

Year 2 long term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Power of reading text	<p>Magic finger - Roald Dahl Dinosaur Poetry Understand that behaviour varies according to situations (M) Try to stop themselves from responding aggressively when they feel hurt (So)</p> <p>Article 12 (respect for the views of the child) Article 13 (freedom of expression) Article 31 (leisure, play and culture)</p>	<p>Stone Girl, Bone Girl 10 Ways I can Change the World Experience and appreciate the pleasure of listening to and writing stories and poems, of making and dancing to music, and of drawing, painting, designing and making (C) Article 24 (health and health services) Article 6 (life, survival and development) Article 13 (freedom of expression)</p>	<p>Lila and the secret of rain The Jolly Postman Appreciate the importance of respecting and learning from differences across a wide range of cultural traditions (C) Article 24 (health and health services) Article 6 (life, survival and development) Article 31 (leisure, play and culture) Article 30 (children from minority or indigenous groups) Article 32 (child labour)</p>		<p>Nocturnal animals – Non fiction texts Reflect upon and talk about experiences of environment, trying to understand what things are like and how environments differ(Sp) Article 24 health and health services Article 12 respect for the views of the child Article 13 freedom of expression) Article 30 children from minority or indigenous groups</p>	<p>The Enormous Crocodile Burglar Bill Express themselves clearly and interestingly, listen with attention and interest and respond appropriately to what others have said (So) Article 12 (respect for the views of the child) Article 13 (freedom of expression) Article 6 (life, survival and development) Article 24 (health and health services)</p>
Writing skills for the year Article 28 (right to education)	<p>Uses apostrophes for contracted forms and the possessive (singular) Can use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) the present and past tenses correctly and consistently including the progressive form Sentences with different forms: statement, question, exclamation, command To start to use adverbs and adjectives in sentences Can writing narratives about personal experiences and those of others (real and fictional) Writing poetry Can expand noun phrases to describe and specify Verbs to indicate time are used correctly and consistently, including verbs in the Continuous form Start using some of the diagonal and horizontal strokes needed to join letters Can write from memory simple sentences dictated by the teacher that include words using the GPCs and punctuation taught so far. Can segment spoken words into phonemes and representing these by graphemes, spelling many correctly To distinguish between homophones and near-homophones. Be able to spell them. add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly To learning the possessive apostrophe (singular) . learning to spell more words with contracted forms</p>					
Reading skills for the year Article 12 (respect for the views of the child) Article 13 (freedom of expression)	<p>Can apply phonic knowledge and skills as the route to decode words Can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Can read accurately words of two or more syllables that contain the same GPCs as above Can read words containing common suffixes Can read most words quickly and accurately when they have been frequently encountered without overt sounding and blending Can read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Can listen to and discuss and express views about a wide range of contemporary and classic poetry Can listen to and discuss and express views about stories and non-fiction at a level beyond that at which they can read independently Is becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Is becoming familiar with recognising simple recurring literary language in stories and poetry Is continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Is introduced to non-fiction books that are structured in different ways Can discuss the sequence of events in books and how items of information are related Can draw on what they already know or on background information and vocabulary provided by the teacher when explaining a text Is checking that the text makes sense to them as they read and correcting inaccurate reading Can make inferences on the basis of what is being said and done Can answer and asking questions about a text which aren't literal</p>					

