

## HEAVERS FARM AND SELSDON PRIMARY YEARLY PLANNING: YEAR 2 2018/19

Subject	Autumn 1 <sup>st</sup> Half 6 weeks + 3 day	Autumn 2 <sup>nd</sup> Half 8 weeks	Spring 1 <sup>st</sup> Half 5 weeks + 4 days	Spring 2 <sup>nd</sup> Half 6 weeks	Summer 1 <sup>st</sup> Half 4 weeks + 4 days	Summer 2 <sup>nd</sup> Half 7 weeks
Whole School Focus	Black History	Disability History	Women's History	Mindfulness	Love Our Planet Our Local Area	LGBTQ+ History
<b>Reading</b>	<p><b>Pupils will be taught to:</b></p> <p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent;            Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes;            Read accurately words of two or more syllables that contain the same graphemes as above;            Read words containing common suffixes;            Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word;            Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered;            Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation;            Re-read these books to build up their fluency and confidence in word reading.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>• listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• discussing the sequence of events in books and how items of information are related</li> <li>• becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>• being introduced to non-fiction books that are structured in different ways</li> <li>• recognising simple recurring literary language in stories and poetry</li> <li>• discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>• discussing their favourite words and phrases</li> <li>• continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• making inferences on the basis of what is being said and done</li> <li>• answering and asking questions</li> <li>• predicting what might happen on the basis of what has been read so far</li> </ul> <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p>Reading, and comprehension activities, linked to whole school focus areas</p>					
<b>Writing</b>	Stories in familiar settings; Postcards and letters;	Traditional tales; Information texts; Traditional poems for young children.	Traditional tales from a variety of cultures; Instructions;	Quest and Adventure Stories; Information texts.	Stories by the same author. Recounts; Songs and repetitive poems.	Stories involving fantasy; Recounts.

<b>Writing – effect on audience</b>	Write familiar stories. Use phrases drawn from story language.	Make adventurous words choices to describe closely observed experiences.	Write stories in the style of traditional tales (to entertain)	Experiment with alliteration to create humorous and surprising combinations.	Explore characters' feelings.	Suggest viewpoint with brief comments.  <b>Writing linked to whole school focus areas</b>
<b>Spoken Language/ Drama/ Debate</b>	compose individual sentences orally and then write them down  participate in discussions, presentations, performances, role play, improvisations and debates  speak audibly and fluently with an increasing command of Standard English	participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say  ask relevant questions to extend their understanding and knowledge.  <b>Present work on whole school themes to parents, family members, other children etc.</b>	explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.  use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Listen to and respond appropriately to adults and their peers  use relevant strategies to build their vocabulary  give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings  <b>Present work on whole school themes to parents, family members, other children etc.</b>	consider and evaluate different viewpoints, attending to and building on the contributions of others  Gain, maintain and monitor the interest of the listener(s)	select and use appropriate registers for effective communication.  articulate and justify answers, arguments and opinions  maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comment.  <b>Present work on whole school themes to parents, family members, other children etc.</b>
<b>Grammar</b>  <i>(See NC appendix 2)</i>	<p><b>Pupils should be taught to:</b></p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:          Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)          Learn how to use:</p> <ul style="list-style-type: none"> <li>• sentence structure and simple punctuation (Who does the action/Verb/ Object)</li> <li>• nouns: common and proper nouns to understand when to use capital letters in sentences</li> <li>• sentences with different forms: statement, question, exclamation, command</li> <li>• expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>• the present and past tenses correctly and consistently including the progressive form</li> <li>• subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>• the grammar for year 2 in English Appendix 2</li> <li>• some features of written Standard English</li> </ul> <p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p>					
<b>Spelling/ Phonics</b>  <i>(See NC appendix 1)</i>	<p><b>Pupils will be taught to:</b></p> <p>Spell by:</p> <ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> </ul>					

