stories and other sources to show that they know and understand key features of the events in the GFoL. Children can:</p> <ul style="list-style-type: none"> - Recognise some similarities and differences between the past and the present (towns, houses, fire engines, clothes) - Recognise some similarities and differences between ways of life in 1666 and the present time - Know and recount some events and stories from the GFoL - Begin to understand the reasons why people in the past acted as they did - Describe significant individuals from the past (Samuel Pepys and Charles II) 		
<p>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.</p>	<p>Children will have an awareness of significant people and their roles in history by researching using a range of secondary sources including, texts, images, internet, video clips etc. Children can:</p> <ul style="list-style-type: none"> - Ask a range of questions that will deepen their knowledge into the understanding of who the individual is and why they are significant both nationally and globally. (Samuel Pepys, Charles II) 	<p>Children will have an awareness of significant people and their roles in history by researching using a range of secondary sources including, texts, images, internet, video clips etc. Children can:</p> <ul style="list-style-type: none"> - Ask a range of questions that will deepen their knowledge into the understanding of who the individual is and why they are significant both nationally and globally (Nelson Mandela.) 	
<p>Significant historical events, people and places in their own locality.</p>			

Geography

<p>Context</p>	<p>Look Out London</p> <p>Locate and label the United Kingdom, its countries and their capital cities. Understand where London is in relation to where we live.</p>	<p>Amazon Adventures</p> <p>Locate and label the world's continents and oceans.</p> <p>Locate and label the world's rainforests on a world map.</p> <p>Compare the UK's weather with the Amazon rainforest.</p>	<p>Africa</p> <p>Locate Africa on a world map and where it is in the world in relation to the UK.</p> <p>Identify on a map the equator and discuss countries close to it and their climates.</p> <p>Locate the 54 countries of Africa.</p> <p>Look at the climate in Africa in comparison to the UK.</p> <p>Compare the African way of life to our own life in the UK.</p>
<p>Aims</p>	<p>The national curriculum for geography aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes • understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time • are competent in the geographical skills needed to: • collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes • interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) • communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. 		
	<p>country, human features, physical features, town, ocean, world, key, symbol</p>		
<p>Key Vocabulary</p> <p>Use basic geographical vocabulary to refer to:</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>	<p>Also: capital cities, aerial view</p>	<p>Also: continents, equator, rainforest, climate, atlas, globe</p>	<p>Also: continent, climate</p>

PROGRESSION OF SKILLS

National Curriculum	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Location knowledge...</p> <p>Name and locate the world's seven continents and five oceans.</p>			<p>Pupils will develop contextual knowledge of globally significant places. They will develop knowledge about the world's rainforests. Children can:</p> <ul style="list-style-type: none"> - Name and locate the world's seven continents and five oceans (using an age appropriate atlas/map – reinforced by Continent Song) - Begin to use key vocabulary to demonstrate their understanding of continents, oceans and their locations: Asia, Africa, North America, South America, Antarctica, Europe, Australia, Atlantic Ocean, Indian Ocean, Pacific Ocean, Arctic, Southern Ocean 	<p>Pupils will develop contextual knowledge of globally significant places. They will develop knowledge about Africa. Children can:</p> <ul style="list-style-type: none"> -Name and locate Africa using an age appropriate atlas -Begin to use key vocabulary to demonstrate their understanding of the location of the continent Africa and the countries in it 		
<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>Pupils will develop knowledge about the world, the United Kingdom and their locality. Children can:</p> <ul style="list-style-type: none"> -Locate and name the four countries and capital cities of the United Kingdom and its surrounding seas. -Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas - Begin to use key vocabulary to demonstrate their understanding of these countries and locations: United Kingdom, England, Northern Island, Wales, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh 					
<p>Place knowledge...</p> <p>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.</p>			<p>Pupils begin to develop contextual knowledge of the location of globally significant places – the Rainforest). Children begin to understand basic vocabulary relating to human and physical geography. Children can:</p> <ul style="list-style-type: none"> - Compare a local forest in the UK to the Amazon Rainforest - Use the vocabulary of key physical features, including: forest, hill, mountain, river, soil, valley, vegetation, climate, temperature, season and weather. 	<p>Pupils begin to develop contextual knowledge of the location of globally significant places – the Rainforest). Children begin to understand basic vocabulary relating to human and physical geography. Children can:</p> <ul style="list-style-type: none"> -Outline the similarities and differences of human and physical geographical features of Sedgley and a non-European country - Africa. - Use the vocabulary of key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. 		