<p>Science</p>	<p>Animals Including Humans Notice that animals including humans have offspring that grow into adults Link to PSHE Christopher Winter SRE Y2 lessons 1 male and female animals 2 male and female body parts Find out about and describe basic needs of animals, including humans, for survival (water, food and air) Describe the importance of healthy eating, hygiene and exercise Appreciate advantages of being fit and healthy and knowing food, drink, exercise and rest they need to remain healthy (Sp) Article 24 (health and health services) Article 6 (life, survival and development) Article 27 (adequate standard of living)</p>	<p>Living things and their Habitats Explore and compare things that are alive, dead and have never been alive Identify that most things live in habitats to which they are suited and describe how habitats provide for the basic needs of animals Identify and name a variety of plants and animals Describe food chains Appreciate the advantages of being, within their capabilities, fit and healthy and of knowing the food, drink, exercise and rest they need to remain healthy (Sp) Article 24 (health and health services) Article 6 (life, survival and development) Article 27 (adequate standard of living)</p> <p>Working scientifically: Use hand-lenses to make close observations of micro-habitats and record these through accurate sketches. Children to gather and classify things according to given criteria: dead, alive, non-living (never been alive). Focus on recording this data in a pictogram.</p>		<p>Plants and animals in the local environment To observe and describe how seeds and bulbs grow into mature plants To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>(Trip to Wisley Gardens) Experience the beauty of shape, pattern and order and how we benefit from these (Sp) Article 24 (health and health services) Article 6 (life, survival and development)</p> <p>CT3.5 Plants</p> <p>Working scientifically: Children to ask simple questions, like: "What do plants need to grow?" to form the basis of an experiment which focuses on observation (using simple measuring equipment such as rulers) in order to compare different variables. Use their results to suggest and answer to this question.</p>	<p>Uses of Everyday Materials Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard To find out how shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching,</p> <p>Article 24 (health and health services) Article 6 (life, survival and development) Article 27 (adequate standard of living)</p> <p>Working scientifically:</p>
<p>History</p>	<p>Dinosaurs Significant historical events Benjamin Waterhouse Hawkins – significant historical figure (Trip to Natural History Museum) Understand that awe, wonder and mystery are ways of experiencing the world around them (Sp) Article 15 (freedom of association)</p>	<p>Great fire of London and the Great Plaque Events beyond living memory that were significant nationally or globally Plan co-operatively with others, negotiating fairly and putting aside self interest (So) Article 12 (respect for the views of the child) Article 13 (freedom of expression) Article 14 (freedom of thought, belief and religion) Significant historical figure</p>			

			<p>Samuel Pepys Reflect upon and talk about their experiences of the environment, attempting to understand what things are like and how environments differ (Sp) Article 24 (health and health services) Article 6 (life, survival and development) Article 27 (adequate standard of living) Article 12 (respect for the views of the child) Article 13 (freedom of expression)</p>	
Geography	<p>Seasonal and daily weather patterns</p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South Poles. <p>Express themselves clearly and interestingly, listen with attention and interest and respond appropriately to what others have said (So)</p> <p>Map Work Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans of the world</p> <p>Article 12 (respect for the views of the child) Article 13 (freedom of expression) Article 6 (life, survival and development) Article 17 (access to information from the media)</p>	<p>Human and Physical Geography</p> <p>Use basic geographical vocabulary to refer to key physical features such as beach and village.</p> <p>Express themselves clearly and interestingly, listen with attention and interest and respond appropriately to what others have said (So)</p> <p>Article 13 (freedom of expression) Article 14 (freedom of thought, belief and religion)</p>	<p>The Rainforest</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a contrasting non-European country</p> <p>Express themselves clearly and interestingly, listen with attention and interest and respond appropriately to what others have said (So)</p> <p>Article 12 (respect for the views of the child) Article 13 (freedom of expression) Article 6 (life, survival and development) Article 17 (access to information from the media)</p>	
