

Year 2 Yearly Objective Overview 2022 – 2023 (using sonar whole school curriculum map)

		Autumn Term 1 Lonely Beast	Autumn Term 2 The Princess and the White Bear King	Spring Term 3 Titanic Poetry If You Were a Kid Aboard The Titanic	Spring Term 4 Where the Wild Things Are	Summer Term 5 Traditional Tales	Summer Term 6 Traction Man
Reading for Pleasure text		Mr Majeika The Twits	The Owl who was afraid of the Dark.	Polar The Titanic Bear	Flat Stanley	The Black Queen	Babe The Sheep Pig
		Objectives	Objectives	Objectives	Objectives	Objectives	Objectives
Writing	Text Structure and Features	<p>Draw on a wide range of stories and understand their features.</p> <p>Recognise simple, recurring language and discuss favourite words and phrases.</p> <p>Structure and sequence ideas orally and (where appropriate) through drama and role-play. Write for different purposes including narratives about personal experiences (real and fictional)</p>	<p>Draw on a wide range of stories and understand their features.</p> <p>Recognise simple, recurring language and discuss favourite words and phrases.</p> <p>Structure and sequence ideas orally and (where appropriate) through drama and role-play Write for different purposes including narratives about personal experiences (real and fictional)</p>	<p>Draw on a wide range of poems and information books and understand their features.</p> <p>Recognise simple, recurring language and discuss favourite words and phrases.</p> <p>Structure and sequence ideas orally and (where appropriate) through drama and role-play</p> <p>Understand the structure of non-fiction books.</p> <p>Write poetry.</p> <p>Write about real events</p> <p>Write for different purposes including narratives about personal experiences (real and fictional)</p>	<p>Draw on a wide range of stories and understand their features.</p> <p>Recognise simple, recurring language and discuss favourite words and phrases.</p> <p>Write about real events – (Forest School)</p> <p>Structure and sequence ideas orally and (where appropriate) through drama and role-play</p> <p>Write for different purposes including narratives about personal experiences (real and fictional)</p>	<p>Draw on a wide range of poems and information books and understand their features.</p> <p>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</p> <p>Recognise simple, recurring language and discuss favourite words and phrases.</p> <p>Structure and sequence ideas orally and (where appropriate) through drama and role-play</p> <p>Write about real events</p>	<p>Draw on a wide range of poems and information books and understand their features.</p> <p>Recognise simple, recurring language and discuss favourite words and phrases.</p> <p>Structure and sequence ideas orally and (where appropriate) through drama and role-play</p> <p>Write about real events</p> <p>Write for different purposes including narratives about personal experiences (real and fictional)</p>

						Write for different purposes including narratives about personal experiences (real and fictional)	
	Grammar and Punctuation	<p>Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.</p> <p>Use sentences with different forms: statements, commands, questions and exclamations.</p> <p>Use expanded noun phrases.</p> <p>Use co-ordination (or, and, but)</p> <p>Use and understand the grammatical terminology in English appendix 2 in discussing their writing</p> <p>Use some features of Standard English</p>	<p>Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.</p> <p>Use expanded noun phrases.</p> <p>Use co-ordination (or, and, but).</p> <p>Use present/past tense correctly and consistently, including progressive forms of verbs</p> <p>Use and understand the grammatical terminology in English appendix 2 in discussing their writing</p> <p>Use some features of Standard English</p>	<p>Use sentences with different forms: statements, commands, questions and exclamations.</p> <p>Use commas in lists.</p> <p>Use expanded noun phrases.</p> <p>Use subordination (when, if, that, because)</p> <p>Use co-ordination (or, and, but).</p> <p>Use present/past tense correctly and consistently, including progressive forms of verbs</p> <p>Use and understand the grammatical terminology in English appendix 2 in discussing their writing</p> <p>Use some features of Standard English</p>	<p>Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.</p> <p>Use expanded noun phrases.</p> <p>Use subordination (when, if, that, because)</p> <p>Use co-ordination (or, and, but).</p> <p>Use present/past tense correctly and consistently, including progressive forms of verbs</p> <p>Use and understand the grammatical terminology in English appendix 2 in discussing their writing</p> <p>Use some features of Standard English</p>	<p>Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.</p> <p>Use sentences with different forms: statements, commands, questions and exclamations.</p> <p>Use apostrophes for singular possession.</p> <p>Use expanded noun phrases.</p> <p>Use subordination (when, if, that, because)</p> <p>Use co-ordination (or, and, but).</p> <p>Use present/past tense correctly and consistently,</p>	<p>Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.</p> <p>Use expanded noun phrases.</p> <p>Use subordination (when, if, that, because)</p> <p>Use co-ordination (or, and, but).</p> <p>Use present/past tense correctly and consistently, including progressive forms of verbs</p> <p>Use commas in lists.</p> <p>Use apostrophes for the contracted form</p> <p>Use and understand the grammatical terminology in English appendix 2 in discussing their writing</p> <p>Use some features of Standard English</p>