PROGRESSION OF SKILLS

<p>Human and Physical geography</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>Children will begin to learn about and understand key physical and human geographical features of the world. They will begin to identify seasonal and daily weather patterns. Children can:</p> <ul style="list-style-type: none"> -Identify where the Equator is and understand the affect is has on the climate. Children can identify hot and cold areas of the world in relation to the Equator and the North and south Pole - Understand what the climate is like in the rainforest. (cross curricular maths link – pictogram of rain fall) - Begin to use basic geographical vocabulary to refer to key physical features, including: forest, rainforest, river, soil, vegetation, layers of the rainforest, seasons, weather, rainfall (compare Kielder Forest in the UK to the Amazon Rainforest) 	<p>Children will begin to learn about and understand key physical and human geographical features of the world. They will begin to identify seasonal and daily weather patterns. Children can:</p> <ul style="list-style-type: none"> -Identify seasonal and daily weather patterns in Africa and understand this in relation to the location of Africa and the Equator - Begin to use basic geographical vocabulary to refer to key physical features, including sea, ocean, beach, cliff, coast, vegetation, season and weather, city, town, village
<p>Geographical skills and fieldwork</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>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.</p>	<p>Children will be able to begin to interpret geographical information from a range of sources. They will be able to communicate geographical information in a variety of different ways. Children can:</p> <ul style="list-style-type: none"> -Use Google earth to identify the United Kingdom and its countries and capital cities -Use world maps, age-appropriate atlases and globes to identify Europe and the United Kingdom -Use simple compass directions and locational and directional language to describe the location of features and routes on a map -Devise a simple map, and use, and construct basic symbols in a key (linked to Katie in London text) -Use key vocabulary to demonstrate knowledge and understanding: compass, 4 point direction, North, South, East, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, United Kingdom, world map, country, continent, human, physical 	<p>Children will be able to begin to interpret geographical information from a range of sources. They will be able to communicate geographical information in a variety of different ways. Children can:</p> <ul style="list-style-type: none"> - Use Google Earth to identify continents and oceans -Use world maps, age-appropriate atlases and globes to identify continents and oceans -Use key vocabulary to demonstrate knowledge and understanding: aerial view, map. Atlas, position, journey, United Kingdom, world map, country, continent, human, physical 	<p>Children will be able to begin to interpret geographical information from a range of sources. They will be able to communicate geographical information in a variety of different ways. Children can:</p> <ul style="list-style-type: none"> -- Use Google Earth to identify the continents of Africa and its countries -Use world maps, age-appropriate atlases and globes to identify the continent of Africa and its countries -Children can use compass directions and directional language to describe the location of features and routes on a map. -Use the Beebots to practise and reinforce directional and positional language -Use key vocabulary to demonstrate knowledge and understanding: compass, direction, North, South, East, West, aerial view, key, symbols, position, route
<p>Use aerial photographs and</p>	<p>Children can:</p>		

PROGRESSION OF SKILLS

<p>plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>	<p>- Use aerial photos to help devise a simple map, and use, and construct basic symbols in a key (linked to Katie in London text) -Recognise and locate landmarks (London landmarks) and simple human and physical features of an area (London)</p>		
<p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>			

Design and Technology

Context		<p>Look Out London</p> <p>Design a toy fire engine for a present for a younger child (linked to Great fire of London).</p>		<p>Amazon Adventures</p> <p>Design, make and evaluate a Rainforest pop-up book using a range of mechanisms.</p>		<p>Amazing Africa</p> <p>Design, make and evaluate a healthy, traditional African dish.</p>
Skills		<p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate</p> <p>Explore and evaluate a range of existing products.</p> <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 use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>		<p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Explore and evaluate a range of existing products.</p> <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, flaps, levers and pop-up mechanisms]</p>		<p>Select from and use a wide range of ingredients, according to their characteristics.</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>
Aims	<p>The national curriculum for design and technology aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world • build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users • critique, evaluate and test their ideas and products and the work of others • understand and apply the principles of nutrition and learn how to cook. 					