Art	<p>Dinosaur sketching, painting and culpture in clay</p> <p>To be able to build sculpture</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Experience and appreciate the pleasure of listening to and writing stories and poems, of making and dancing to music, and of drawing, painting, designing and making (C)</p> <p>Article 17 (access to</p>	<p>Range of artists: Vincent Van Gogh</p> <p>Drawing and painting. Looking at similarities and differences between artists and their own work</p> <p>Experience and appreciate the pleasure of listening to and writing stories and poems, making and dancing to music, drawing, painting, designing and making (C)</p> <p>Article 17 (access to information from the media) Article 29 goals of</p>	<p>Study of a contemporary artist – Leonid Afremov</p> <p>Be taught about similarities and differences between artists and their own work</p> <p>Reflect upon and talk about their experiences of the environment, attempting to understand what things are like and how environments differ (Sp)</p>	

	information from the media) Article 29 (goals of education)		education Article 14 freedom of thought, belief and religion			
DT		<p>Making instruments Build structures exploring how to make them stronger and more stable</p> <p>Plan co-operatively with others, negotiating fairly and putting aside self interest (So)</p> <p>Appreciate the importance of respecting and learning from differences across a wide range of cultural traditions (C)</p> <p>Article 6 (life, survival and development) Article 27 (adequate standard of living) Article 12 (respect for the views of the child) Article 13 (freedom of expression)</p>		<p>Design and make plant pots Build structures exploring how to make them stronger and more stable</p> <p>Plan co-operatively with others, negotiating fairly and putting aside self interest (So)</p> <p>Article 6 (life, survival and development) Article 27 (adequate standard of living) Article 12 (respect for the views of the child) Article 13 (freedom of expression.)</p>		<p>Bridges Build structures exploring how to make them stronger and more stable</p> <p>Plan co-operatively with others, negotiating fairly and putting aside self interest (So)</p> <p>Article 6 (life, survival and development) Article 27 (adequate standard of living) Article 12 (respect for the views of the child) Article 13 (freedom of expression)</p>

<p>PSHE Objectives</p> <p>Article 12 Every child has the right to express their views.</p> <p>Article 13 Every child has the right to freely express their thoughts and opinions.</p> <p>Article 15 - Every child has the right to meet with other children.</p> <p>-To develop high expectations and a positive attitude (m)</p> <p>-Take responsibility, where appropriate, for their own health and safety, weighing risks sensibly and asking for help when necessary (So)</p> <p>-Understand that life involves</p>	<p>Week 1 Class charter: CT3.1, 2, 3, 4 Articles 12/13 right to express their thoughts and opinions</p> <p>Week 2 IN ICT Well-being questionnaire from 'All Together' programme (Anti-bullying alliance) (in ICT) Article 12 right to have a say; view taken seriously</p> <p>Week 3 Christopher Winter Drugs & Alcohol Lesson 1 (Y1) *staying healthy Article 24 - right to the best possible health.</p> <p>Week 3 IN ICT Update One-page profiles</p> <p>Week 4 P4C:</p> <p>Week 5: Happiness and Worries The Big Bag of Worries / Silly Billy Words feelings, steps to stay happy, healthy and safe. Mindfulness/ breathing for well-being, concentration, resilience and empathy.</p> <p>Week 6 Christopher Winter Drugs & Alcohol</p>	<p>Week 1: CT2.5 improve local environment Article 2 – respect the environment</p> <p>Week 2: 13th No Outsiders lesson 1 – picture book Equality Act: gender, race, disability, religion or belief or sexual orientation, gender reassignment CT2. 11, 12, 13, 14 bullying Article 2 – UNCRC for all, whatever race, religion, abilities, opinion, family</p> <p>Week 3 Christopher Winter Drugs & Alcohol Lesson 3 (Y1) *who gives us medicines CT1.1 Healthy Lifestyle Article 24 - right to the best possible health.</p> <p>Week 4 P4C:</p> <p>Week 5: No Outsiders lesson 2 – picture book CT2. 