	<ul style="list-style-type: none"> <li>learning to spell common exception words learning to spell more words with contracted forms</li> <li>learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones</li> </ul> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly Apply spelling rules and guidance, as listed in English Appendix 1 Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>		
<b>Handwriting</b>	<p><b>Pupils will be taught to:</b> Form lower-case letters of the correct size relative to one another Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Use spacing between words that reflects the size of the letters.</p>		
<b>Maths</b>	<p><b>Number- Number and place value.</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li> <li>recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>identify, represent and estimate numbers using different representations, including the number line</li> <li>compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> <li>read and write numbers to at least 100 in numerals and in words</li> <li>use place value and number facts to solve problems.</li> </ul> <p><b>Number- Addition and Subtraction.</b> Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>solve problems with addition and subtraction: <ul style="list-style-type: none"> <li>using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>applying their increasing knowledge of mental and written methods</li> </ul> </li> <li>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> <li>■ a two-digit number and ones</li> <li>■ a two-digit number and tens</li> <li>■ two two-digit numbers</li> <li>■ adding three one-digit numbers</li> </ul> </li> </ul>	<p><b>Number- Number and place value.</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li> <li>recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>identify, represent and estimate numbers using different representations, including the number line</li> <li>compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> <li>read and write numbers to at least 100 in numerals and in words</li> <li>use place value and number facts to solve problems.</li> </ul> <p><b>Number- Addition and Subtraction.</b> Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>solve problems with addition and subtraction: <ul style="list-style-type: none"> <li>using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>applying their increasing knowledge of mental and written methods</li> </ul> </li> <li>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> <li>■ a two-digit number and ones</li> <li>■ a two-digit number and tens</li> <li>■ two two-digit numbers</li> <li>■ adding three one-digit numbers</li> </ul> </li> </ul>	<p><b>Number- Number and place value.</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li> <li>recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>identify, represent and estimate numbers using different representations, including the number line</li> <li>compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> <li>read and write numbers to at least 100 in numerals and in words</li> <li>use place value and number facts to solve problems.</li> </ul> <p><b>Number- Addition and Subtraction.</b> Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>solve problems with addition and subtraction: <ul style="list-style-type: none"> <li>using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>applying their increasing knowledge of mental and written methods</li> </ul> </li> <li>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> <li>■ a two-digit number and ones</li> <li>■ a two-digit number and tens</li> <li>■ two two-digit numbers</li> <li>■ adding three one-digit numbers</li> </ul> </li> </ul>

- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

**Number- Addition and Subtraction.**

Pupils will be taught to:

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

**Number- Fractions**

Pupils will be taught to:

- Recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a length, shape, set of objects or quantity;
- Write simple fractions for example,  $\frac{1}{2}$  of 6 = 3 and recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$ .

**Measurement**

Pupils should be taught to:

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ( $^{\circ}$ C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using  $>$ ,  $<$  and  $=$
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value