PROGRESSION OF SKILLS

Key Vocab	research, design, design brief, evaluate, strengths, weaknesses, create, cut, shape, join, finish, materials, equipment, suitability, structure, mechanisms, wheels and axels, stable, durable		research, design, design brief, evaluate, strengths, weaknesses, create, cut, shape, join, finish, materials, equipment, suitability, structure, mechanisms, levers, sliders, concertina mechanism, stable, durable		research, design, design brief, evaluate, strengths, weaknesses, create, cook, cut, slice, peel, chop, mix, present, ingredients, equipment, healthy, ingredients, prepare, taste, flavour, texture, presentation	
National Curriculum	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Design purposeful, functional, appealing products for themselves and other users based on design criteria	Children can research the product using the internet, books and actual existing products (any mechanisms used, overall effectiveness of product, aesthetics of the product etc.) before completing their own annotated design (diagram). Children can discuss the design brief and complete their individual designs in line with the brief.	Children can research the product using the internet, books and actual existing products (any mechanisms used, overall effectiveness of product, aesthetics of the product etc.) before completing their own annotated design (diagram). Children can discuss the design brief and complete their individual designs in line with the brief.	Children can research the product using the internet, books and actual existing products (any mechanisms used, overall effectiveness of product, aesthetics of the product etc.) before completing their own annotated design (diagram). Children can discuss the design brief and complete their individual designs in line with the brief.	Children can research the product using the internet, books and actual existing products before completing their own annotated design. Children can discuss the design brief and complete their individual designs in line with the brief.		
Design, generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	Children can create their own templates and mock ups of products in order to test out their strengths and weaknesses. Children can discuss and communicate their findings with others.	Children can create their own templates and mock ups of products in order to test out their strengths and weaknesses. Children can discuss and communicate their findings with others.				
Make select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	Children can choose suitable equipment to cut, shape, join and finish their products.	Children can choose suitable equipment to cut, shape, join and finish their products.	Children can choose suitable equipment to prepare ingredients and cook their stir fry (cutting, slicing, peeling, stirring, mixing, presenting)			
Make select from and use a wide range of materials and components, including construction materials, textiles and ingredients,	Children can independently choose from a wide range of materials. Children will know what materials are appropriate for specific jobs and they will be able to communicate reasons for their choices.	Children can independently choose from a wide range of materials. Children will know what materials are appropriate for specific jobs and they will be able to communicate reasons for their choices.	Children can independently choose from a wide range of ingredients. Children will know what ingredients are appropriate and communicate reasons for their choices.			

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according to their characteristics			
Evaluate explore and evaluate a range of existing products	Children can discuss the effectiveness of existing products and can discuss this.	Children can discuss the effectiveness of existing products and can discuss this.	Children can discuss the nutritional value and appeal of existing products
Evaluate evaluate their ideas and products against design criteria	Children can evaluate the effectiveness of their own products. They can also evaluate the specific skills that they have used. Children can identify the strengths and weaknesses of their final product and make suggestions about how to improve it.	Children can evaluate the effectiveness of their own products. They can also evaluate the specific skills that they have used. Children can identify the strengths and weaknesses of their final product and make suggestions about how to improve it.	Children can evaluate the effectiveness of their own products. They can also evaluate the specific skills that they have used. Children can identify the strengths and weaknesses of their final product and make suggestions about how to improve it.
Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable	Children can show an awareness of how to make a structure stronger, stiffer, stable and fit for purpose.	Children can show an awareness of how to make a structure stronger, stiffer, stable and fit for purpose.	
Technical knowledge explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	Children explore and use mechanisms in their products (wheels and axels)	Children explore and use mechanisms in their products (levers, sliders, concertina mechanism)	
Cooking Nutrition use the basic principles of a healthy and varied diet to prepare dishes			Children show an awareness of a healthy and varied diet. Children can research using the internet, books and prior knowledge to prepare healthy dishes.
Cooking Nutrition understand where food comes from.			Children know the origins of some food.

Computing

Context	Look Out London Research London landmarks and present them as a poster using online images and text.	Amazon Adventures Create covers for rainforest pop-up books using an art program.	Amazing Africa Use devices and the internet safely to research African animals.			
Skills						
Aims	The national curriculum for computing aims to ensure that all pupils: <ul style="list-style-type: none"> • can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation • can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems • can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems • are responsible, competent, confident and creative users of information and communication technology. 					
Key Vocab	log on, log off, click, drag, text, font, copy and paste, images, position, size, save, open, network, coding, program, instructions, order, algorithms, debug, turn, left, right, blocks, sequence, buttons, input, object, click, drag	internet, safe, reliable, accept, tell, online, trusted, adult, information, safety, personal, key, question, tell, share, stranger, danger, paint, colour, brush, tools, undo, size.	internet, safe, reliable, accept, tell, online, trusted, adult, information, safety, personal, key, question, tell, share, stranger, danger.			
National Curriculum	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	Espresso Coding: Block Coding Different sorts of inputs (5 lessons) Children can use different sorts of inputs to make simple programs work.		Espresso Coding: Block Coding Buttons and instructions (5 lessons) Children can use one object to control another object.			
create and debug simple programs			Children can create a simple program and are starting to identify problems and how to debug them.			
use logical reasoning to predict the behaviour of simple programs	Children gain an understanding of how to control objects on screen (through using the mouse or keyboard) and that one object can be used to control another.					
use technology purposefully to create, organise, store, manipulate and retrieve digital content	Children can use tools on Word to: <ul style="list-style-type: none"> - Copy and paste and manipulate position and size of images from the internet; - Add text to a Word document; - Save and open documents in a Year 2 folder on the school network. 		Children can use various tools such as brushes, pens, eraser, stamps and shapes to create art.			
recognise common uses of information technology beyond school					Children to learn about technology in their home, including devices that connect to the Internet and how to use them safely.	
use technology safely and respectfully,	Children can use technology safely and respectfully. Children know the importance of		E-Safety: Hectors world programmes 1-6.		Children can use technology safely and respectfully. Children know the importance of keeping their personal information private. Children are aware	