11, 12, 13, 14 bullying Equality Act: gender, race, disability, religion or belief or sexual orientation, gender reassignment Article 2 – UNCRC for all, whatever race, religion, abilities, opinion, family</p> <p>Week 6 P4C:</p> <p>Week 7: Christopher Winter Drugs & Alcohol Lesson 1 (Y2) *risk CT1.1 Healthy Lifestyle</p>	<p>Week 1: No Outsiders lesson 3 – picture book stimulus CT2. 11, 12, 13, 14 bullying Equality Act: gender, race, disability, religion or belief or sexual orientation, gender reassignment Article 2 – UNCRC for all, whatever race, religion, abilities, opinion, family</p> <p>Week 2 P4C:</p> <p>Week 3: Christopher Winter Drugs & Alcohol Lesson 2 (Y2) *hazardous substances CT1.1 Healthy Lifestyle Article 24 - right to the best possible health.</p> <p>Week 4 P4C:</p> <p>Week 5: No Outsiders lesson 4 – picture book stimulus CT2. 11, 12, 13, 14 bullying Equality Act: gender, race, disability, religion or belief or sexual orientation, gender reassignment Article 2 – UNCRC for all, whatever race, religion, abilities, opinion, family</p> <p>Week 6 P4C:</p>	<p>Week 1: No Outsiders lesson 5 – picture book stimulus CT2. 11, 12, 13, 14 bullying Equality Act: gender, race, disability, religion or belief or sexual orientation, gender reassignment Article 2 – UNCRC for all, whatever race, religion, abilities, opinion, family</p> <p>Week 2 P4C:</p> <p>Week 3: Christopher Winter: SRE Y1 lesson 1 *hygiene CT1.8 and CT1.9 hygiene/ growing and changing CT1.1 Healthy Lifestyle Article 24 - right to the best possible health.</p> <p>Week 4 P4C:</p> <p>Week 5: Christopher Winter: SRE Y1 lesson 2 *growing and changing – boys and girls CT1.8 and CT1.9 hygiene/ growing and changing Article 24 - right to the best possible health.</p>	<p>Week 1: Pedals CT1.12 Road Safety Article 24 - right to the best possible health Article 19 – be protected</p> <p>Week 2: P4C</p> <p>Week 3: Christopher Winter: SRE Y2 lesson 1 *male and female stereotypes CT1.8 and CT1.9 hygiene/ growing and changing CT1.1 Healthy Lifestyle Article 24 - right to the best possible health.</p> <p>Week 4: P4C</p> <p>Week 5: Christopher Winter: SRE Y2 lesson 2 *male and female animals CT1.8 and CT1.9 hygiene/ growing and changing CT1.1 Healthy Lifestyle Article 24 - right to the best possible health.</p> <p>Week 6: P4C</p>	<p>Week 1: Christopher Winter: SRE Y2 lesson 3 *male and female body parts CT1.8 and CT1.9 hygiene/ growing and changing CT1.1 Healthy Lifestyle Article 24 - right to the best possible health.</p> <p>Week 2 P4C</p> <p>Week 3:</p> <p>Week 4: P4C</p>

<p>talking risks, but that these risks can be minimised with careful thought for personal health and safety and that of others (So)</p>	<p>Lesson 2 (Y1) *medicines CT1.1 Healthy Lifestyle Article 24 - right to the best possible health.</p>	<p>Article 24 - right to the best possible health.</p>	<p>Week 7: Christopher Winter Drugs & Alcohol Lesson 3 (Y2) *safety rules CT1.1 Healthy Lifestyle Article 24 - right to the best possible health.</p>	<p>Week 6 P4C: Week 7: Christopher Winter: SRE Y1 lesson 2 *families and asking for help CT1.1 Healthy Lifestyle Article 24 - right to the best possible health.</p>		
<p>PSHE SEAL/ UNICEF</p> <p>UNICEF Article 12 Every child has the right to express their views.</p> <p>Article 13 – Every child has the right to freely express thoughts and opinions.</p> <p>Article 15 Every child has the right to meet with other children.</p> <p>CT2.7 feedback and support</p>	<p>SEAL New beginnings Week 1: Building community Week 2: Exploring feelings Week 3: Calming down Week 4: Welcoming others Week 5: What if there is a problem Week 6: New beginnings Week 7: The Flag Challenge</p> <p>Understand why expressing themselves clearly, listening carefully to others and being able to forgive are important in relationships (S)</p> <p>Article 12 (respect for the views of the child) Article 13 (freedom of expression) Article 14 (freedom of thought, belief and religion)</p>	<p>SEAL Getting on and falling out Week 1: Friendship and compliments Week 2: Seeing another point of view</p> <p>SEAL Say no to bullying 13th-17th Nov Week 3: What is bullying? Week 4: Personal, social and emotional development Week 5: Choose from speaking and listening, science, PE / dance, art and design, ICT, literacy, maths, citizenship follow ups</p> <p>SEAL Getting on and falling out Week 6: Managing anger Week 7: Working together</p> <p>Know that some things are right and some things are wrong, and why (M) Appreciate how people get hurt (spiritually, physically and mentally) and that teasing others about their</p>	