					<p>Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.</p>	<p>including progressive forms of verbs</p> <p>Use and understand the grammatical terminology in English appendix 2 in discussing their writing</p> <p>Use some features of Standard English</p>	
	Transcription	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly and making phonically plausible attempts at others</p> <p>Learn new ways of spelling phonemes for which one or more spellings are already known</p> <p>Spell common exception words</p> <p>Form lower-case letters of correct size/proportion</p>	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly and making phonically plausible attempts at others</p> <p>Learn new ways of spelling phonemes for which one or more spellings are already known</p> <p>Spell common exception words</p> <p>Form lower-case letters of correct size/proportion</p>	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly and making phonically plausible attempts at others</p> <p>Learn new ways of spelling phonemes for which one or more spellings are already known</p> <p>Spell common exception words</p> <p>Form lower-case letters of correct size/proportion</p> <p>Start using diagonal/horizontal</p>	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly and making phonically plausible attempts at others</p> <p>Learn new ways of spelling phonemes for which one or more spellings are already known</p> <p>Spell common exception words</p> <p>Form lower-case letters of correct size/proportion</p>	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly and making phonically plausible attempts at others</p> <p>Learn new ways of spelling phonemes for which one or more spellings are already known</p> <p>Spell common exception words and those with contractions</p> <p>Distinguish between homophones and near homophones</p> <p>Add suffixes –ment,-ness,-ful, -less, -ly</p> <p>Form lower-case letters of correct size/proportion</p>	

		<p>Start using diagonal/horizontal strokes to join letters and know which letters are best left unjoined</p> <p>Write capital letters of the right size, orientation and proportion</p> <p>Use correct spacing between letters and words</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	<p>Start using diagonal/horizontal strokes to join letters and know which letters are best left unjoined</p> <p>Write capital letters of the right size, orientation and proportion</p> <p>Use correct spacing between letters and words</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	<p>strokes to join letters and know which letters are best left unjoined</p> <p>Write capital letters of the right size, orientation and proportion</p> <p>Use correct spacing between letters and words</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	<p>Start using diagonal/horizontal strokes to join letters and know which letters are best left unjoined</p> <p>Write capital letters of the right size, orientation and proportion</p> <p>Use correct spacing between letters and words</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	<p>Add suffixes – ment, -ness, -ful, -less, -ly</p> <p>Form lower-case letters of correct size/proportion</p> <p>Start using diagonal/horizontal strokes to join letters and know which letters are best left unjoined</p> <p>Write capital letters of the right size, orientation and proportion</p> <p>Use correct spacing between letters and words</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	<p>Start using diagonal/horizontal strokes to join letters and know which letters are best left unjoined</p> <p>Write capital letters of the right size, orientation and proportion</p> <p>Use correct spacing between letters and words</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>
	Plan, draft, edit, evaluate.	Plan/say aloud what they are going to write, sentence by sentence .	Plan/say aloud what they are going to write, sentence by sentence .	Plan/say aloud what they are going to write, sentence by sentence .	Plan/say aloud what they are going to write, sentence by sentence .	Plan/say aloud what they are going to write, sentence by sentence .	<p>Plan/say aloud what they are going to write, sentence by sentence .</p> <p>Write down key ideas/words/ vocabulary</p>