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<p>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>	<p>keeping their personal information private. Children are aware who to go to for help and support about any concerns they have when working online.</p>	<p>Children can use technology safely and respectfully. Children know the importance of keeping their personal information private. Children are aware who to go to for help and support about any concerns they have when working online.</p>	<p>who to go to for help and support about any concerns they have when working online.</p>
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Art and Design

Context	<p>Look out London</p> <p>Create colourful drawings of famous London landmarks in the style of Paul Klee.</p>	<p>Amazon Adventures</p> <p>Explore the work of Henri Rousseau and create rainforest art based on plants and animals of the Amazon.</p> <p>Create a front cover for their pop-up books using an art program.</p>	<p>Amazing Africa</p> <p>Use Kenyan tribal patterns and colours as a stimulus for 2D and 3D art.</p> <p>Create water colours inspired by 'The Water Princess' illustrated by Peter H Reynolds.</p> <p>Explore the work of Pamm Holland and use colour and patterns to create bright and bold giraffe pictures.</p> <p>Make a clay 'water jar' and decorate and embellish in an African style.</p> <p>Make a 3D sculpture of an African animal.</p>
Aims	<p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • produce creative work, exploring their ideas and recording their experiences • become proficient in drawing, painting, sculpture and other art, craft and design techniques • evaluate and analyse creative works using the language of art, craft and design • know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. 		
Key Vocabulary	<p>Paul Klee, colour, pattern, texture, line, shape, form and space, bright, dark, dull, pale</p> <p>Draw, sketch, observe, colour, pattern, texture, line, shape, design, create, mix, primary colours, secondary colours, sculpture, statue, model, rolling, cutting pinching, carving, collage, mosaic, cut, place, arrange blend, tint</p> <p>watercolour, wash, sweep, dab line, tone, texture, shape, space, colour, pattern, form, tone, colour</p> <p>Mixing, shade, tone, primary colours, secondary colours, blend, tint, model, form, 3D, sculpture,</p>	<p>Henri Rousseau, colour, pattern, line, shape, form and space, draw, sketch, observe,</p> <p>Shape, line, form, colour, impact, layout, detail</p>	<p>colour, pattern, line, shape, form and space Peter H Reynolds, Pamm Holland, Pattern, colour, repeat, symmetry, shade, Nelson Mandela, clay, shape, decorate, slip, tools, techniques, imagination, texture, form</p>
National Curriculum	Autumn 1	Spring 1	Summer 1
use a range of materials creatively to design and make products	<p>Try out different activities and make sensible choices about what to do next.</p> <p>Use drawings to record ideas and experiences. Deliberately choose particular techniques for a given purpose.</p>	<p>Try out different activities and make sensible choices about what to do next.</p> <p>Use drawings to record ideas and experiences. Deliberately choose particular techniques for a given purpose.</p> <p>When looking at creative work express clear preferences and give some reasons for these i.e. I like that because....</p>	<p>Try out different activities and make sensible choices about what to do next.</p> <p>Develop and exercise some care and control over the range of materials they use. Example, don't accept the first mark but seek to refine and improve.</p>