<p>SEAL Going for goals! Week 1: Knowing how I learn best Week 2: You can't eat an elephant in one bite - intro Week 3: Daisy and Rehana - 1 Week 4: Daisy and Rehana – 2 Week 5: Putting it all together – going for a goal Week 6: Ongoing activities</p> <p>See their actions and words from the point of view of other people (So and C)</p> <p>Article 12 (respect for the views of the child) Article 13 (freedom of expression) Article 14 (freedom of thought, belief and religion)</p>	<p>SEAL Good to be me Week 1: Relaxed Week 2: Relaxing Week 3: Assertiveness Week 4: Daphne Dinosaur and Olive Owl</p> <p>Understand that they are different from anyone else and that this (their uniqueness) is one of the reasons that they are important (Sp, So and C)</p> <p>Article 12 (respect for the views of the child) Article 13 (freedom of expression) Article 14 (freedom of thought, belief and religion)</p>	<p>SEAL Relationships Week 1: Understanding our feelings – loved, cared for Week 2: Leaving home Week 3: Important people and things Week 4: Feeling lonely and feeling included</p> <p>Express themselves clearly and interestingly, listen with attention and interest and respond appropriately to what others have said (So)</p> <p>Article 12 (respect for the views of the child) Article 13 (freedom of expression) Article 14 (freedom of thought, belief and religion)</p>	<p>SEAL Changes Week 1: Changing our behaviour Week 2: Story: Naughty Nigel Week 3: Children identify something to change in class work / playing together – in groups find ways to solve problem Week 4: What makes it hard to change even when we know it is right? If something works why would you want to change it? Week 5: Is change always good? Week 6: How do we know when change is good and when it is bad? Week 7: Review How would you try to change your behaviour or to help someone who wants to change their behaviour?</p> <p>Experience the daily life of the school and of their own community, and appreciate the rules that everyone</p>

		<p>beliefs, appearance or intelligence is wrong (C)</p> <p>Article 12 (respect for the views of the child)</p> <p>Article 13 (freedom of expression)</p> <p>Article 14 (freedom of thought, belief and religion)</p> <p>CT2 11, 12, 13, 14</p>				<p>must keep if life is to run fairly (M)</p> <p>Article 12 (respect for the views of the child)</p> <p>Article 13 (freedom of expression)</p> <p>Article 14 (freedom of thought, belief and religion)</p>
<p>VALUES values (on a 2 year cycle)</p> <p>Article 12 – Every child has the right to express their views.</p> <p>Article 13 – Every child has the right to freely express their thoughts and opinions.</p> <p>Article 15 – Every child has the right to meet with other children.</p> <p>Article 6 – the right to life. Governments must do all they can to ensure that children survive and develop to their full potential</p>	<p>Belonging / Respect</p> <p>Article 1– Everyone under the age of 18 has all the rights in the UNCRRC</p> <p>Article 2 – The UNCRRC applies to everyone, whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.</p> <p>Friendship / Happiness</p> <p>Article 15 – Every child has the right to meet with other children.</p> <p>SMSC Appreciate that different cultures, including their own, have traditions, customs and beliefs that give people a sense of identity, security and belonging (C)</p> <p>To respect the rights and property of others</p> <p>To be considerate to others</p> <p>RIGHTS Article 27 – Every child has the right to a standard of living that good enough to meet their physical, social and mental needs. LINK TO ENGLISH TEXT</p>	<p>Freedom / Unity</p> <p>Article 12: Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.</p> <p>Article 14: Every child has the right to think and believe what they want and to practise their religion.</p> <p>Peace/Love and Humility</p> <p>Article 8: Every child has the right to a name, a nationality and family ties.</p> <p>Article 20: Children must be looked after properly by their family or by people who respect their religion, culture and language.</p> <p>SMSC Understand and appreciate the difference between right and wrong in thought, word and action and the importance of trying to think, say and do what is right (M)</p> <p>To take responsibility for own actions (m)</p> <p>RIGHTS Article 19 – Governments must ensure that children are protected from all violence, abuse and neglect and bad treatment by their parents or anyone else who looks after them. LINK TO ENGLISH TEXT</p>	<p>Honesty / Hope</p> <p>Article 17: We all have the right to accurate information from books, the internet, the media and other sources.