		Write down key ideas/words/vocabulary	Write down key ideas/words/vocabulary Re-read for sense and check that verbs that indicate time are used correctly, including verbs in the continuous form	Write down key ideas/words/vocabulary Re-read for sense and check that verbs that indicate time are used correctly, including verbs in the continuous form Read aloud what they have written with appropriate intonation to make the meaning clear	Write down key ideas/words/vocabulary Re-read for sense and check that verbs that indicate time are used correctly, including verbs in the continuous form Read aloud what they have written with appropriate intonation to make the meaning clear	Write down key ideas/words/vocabulary Evaluate own writing with teacher/other pupils Re-read for sense and check that verbs that indicate time are used correctly, including verbs in the continuous form. Proof-read for errors in spelling, grammar and punctuation and make corrections Read aloud what they have written with appropriate intonation to make the meaning clear	Evaluate own writing with teacher/other pupils. Re-read for sense and check that verbs that indicate time are used correctly, including verbs in the continuous form. Proof-read for errors in spelling, grammar and punctuation and make corrections Read aloud what they have written with appropriate intonation to make the meaning clear
	Language and Vocabulary	Recognise and use simple recurring literary language in stories Discuss and clarify meanings of new words, making links to known vocabulary Use drama and role-play to identify with and explore characters	Recognise and use simple recurring literary language in stories Discuss and clarify meanings of new words, making links to known vocabulary Use drama and role-play to identify with and explore characters	Recognise and use simple recurring literary language in stories and poems Discuss and clarify meanings of new words, making links to known vocabulary Use drama and role-play to identify with and explore characters	Recognise and use simple recurring literary language in stories Discuss and clarify meanings of new words, making links to known vocabulary Use drama and role-play to identify with and explore characters	Recognise and use simple recurring literary language in stories Discuss and clarify meanings of new words, making links to known vocabulary Use drama and role-play to identify	Recognise and use simple recurring literary language in stories Discuss and clarify meanings of new words, making links to known vocabulary Use drama and role-play to identify with and explore characters

						<p>with and explore characters</p> <p>Use suffixes –ful, -less, -ness, -ly, -er and –est to form and modify nouns, adjectives and adverbs</p>	<p>Use suffixes –ful, -less, -ness, -ly, -er and –est to form and modify nouns, adjectives and adverbs</p>
Word Reading		<p>Continue to apply phonic knowledge to decode most words quickly and accurately when they have been frequently encountered .</p> <p>Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes.</p> <p>Read accurately words of two or more syllables that contain graphemes taught so far.</p> <p>Sound out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Read words containing common suffixes</p> <p>Read common exception words</p>	<p>Continue to apply phonic knowledge to decode most words quickly and accurately when they have been frequently encountered .</p> <p>Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes.</p> <p>Read further common exception words</p>	<p>Continue to apply phonic knowledge to decode most words quickly and accurately when they have been frequently encountered .</p> <p>Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes.</p> <p>Read further common exception words</p>	<p>Continue to apply phonic knowledge to decode most words quickly and accurately when they have been frequently encountered.</p> <p>Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes.</p> <p>Read words containing common suffixes</p> <p>Read further common exception words</p>	<p>Continue to apply phonic knowledge to decode most words quickly and accurately when they have been frequently encountered .</p> <p>Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes.</p> <p>Read words containing common suffixes</p> <p>Read further common exception words</p>	<p>Continue to apply phonic knowledge to decode most words quickly and accurately when they have been frequently encountered .</p> <p>Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes.</p> <p>Read words containing common suffixes</p> <p>Read further common exception words</p>