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	<ul style="list-style-type: none"> <li>• find different combinations of coins that equal the same amounts of money</li> <li>• solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> <li>• compare and sequence intervals of time</li> <li>• tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</li> <li>• know the number of minutes in an hour and the number of hours in a day.</li> </ul> <p><b>Geometry- properties of shapes</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li> <li>• identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>• identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]</li> <li>• compare and sort common 2-D and 3-D shapes and everyday objects.</li> </ul> <p><b>Geometry- position and direction</b> Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• order and arrange combinations of mathematical objects in patterns and sequences</li> <li>• use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</li> </ul> <p><b>Statistics</b> Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> <li>• ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li> <li>• ask and answer questions about totalling and comparing categorical data.</li> </ul>	<ul style="list-style-type: none"> <li>• find different combinations of coins that equal the same amounts of money</li> <li>• solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> <li>• compare and sequence intervals of time</li> <li>• tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</li> <li>• know the number of minutes in an hour and the number of hours in a day.</li> </ul> <p><b>Geometry- properties of shapes</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li> <li>• identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>• identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a 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<b>Geography</b>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</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>Link to Black History Month whole school focus</p>	<p>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>	<p>Use basic geographical vocabulary to refer to: Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</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>(UK + Caribbean)</p> <p>Link to Black History Month whole school focus</p> <p>Link to love our planet whole school focus</p>	<p>Use aerial photographs and 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>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>(UK + Asia)</p>
<b>History</b>	<p><b>Black History Month focus.</b></p> <p>Understand the importance of celebrating Black History through the people who challenged the social system for an equal and diverse society.</p>	<p>To explore changes within living memory to reveal aspects of change in national life.</p> <p><b>Theme: Technology</b></p>	<p>Events beyond living memory that are significant nationally;</p> <p><b>The Great Fire of London.</b></p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p><b>Significant People: Queen Elizabeth I, Queen Victoria, etc.</b></p> <p><b>Focus on women's achievements.</b></p>	<p>Pupils taught about: significant historical events, people and places in their own locality.</p> <p><b>Focus on local history.</b></p> <p><b>With an inclusive focus in order to challenge stereotypes about historical figures.</b></p>	
<b>Design &amp; Technology</b>	<p>Throughout the year when designing and making different products children will be taught to:</p> <p><b>Design</b> purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p><b>Generate</b>, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, ICT</p> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Select from and use a range of tools and equipment to perform practical tasks</li> <li>• Select from and use a wide range of materials according to their characteristics</li> <li>• Evaluate</li> <li>• Explore and evaluate a range of existing products</li> <li>• Evaluate their ideas and products against design criteria</li> <li>• Technical knowledge</li> <li>• Build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>• Explore and use mechanisms in the products</li> </ul> <p><b>Focus on the home and school and the local community, industry and the wider environment context with a link to whole school focus areas</b></p>					

<b>Science</b>	<b>Living Things &amp; Their Habitats</b> Pupils should be taught to: <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>• 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> <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> </ul>	<b>Animals including Humans</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>• notice that animals, including humans, have offspring which grow into adults</li> <li>• find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>	<b>Use of Everyday Materials</b> Pupils should be taught to: <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>	<b>Plants</b> Pupils should be taught to: <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> </ul>	Revisit ideas from across the key stage to consolidate scientific understanding.	
<b>Art &amp; Design</b>	Share ideas, experience and imagination (using drawing and painting)  Share ideas, experience and imagination (painting and sculpture)		Use a range of materials to design and make products	Develop a range of art and design techniques (Collage, Printing)	Develop a range of art and design techniques (ICT, 3D Clay)	Study a range of artists (to include artists linked to whole school focus areas) and create piece of art in the style of the artist.