</p> <p>Article 29: We all have the right to an education to develop our personalities and respect for others' rights.</p> <p>Simplicity / Trust</p> <p>Article 1: All children throughout the world have rights.</p> <p>Article 29: Education should teach children to respect the natural environment.</p> <p>SMSC Be flexible and tenacious in the face of frustration and difficulty, recognising and working to overcome, their particular weaknesses (So)</p> <p>To tell the truth (m)</p> <p>RIGHTS Article 12 – the right to express their views, feelings and wishes, and to have their views taken seriously LINK TO ENGLISH</p>	<p>Thoughtfulness / Understanding</p> <p>Article 28: Every child has the right to an education.</p> <p>Article 17: Every child has the right to reliable information that they can understand.</p> <p>Appreciation / Care and compassion</p> <p>Article 19: Children must be properly cared for, and protected from violence, abuse and neglect by anyone who looks after them.</p> <p>Article 24: Every child has the right to the best possible health.</p> <p>They must have good quality health care, clean water, nutritious food and a clean environment so that they can stay healthy.</p> <p>SMSC Develop understanding of how to earn trust and loyalty, what it is to show honesty and commitment and why these values are important in relationships (M and So)</p> <p>To help others less fortunate than themselves (m)</p> <p>RIGHTS Article 12 – the right to express their views, feelings and wishes, and to have their views taken seriously LINK TO ENGLISH</p>	<p>Confidence / Quality</p> <p>Article 29: Education must develop every child's personality, talents and abilities to the full.</p> <p>Article 14: Children have the right to think and believe what they want as long as it does not stop others from enjoying their rights.</p> <p>SMSC Appreciate that a community is made up of a wide variety of people (So and C)</p> <p>To develop high expectations and a positive attitude (m)</p> <p>RIGHTS Article 29 – Education must develop every child's personality, talents and abilities. LINK TO ENGLISH TEXT</p>	<p>Fairness / Cooperation</p> <p>Article 15: Every child has the right to meet with other children and to join groups and organisations as long as this does not stop other people from enjoying their rights.</p> <p>Courage / Responsibility</p> <p>Article 29: Education must encourage respect for human rights, as well as respect for your parents, your own and other's cultures, and the environment.</p> <p>SMSC Understand and appreciate the difference between right and wrong in thought, word and action and the importance of trying to think, say and do what is right (M)</p> <p>To respect the rights and property of others (m)</p> <p>RIGHTS Article 31 – right to take part in cultural and artistic activities LINK TO ART</p>

				TEXT		
RE	<p>Why did Jesus tell parables?</p> <p>Reflection: on concepts within the parables such as love, forgiveness etc.</p> <ul style="list-style-type: none"> • Empathy: identifying the feelings of the people in Jesus' parables • Investigation: using the parables to explore what Jesus was teaching • Interpretation: suggesting meanings of Jesus' parables • Synthesis: connecting meanings of different parables e.g. the 'Lost' parables <p>Understand why expressing themselves clearly, listening carefully to others and being able to forgive are important in relationships (S)</p> <p>Article 14 (freedom of thought, belief and religion)</p> <p>Article 30 (children from minority or indigenous groups)</p> <p>Article 12 (respect for the views of the child)</p> <p>Article 13 (freedom of expression)</p>	<p>What signs are there in the Christmas story?</p> <p>Reflecting on the puzzling aspects of the Christmas story</p> <ul style="list-style-type: none"> • Investigating by identifying the signs as they appear in the Christmas story, and • Interpreting the meanings of those signs • Expressing their ideas about symbolism and comparing their ideas with the ideas of others • Synthesising by linking the signs with the Christian beliefs that lie behind them <p>Article 14 (freedom of thought, belief and religion)</p> <p>Article 30 (children from minority or indigenous groups)</p> <p>Article 12 (respect for the views of the child)</p> <p>Article 13 (freedom of expression)</p>	<p>What happens in a church?