Spelling/ Phonics	Song of sounds	Revise SoS Stage 2	SoS Stage 3				
Reading Comprehension		<p>Discuss sequence of events in books</p> <p>Discuss and express views about a wide range of texts at a level beyond that at which they can read independently</p> <p>Become increasingly familiar with and retelling a wider range of stories.</p> <p>Discuss and clarify meaning of new words/phrases</p> <p>Self-check to make sure text makes sense and corrects.</p> <p>Predict what might happen on the basis of what has been read so far.</p> <p>Make inferences on the basis of what is being said and done</p> <p>Ask and answer questions</p> <p>Participate in discussions about</p>	<p>Discuss sequence of events in books</p> <p>Discuss and express views about a wide range of texts at a level beyond that at which they can read independently</p> <p>Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Discuss and clarify meaning of new words/phrases</p> <p>Self-check to make sure text makes sense and corrects.</p> <p>Predict what might happen on the basis of what has been read so far.</p> <p>Make inferences on the basis of what is being said and done</p> <p>Ask and answer questions</p>	<p>Discuss sequence of events in books</p> <p>Discuss and express views about a wide range of texts at a level beyond that at which they can read independently</p> <p>Become increasingly familiar with and retelling a wider range of stories.</p> <p>Discuss and clarify meaning of new words/phrases</p> <p>Discuss favourite words and phrases</p> <p>Continue to learn/present poems by heart</p> <p>Self-check to make sure text makes sense and corrects.</p> <p>Retrieve and record information from non-fiction books that are presented in different ways</p> <p>Predict what might happen on the basis of what has been read so far.</p>	<p>Discuss sequence of events in books</p> <p>Discuss and express views about a wide range of texts at a level beyond that at which they can read independently</p> <p>Become increasingly familiar with and retelling a wider range of stories.</p> <p>Discuss and clarify meaning of new words/phrases</p> <p>Self-check to make sure text makes sense and corrects.</p> <p>Predict what might happen on the basis of what has been read so far.</p> <p>Make inferences on the basis of what is being said and done</p> <p>Ask and answer questions</p> <p>Participate in discussions about texts, explaining their understanding</p>	<p>Discuss sequence of events in books</p> <p>Discuss and express views about a wide range of texts at a level beyond that at which they can read independently</p> <p>Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Discuss and clarify meaning of new words/phrases</p> <p>Self-check to make sure text makes sense and corrects.</p> <p>Predict what might happen on the basis of what has been read so far.</p> <p>Make inferences on the basis of what is being said and done</p> <p>Ask and answer questions</p>	<p>Discuss sequence of events in books</p> <p>Discuss and express views about a wide range of texts at a level beyond that at which they can read independently</p> <p>Become increasingly familiar with and retelling a wider range of stories.</p> <p>Discuss and clarify meaning of new words/phrases</p> <p>Predict what might happen on the basis of what has been read so far.</p> <p>Make inferences on the basis of what is being said and done</p> <p>Ask and answer questions</p>

		<p>texts, explaining their understanding</p> <p>Draw on what they already knows or on background information and vocabulary provided by the teacher</p> <p>Take turns in high-quality discussions about what they have heard/read</p>	<p>Participate in discussions about texts, explaining their understanding</p> <p>Draw on what they already knows or on background information and vocabulary provided by the teacher</p> <p>Take turns in high-quality discussions about what they have heard/read</p>	<p>Make inferences on the basis of what is being said and done</p> <p>Ask and answer questions</p> <p>Participate in discussions about texts, explaining their understanding</p> <p>Draw on what they already knows or on background information and vocabulary provided by the teacher</p> <p>Take turns in high-quality discussions about what they have heard/read</p>	<p>Draw on what they already knows or on background information and vocabulary provided by the teacher</p> <p>Take turns in high-quality discussions about what they have heard/rea</p>	<p>Participate in discussions about texts, explaining their understanding</p> <p>Draw on what they already knows or on background information and vocabulary provided by the teacher</p> <p>Take turns in high-quality discussions about what they have heard/rea</p>	
<p>Maths</p> <p>White Rose</p>		<p><u>Place Value</u></p> <p>Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward.</p> <p>Recognise the place value of each digit in a two-digit number (10s, 1s)</p> <p>Identify, represent and estimate numbers using different representations,</p>	<p><u>Shape</u></p> <p>Identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line</p> <p>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</p>	<p><u>Money</u></p> <p>Know the value of different coins.</p> <p>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</p> <p>Find different combinations of coins that equal the same amounts of money.</p> <p>Solve simple problems in a practical</p>	<p><u>Length and Height.</u></p> <p>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) using rulers.</p> <p>Compare and order lengths and record the results using >, < and =</p> <p>Read scales in divisions of ones, twos, fives and tens</p>	<p><u>Fractions</u></p> <p>Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape,</p> <p>Write simple fractions, for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ set of objects or quantity</p> <p><u>Time</u></p>	<p><u>Statistics</u></p> <p>Interpret and construct simple pictograms, tally charts, block diagrams and tables</p> <p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p> <p>Ask-and-answer questions about totalling and comparing categorical data</p> <p><u>Position and Direction</u></p> <p>Use mathematical vocabulary to describe position, direction and</p>