<b>Computing</b>			<p>Recognise common uses on information technology beyond school.</p> <p><b>Use technology safely and respectfully</b>, 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>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 behavior of simple programs</p>	<p>Use technology purposefully to create, organize, store, manipulate and retrieve digital content.</p>	<p><b>Use technology safely and respectfully</b>, 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>
<b>R.E. (using Croydon's Agreed Syllabus 2013)</b>	<p><b>Hinduism</b>          What do Hindus believe about God?          What is the core foundation to Hinduism?          What are the key features of Krishna?          Where do Hindus worship?          What is significant about the prayer and worship of many Hindus?          What are the books and special stories that some Hindus follow?          What is the festival of Raksha Bandhan and how is it celebrated?</p>	<p><b>Sikhism</b>          What do Hindus believe about God?          What is the core foundation to Hinduism?          What are the key features of Krishna?          Where do Hindus worship?          What is significant about the prayer and worship of many Hindus?          What are the books and special stories that some Hindus follow?          What is the festival of Raksha Bandhan and how is it celebrated?</p>	<p><b>Challenge</b>  <b>Why are some things special?</b>          Why do people have different beliefs, experiences and feelings?          Why should we handle some artefacts with care and respect?          What sort of things do people have that are special to them?</p>	<p><b>Judaism</b>          What do Jewish people believe about God?          What is important about the early life of Moses for Jewish people?          Why is Joseph important to Jews?          Where do Jewish people go to worship?</p>	<p><b>Judaism</b>          What is the special book for Jewish people? How is it treated in the Synagogue?          What is important about Friday night in the Jewish home?          Why is Hanukkah important for Jews and how it is celebrated?</p>	<p><b>Challenge</b>  <b>Why are some things special?</b>          What are the special things found in religious people's homes?          Why do some people have special foods and food laws to follow?</p>
<p><b>Personal, Social, Health and Economic Education (PSHE)</b></p> <p><b>Sex and Relationship Education (SRE)</b></p>	<p><b>Relationships (PSHE)</b>          To recognise how their behaviour affects other people</p> <p>To recognise what is fair and unfair, kind and unkind, what is right and wrong</p>	<p><b>Relationships (PSHE)</b>          To identify their special people (family, friends, carers), what makes them special and how special people should care for one another</p> <p>Know that there are different types of teasing and bullying, that these are wrong and unacceptable</p>	<p><b>Relationships (PSHE)</b>          To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p> <p><b>SRE and Health and Wellbeing: (PSHE)</b>          Growing and changing and new opportunities and responsibilities that</p>	<p><b>Health and Wellbeing: (PSHE)</b>          Rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment</p>	<p><b>Health and Wellbeing: (PSHE)</b>          How some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others</p> <p>that household products, including medicines, can be harmful if not used properly</p> <p><b>Relationships (PSHE)</b></p>	<p><b>Living in the wider world (PSHE)</b>          That money comes from different sources and can be used for different purposes, including the concepts of spending and saving</p> <p>About the role money plays in their lives including how to manage their money, keep it safe, choices about spending</p>

		How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help  <b>Living in the wider world (PSHE)</b> That they belong to various groups and communities such as family and school	increasing independence may bring  The names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls  NSPCC PANTS programme – no means no	(including rail , water and fire safety)  to recognise that they share a responsibility for keeping themselves and others safe, when to say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’  Anti-bullying focus	To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class  to offer constructive support and feedback to others	money and what influences those choices  What improves and harms their local, natural and built environments and about some of the ways people look after them  <b>PREVENT</b> Preventforschools.org Respect lessons
<b>Spiritual Moral Social and Cultural Development (SMSC)</b>	<b>Through this curriculum plan and whole school focus activities children will be taught to:</b>					
	<ul style="list-style-type: none"> <li>• Explore, understand and respect diversity.</li> <li>• Develop an awareness of, and respond respectfully to, others’ needs and differences.</li> <li>• Celebrate difference.</li> <li>• Explore what is right and wrong.</li> <li>• Understand what we need to do in our community to make sure everyone thrives.</li> <li>• Make explicit links to our school vision.</li> <li>• Develop resilience and inner strength.</li> <li>• Take pride in themselves and celebrate this with others.</li> </ul>					
<b>Music</b>	<b>Throughout the year pupils will be taught to:</b>					
	<ul style="list-style-type: none"> <li>-Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>-Play tuned and un-tuned instruments musically</li> <li>- Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>- experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>					
<b>Physical Education</b>	<b>Multi-Sports:</b> Developing balance, agility and co-ordination  Beginning to apply these in a range of activities	<b>Sports hall Athletics:</b> Master basic movements including running, jumping, throwing and catching  The skills developed above will be explored in relation to disability (Paralympics activities)	<b>Basketball and Football:</b> Participate in team games  Developing simple tactics for attacking and defending  Master basic movements including running, throwing and catching	<b>Gymnastics and Dance:</b> Perform dances using simple movement patterns  Developing balance, agility and co-ordination	<b>Rounders and Tennis:</b> Participate in team games  Developing balance, agility and co-ordination  Master basic movements including running, throwing and catching	<b>Outdoor Athletics:</b> Participate in team games  Master basic movements including running, jumping, throwing
<b>Trips</b>	<b>Local Library</b>	<b>Hindu Temple</b>		<b>Trip of the Local Area</b>		<b>Hobbledown Farm</b>