</p> <p>Reflecting on beliefs and practices of Christians</p> <ul style="list-style-type: none"> • Empathy: showing respect for the building and the things that happen there • Investigation: asking relevant questions about a church and its role. • Expression: explaining concepts, rituals and practices of a church • Application: making association between religion and the individual, and religion and the local community <p>Understand that awe, wonder and mystery are ways of experiencing the world around them (Sp)</p> <p>Article 14 (freedom of thought, belief and religion)</p> <p>Article 30 (children from minority or indigenous groups)</p> <p>Article 12 (respect for the views of</p>	<p>Why is Easter an important time for Christians?</p> <p>Reflecting on the contrasting emotions within the Easter celebration and puzzling aspects of the story</p> <ul style="list-style-type: none"> • Empathising with the emotions of the disciples, and with emotions of Christians today • Investigating by gathering information from religious art • Interpreting by drawing meaning from any symbolism in the art used <p>Appreciate that some questions in life are difficult to answer (Sp)</p> <p>Article 14 (freedom of thought, belief and religion)</p> <p>Article 30 (children from minority or indigenous groups)</p> <p>Article 12 (respect for the views of the child)</p> <p>Article 13 (freedom of expression)</p>	<p>What is the Torah and why is it important to Jews?</p> <p>Reflection: Reflecting on The Ten Commandments & what Jews believe about them</p> <ul style="list-style-type: none"> • Empathy: identifying why the Torah might be special for a Jew • Interpretation: Suggesting meanings from the Torah • Synthesis: linking the way the Torah is treated with Jewish beliefs about the Torah <p>Value their own cultural identity (C)</p> <p>Appreciate the importance of respecting and learning from differences across a wide range of cultural traditions (C)</p> <p>Article 14 (freedom of thought, belief and religion)</p> <p>Article 30 (children from minority or indigenous groups)</p> <p>Article 12 (respect for the views of the child)</p> <p>Article 13 (freedom of expression)</p>	<p>What is prayer?</p> <p>Reflecting on why people might or might not pray</p> <ul style="list-style-type: none"> • Empathising by showing respect for the thoughts and views of others • Investigating by gathering evidence about the ways in which people pray from photos or visitors • Interpreting by drawing meaning from the language / symbolic action used in prayer and • Expressing their concept of prayer and comparing it with others' views <p>Understand that awe, wonder and mystery are ways of experiencing the world around them (Sp)</p> <p>Article 14 (freedom of thought, belief and religion)</p> <p>Article 30 (children from minority or indigenous groups)</p> <p>Article 12 (respect for the views of the child)</p> <p>Article 13 (freedom of expression)</p>

			the child) Article 13 (freedom of expression)			
ICT	<p>We are researchers Develop research skills through the internet as well as presentation skills</p> <p>Pupil profile updates</p> <p>Purple Mash 5x60 mins lessons of coding</p> <p>Article 17 (access to information from the media) Article 36 (other forms of exploitation)</p>	<p>We are zoologists to collect and sort data Plan co-operatively with others, negotiating fairly and putting aside self interest (So)</p> <p>2-go Purple Mash games (a Virtual bee-bot)</p> <p>Article 17 (access to information from the media) Article 12 (respect for the views of the child) Article 13 (freedom of expression) Article 36 (other forms of exploitation)</p>	<p>E-Safety</p> <p>E-safety Digi ducks big decision (free download online) Internet matters site for lesson plans and resources.</p> <p>Code it resources- password privacy, personal info, e-safety rules in class.</p> <p>Create an e-safety leaflet on Purple Mash</p> <p>Article 17 (access to information from the media) Article 36 (other forms of exploitation)</p>	<p>We are astronauts Able to build algorithms for a set of instructions eg bee bot Experience the beauty of shape, pattern and order and how we benefit from these (Sp)</p> <p>Turtle/Bee bot plans from code-it.co.uk @ 5 weeks</p> <p>Article 17 (access to information from the media) Article 36 (other forms of exploitation)</p>	<p>We are animators Understand how to use I Can Animate to produce animations</p> <p>(Enormous Crocodile) Article 17 (access to information from the media) Article 12 (respect for the views of the child) Article 13 (freedom of expression) Article 36 (other forms of exploitation)</p>	<p>We are games testers Describe what happens in computer games. Use Scratch to build a game</p> <p>Pupil profile updates</p> <p>Scratch Junior up to 9 games to create with resources on Code –it</p> <p>Use any Chimp level coding on Purple Mash or KS1 simple scratch games from Code-it</p> <p>Article 17 (access to information from the media) Article 12 (respect for the views of the child) Article 13 (freedom of expression) Article 36 (other forms of exploitation)</p>