		<p>including the number line</p> <p>Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs</p> <p>Read and write numbers to at least 100 in numerals and in words</p> <p>Recall doubles and halves up to 20</p> <p>Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20</p> <p>Use place value and number facts to solve problems Use estimation to check that his/ her answers to a calculation are reasonable</p> <p><u>Addition/Subtraction</u></p> <p>Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers,</p>	<p>Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</p> <p>Compare and sort common 2-D and 3-D shapes and everyday objects</p>	<p>context involving addition and subtraction of money of the same unit, including giving change.</p> <p><u>Multiplication/Division</u></p> <p>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p> <p>Say the nearest multiples of 10 to a given 2 digit number</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs.</p> <p>Show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot</p>	<p><u>Mass, Capacity and Temperature</u></p> <p>Choose and use appropriate standard units to estimate and measure mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ ml) to the nearest appropriate unit, using scales, thermometers and measuring vessels.</p> <p>Compare and order , mass, volume/capacity and record the results using $>$, $<$ and $=$</p> <p>Read scales in divisions of ones, twos, fives and tens</p>	<p>Compare and sequence intervals of time</p> <p>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</p> <p>Know the number of minutes in an hour and the number of hours in a day</p>	<p>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 anticlockwise)</p>
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		<p>quantities and measures</p> <p>Solve problems with addition and subtraction: applying their increasing knowledge of mental and written methods</p> <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: - a two-digit number and 1s - a two-digit number and 10s - 2 two-digit numbers - adding 3 one-digit numbers - show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot</p> <p>Recognise and use the inverse relationship between addition and</p>		<p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p>			
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		<p>subtraction and use this to check calculations and solve missing number problems</p> <p>Addition and subtraction will continue into term 2</p>					
Science		<p>Understand that animals, including humans, have offspring which grow into adults</p> <p>Describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	<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 and describe 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>Explore and compare the differences between things that are living, dead, and things that have never been alive</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>Observe and describe how seeds and bulbs grow into mature plants</p> <p>To order and understand the lifecycle of a bean plant.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</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>Identify and name a variety of plants and animals in their habitats including their adaptations.</p>
RE		Creation	Incarnation	Gospel	Salvation	Islam	Islam

		<p>What happened in the Chirstian creation story?</p> <p>What do Christians do to say thank you to God for the creation?</p> <p>Why do Christians believe that God wants them to take care of the world?</p> <p>Christians believe that God is the creator. What rules might he give them for how to look after the world?</p>	<p>How does the story of the birth of Jesus link to incarnation?</p> <p>What are the Christian signs and symbols of Christmas?</p> <p>What happened in the Christmas story and why is it important to Christians?</p> <p>What is advent and why is it important to Christians? How do Christians show that Christmas is a time to think about their relationship with God and they can do with others?</p>	<p>What does Gospel mean? What good news can we see in our everyday lives?</p> <p>Why does being thankful matter to Christians?</p> <p>Why do Christians pray?</p>	<p>What happened in the Easter story and why is it important to Christians?</p> <p>How do Christians believe God saves them?</p> <p>How do Christians celebrate Easter?</p>	<p>What does it mean to be a Muslim in Britain today?</p> <p>What is a mosque?</p> <p>Who is Allah?</p>	<p>What are the five pillars of Islam, and why are they important for Muslims?</p> <p>How and why do Muslims pray and worship at Mosque?</p> <p>What is the Qur'an and why is it important to Muslims?</p> <p>How do Muslims celebrate Eid?</p>
PSHE 10/10		<p>What are the Zones of Regulation?</p> <p>How do I feel in the green zone?</p> <p>Children will learn that we are unique, with individual gifts, talents and skills.</p>	<p>How do I feel in the blue zone?</p> <p>How do I feel in the yellow zone?</p> <p>To know that our bodies are good and we need to</p>	<p>How do I feel in the red zone?</p> <p>Children will learn simple strategies for managing feelings and maintaining good behaviour</p> <p>Children will learn and</p>	<p>Children will learn to identify 'special people' (their parents, carers, friends, parish priest) and what makes them special. To know the importance of family and of being close to and trusting special</p>	<p>Children will learn to know that they are entitled to bodily privacy. To know that there are different people we can trust for help, especially those closest to us who</p>	<p>To understand that there are different things we can do with money.</p> <p>To explore:</p> <ul style="list-style-type: none"> • Saving • Spending • Wants and needs • Making money grow