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	<p>Develop and exercise some care and control over the range of materials they use. Example, don't accept the first mark but seek to refine and improve.</p> <p>When looking at creative work express clear preferences and give some reasons for these i.e. I like that because....</p>		
<p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>	<p>Use a range of materials creatively to design and make products. Use a wide range of patterns and colours.</p> <p>Refine skills in drawing and develop and share ideas. Incorporate known experiences. Focus on using lines and known shapes (geometric) to create.</p> <p>Refine skills in painting and develop and share ideas. They choose to use own experiences or imagination. Focus on using colour and space for effect.</p> <p>Refine skills in sculpture and develop and share their ideas. They choose to use own experiences or imagination. Develop and use a texture for effect. Create visual texture using different marks.</p>	<p>Use a range of materials creatively to design and make products. Use a wide range of patterns and colours.</p> <p>Refine skills in drawing and develop and share ideas. Incorporate known experiences. Focus on using lines and known shapes (geometric) to create.</p> <p>Refine skills in painting and develop and share ideas. They choose to use own experiences or imagination. Focus on using colour and space for effect.</p>	<p>Use a range of materials creatively to design and make products. Use a wide range of patterns and colours.</p> <p>Refine skills in drawing and develop and share ideas. Incorporate known experiences. Focus on using lines and known shapes (geometric) to create.</p> <p>Refine skills in painting and develop and share ideas. They choose to use own experiences or imagination. Focus on using colour and space for effect.</p> <p>Refine skills in sculpture and develop and share their ideas. They choose to use own experiences or imagination. Develop and use a texture for effect. Create visual texture using different marks.</p>
<p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>To explore mark making with the following media - HB Pencils and 4B, charcoal, wax crayons, dry pastels, oil pastels, colouring pencils.</p> <p>Blend oil pastels to achieve colours.</p> <p>Explore mixed media drawings eg. charcoal and dry pastels: pencil and water colours.</p> <p>To mix colours –move on to use 2 reds, 2 yellows, 2 blues, black and white. To know that thin paint blends and merges, more water reduces intensity of colours. Mixing paint in varying degrees of thickness – children to be aware that thin colours look distant, thick colours look closer.</p> <p>To develop language to name colour e.g. bright, dark, dull, pale</p> <p>To explore marks using a variety of brushes and tools including sponges with both thick and thin paint and discuss effects.</p>	<ol style="list-style-type: none"> 1. To explore mark making with the following media - HB Pencils and 4B, charcoal, wax crayons, dry pastels, oil pastels, colouring pencils. 2. Blend oil pastels to achieve colours. 3. Explore space in drawings: positioning objects and begin to develop overlapping objects to show 'in front of' and 'behind' <p>Mix variations of one colour. Discuss light/dark tones.</p> <p>To develop language to name colour e.g. bright, dark, dull, pale</p> <p>To explore marks using a variety of brushes and tools including sponges with both thick and thin paint and discuss effects.</p>	<p>To explore mark making with the following media - HB Pencils and 4B, charcoal, wax crayons, dry pastels, oil pastels, colouring pencils.</p> <p>Explore clear lines and smudged lines/shapes with charcoal. Make tones of grey.</p> <p>To mix colours –move on to use 2 reds, 2 yellows, 2 blues, black and white. To know that thin paint blends and merges, more water reduces intensity of colours. Mixing paint in varying degrees of thickness – children to be aware that thin colours look distant, thick colours look closer.</p>

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	<p>To build 3D models with boxes and containers choosing shape and form suitable for purpose.</p> <p>Cover constructions with pasted strips of newspaper and or paint to apply colour and small features with collage.</p> <p>To use a variety of found objects to create sculptures.</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>Link their products to well-known artists Attempt to make links to the local artistic community.</p> <p>Examine a piece of work from a well-known artist and use it to create success criteria. They critically evaluate their work.</p>	<p>Examine a piece of work from a well-known artist and use it to create success criteria. They critically evaluate their work.</p>	<p>Link their products to well-known artists.</p> <p>Attempt to make links to the local artistic community.</p>

Science

Context	<p>Material hunt What are objects made from? What are the objects used for? Investigate how materials change shape – link with Megastructures to produce their own megastructure using plasticine.</p>	<p>Label parts of the body. Look at how we are similar and different to each other. 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,</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>Using books to find out about plants. Make up a poster about plants using secondary resources.</p> <p>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>White flower and dye experiment. Monitoring over time.</p> <p>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>
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	Testing the properties of materials. Why materials are chosen for specific objects.	grow, reproduce and feed.	Classifying animals into herbivore, carnivore and omnivore. Identify food sources for some animals and form simple food chains. Description of different habitats – desert, sea, rainforest			
Skills						
Aims	The national curriculum for science aims to ensure that all pupils: <ul style="list-style-type: none"> • develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics • develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them • are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future. 					
Key Vocabulary						
National Curriculum	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>notice that animals, including humans, have offspring which grow into adults</p>	<p>identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>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.</p> <p>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</p>	<p>observe and describe how seeds and bulbs grow into mature plants</p> <p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Asking simple questions and recognising that they can be answered in different ways</p> <p>observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions.</p>	<p>Asking simple questions and recognising that they can be answered in different ways</p> <p>observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions.</p>	<p>Pupils should be taught to: describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>