Music	<p>School value songs Using voices expressively by singing songs and speaking chants and rhymes</p>	<p>Christmas show</p>	<p>Recorders</p> <p>Play tuned and untuned instruments musically eg. Recorder</p> <p>Appreciate the importance of respecting and learning from differences across a wide range of cultural traditions (C)</p> <p>Article 14 (freedom of thought, belief and religion) Article 30 (children from minority or indigenous groups)</p>		<p>Experiment with/create/ combine sounds Experiment with, create, select and combine sounds for making music Work independently, asking for help when they need it (So)</p>	
PE indoor Article 24 (health and health services)	<p>Dance Master basic movements and perform dances with simple patterns</p>	<p>Gym Master basic movements and perform dances with simple patterns Work independently, asking for help when they need it (So)</p>	<p>Dance Master basic movements and perform dances with simple patterns</p>	<p>Gym Master basic movements and perform dances with simple patterns</p>	<p>Athletics To participate in team games developing simple tactics for attacking and defending</p>	<p>Hockey To participate in team games developing simple tactics for attacking and defending</p>

Article 6 (life, survival and development) Article 31 (leisure, play and culture)						
PE outdoor Article 24 (health and health services) Article 6 (life, survival and development) Article 31 (leisure, play and culture)	Tag Rugby Master basic movements in throwing and catching	Hockey Master basic movements in throwing and catching	Seated Volley Ball To participate in team games developing simple tactics for attacking and defending Plan co-operatively with others, negotiating fairly and putting aside self interest (So)	Football Play competitive games applying principles of attacking and defending		
Environment	Geography: Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South Poles. Reflect upon and talk about their experiences of the environment, attempting to understand what things are like and how environments differ (Sp) Article 12 (respect for the views of the child) Article 13 (freedom of expression) Article 6 (life, survival and development)		Geography Use basic geographical vocabulary to refer to key physical features such as beach and village. Value their own cultural identity (C) Article 12 (respect for the views of the child) Article 13 (freedom of expression) Article 6 (life, survival and development)		Coastal Study Link to Rainforest topic Reflect upon and talk about their experiences of the environment, attempting to understand what things are like and how environments differ (Sp) Value their own cultural identity (C) Article 12 (respect for the views of the child) Article 13 (freedom of expression) Article 6 (life, survival and development)	

Can apply phonic knowledge and skills as the route to decode words
Can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
Can read accurately words of two or more syllables that contain the same GPCs as above
Can read words containing common suffixes
Can read most words quickly and accurately when they have been frequently encountered without overt sounding and blending
Can read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
Can listen to and discuss and express views about a wide range of contemporary and classic poetry
Can listen to and discuss and express views about stories and non-fiction at a level beyond that at which they can read independently
Is becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
Is becoming familiar with recognising simple recurring literary language in stories and poetry
Is continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
Is introduced to non-fiction books that are structured in different ways
Can discuss the sequence of events in books and how items of information are related
Can draw on what they already know or on background information and vocabulary provided by the teacher when explaining a text
Is checking that the text makes sense to them as they read and correcting inaccurate reading
Can make inferences on the basis of what is being said and done
Can answer and asking questions about a text which aren't literal