		<p>To know the names of our body parts.</p> <p>Children will learn that it is natural for us to relate to and trust one another</p> <p>To learn that we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)</p> <p>To be able to build a language to describe our feelings</p>	<p>look after them</p> <p>To understand what constitutes a healthy lifestyle, including physical activity, dental health and healthy eating.</p> <p>To understand the importance of sleep, rest and recreation for our health.</p> <p>To know how to maintain personal hygiene.</p>	<p>appreciate that there are natural life stages from birth to death, and what these are.</p> <p>To know what is and isn't safe online.</p> <p>To understand who they can go to to talk about anything they feel uncomfortable about, particularly online</p>	<p>people and telling them if something is troubling them</p> <p>Children will learn how their behaviour affects other people, and that there is appropriate and inappropriate behaviour. The characteristics of positive and negative relationships</p> <p>To learn about different types of teasing, and that all bullying is wrong and unacceptable</p> <p>Children will learn the difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them</p> <p>To know how to resist pressure when feeling unsafe</p>	<p>care for us, including our parents or carers, teachers and our parish priest.</p> <p>Children will learn that medicines are drugs, but not all drugs are good for us.</p> <p>To know that alcohol and tobacco are harmful substances.</p> <p>Children will learn about what is and isn't an emergency</p> <p>That in an emergency, they (or an adult) should call 999 and ask for ambulance, police and/or fire brigade</p> <p>Children will learn: that they belong to various communities such as home, school, parish, the wider local community, nation and global community.</p> <p>That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc.</p>	<ul style="list-style-type: none"> Using money to help others
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						<p>That we have a duty of care for others and for the world we live in (charity work, recycling etc.)</p> <p>About what harms and what improves the world in which we live</p>	
History		<p>Place key dates/eras on a timeline to develop chronological language and to identify similarities and difference between ways of life in different periods.</p> <p>Black History – to learn about a significant person of colour from history.</p>	<p>Describe and understand the significance of historical events beyond living memory (nationally or globally).</p> <p>Describe key people from the past who have contributed to national and international achievements and understand their significance.</p> <p>Know about local historical events, people and places.</p> <p>Use range of artefacts, pictures, stories and online sources to answer historical questions,</p> <p>Understand different</p>	<p>Describe and understand the significance of historical events beyond living memory (nationally or globally).</p> <p>Use range of artefacts, pictures, stories and online sources to answer historical questions.</p> <p>Understand different representations of the past by drawing comparisons</p> <p>Ask wide range of questions about the past using parts of stories and sources.</p> <p>Use a wider range of historical vocabulary eg recently, decade, century, source, pioneer</p>		<p>Know about changes within living memory and how they affected changes in national life eg toys, homes, transport.</p> <p>Know about local historical events, people and places.</p> <p>Use range of artefacts, pictures, stories and online sources to answer historical questions.</p> <p>Understand different representations of the past by drawing comparisons</p>	

			<p>representations of the past by drawing comparisons</p> <p>Ask wide range of questions about the past using parts of stories and sources.</p> <p>Use a wider range of historical vocabulary eg recently, decade, century, source, pioneer</p>				
Geography		<p>Name and locate the 7 continents and 5 oceans.</p> <p>Develop geographical vocab eg rural, urban, vegetation, season</p> <p>Use world maps, atlases and globes.</p> <p>Identify seasonal weather patterns in the UK.</p> <p>Use aerial photos and plans to identify features, human and physical</p>			<p>Locate and name hot and cold areas in world in relation to Equator and the North/South Poles.</p> <p>Identify similarities/differences in physical/human geography between area of UK and non European area. - Hawaii</p> <p>Develop geographical vocab eg rural, urban, vegetation, season</p>	<p>Name, locate and identify the four countries of the UK, their capital cities and the surrounding seas.</p> <p>Develop geographical vocab eg rural, urban, key</p> <p>Identify daily weather weather patterns in the UK.</p> <p>Use world maps, atlases and globes.</p> <p>Use simple compass directions and locational language to describe the location of features and routes on a map.</p>	

						Devise simple maps and create a key using symbols	
Computing		<p>Use technology purposefully to create, store, retrieve, organise and manipulate digital content</p>	<p>Understand what algorithms are</p> <p>Understand how algorithms are implemented as programs on digital devices</p> <p>Understand that programs execute by following precise and unambiguous instructions</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Create and debug simple programs</p>	<p>Use technology safely and respectfully, keeping personal information private</p> <p>Identify where to go for help/ support when concerned about content/contact on internet/other online technologies</p>	<p>Use technology purposefully to create, store, retrieve, organise and manipulate digital content</p>	<p>Recognise common uses of information technology beyond school</p>	<p>Understand what algorithms are</p> <p>Understand how algorithms are implemented as programs on digital devices</p> <p>Understand that programs execute by following precise and unambiguous instructions</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Create and debug simple programs</p>
Art		<p>Use range of pencils to draw lines of different lengths/ thickness and show pattern using dots and lines</p> <p>In sculpture, create and combine shapes to make recognisable shapes</p> <p>Know about the work of a range of</p>	<p>Use range of pencils to draw lines of different lengths/ thickness and show pattern using dots and lines - pastels</p>	<p>Know about the work of a range of artists, craft makers and designers.</p> <p>In painting, use a variety of thick and thin brushes to produce lines and shapes, textures and patterns</p> <p>In painting, mix colours to make</p>	<p>In print, use repeat or overlapping shapes (using objects to create print)</p> <p>In collage, mix materials to create texture eg coiling, overlapping and montage</p>	<p>Use range of pencils to draw lines of different lengths/ thickness and show pattern using dots and lines</p>	<p>In textiles, weave and join materials using glue or stitch</p>

		<p>artists, craft makers and designers</p> <p>Describe differences and similarities and make links to own work</p> <p>Use correct artistic vocabulary eg tone, tint, pattern, texture</p> <p>Use and apply art and design techniques in using colour, patterns, texture, line, shape, form and space with range of materials</p>		<p>secondary colours and add white to make tints/black to make tones</p>			
DT			<p>Design products for others and themselves that are purposeful, functional and appealing</p> <p>Generate, develop, model and communicate ideas through talking, drawing, templates and ICT</p> <p>Explore and evaluate a range of existing products eg home, school</p>	<p>Design products for others and themselves that are purposeful, functional and appealing</p> <p>Explore and use mechanisms eg levers, wheels and axles</p> <p>Select from and use a wide range of tools and equipment to perform practical tasks eg cut, shape, join and finish</p> <p>Evaluate own ideas and designs against given design criteria</p>	<p>Design products for others and themselves that are purposeful, functional and appealing</p> <p>Use basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from</p> <p>Evaluate own ideas and designs against given design criteria</p> <p>Select from and use a wide range of materials and components</p>	<p>Design products for others and themselves that are purposeful, functional and appealing</p> <p>Explore and use mechanisms eg levers, wheels and axles</p> <p>Evaluate own ideas and designs against given design criteria</p> <p>Select from and use a wide range of materials and components (according to their</p>	<p>Design products for others and themselves that are purposeful, functional and appealing</p> <p>Explore and use mechanisms eg levers, wheels and axles</p> <p>Select from and use a wide range of tools and equipment to perform practical tasks eg cut, shape, join and finish</p> <p>Evaluate own ideas and designs against given design criteria</p> <p>Select from and use a wide range of materials and components (according to their characteristics) eg construction, textiles and ingredients</p>

			<p>Evaluate own ideas and designs against given design criteria</p> <p>Build structures, exploring ways to stiffen, stabilise and strengthen</p> <p>Select from and use a wide range of materials and components (according to their characteristics) eg construction, textiles and ingredients</p>	<p>Select from and use a wide range of materials and components (according to their characteristics) eg construction, textiles and ingredients</p>	<p>(according to their characteristics) eg construction, textiles and ingredients</p>	<p>characteristics) eg construction, textiles and ingredients</p>	
<p>Music</p> <p>Taught by subject specialist</p>							
<p>PE</p> <p>Led by class teacher</p>		<p>Master basic movements including running, jumping, throwing and catching</p> <p>Develop and apply balance, agility and co-ordination</p>	<p>Participate in team games following simple rules</p> <p>Develop simple tactics for attacking and defending</p>	<p>Evaluate own and others performances</p> <p>Identify how to improve in different physical activities</p> <p>Perform dances using simple movement patterns</p>	<p>Evaluate own and others performances</p> <p>Identify how to improve in different physical activities</p> <p>Perform dances using simple movement patterns</p>	<p>Master basic movements including running, jumping, throwing and catching</p> <p>Develop and apply balance, agility and co-ordination</p>	<p>Participate in team games following simple rules</p>

