



Year Two Overview



YEAR TWO	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	If You Go Down in the Woods...	Town Detectives	All Aboard		Around the World in Eighty Days	Health Heroes
Enhancements	Zoolab Visit	Invite parents in to help make vehicles. Winter Comfy Reads Panto in School	Titanic Workshop	KS1 Dance Competition	Summer Musical Performance	Trip to Brockholes – maps workshop and pond dipping
Maths	Composition of multiples of 10 Counting and representing the numbers 20 to 99 Comparing, ordering and partitioning 2-digit numbers Secure fluency of addition and subtraction facts within 10 Calculating within 20 Adding and subtracting ones and tens to and from 2-digit numbers Grouping objects in different ways and relating to multiplication		Representing counting in 2s, 5s and 10s as the 2, 5 and 10 times tables Representing counting in 5s as the 5 times table and link to the 10 times tables Multiplying by 2, doubling and halving (factors and products) Introduction to division structures Shape: discuss and compare 2D and 3D shapes Addition and subtraction of two 2-digit numbers		Addition and subtraction of two 2-digit numbers Money: recognise coins and use £ and p symbols Fractions: identify equal parts and be familiar with halves, thirds and quarters Time: write and tell the time to five minutes Position and direction Doubling, halving, quotative and partitive division Sense of measure - capacity, volume and mass	
Writing Focus	<u>To Entertain:</u> Narrative Writing Retell Jack and the Jelly Beanstalk Jack and the Beanstalk <u>To Entertain</u> Jack and the Jellybean Stalk Character Description – The giant	<u>To Entertain:</u> Narrative Sale Moor - Contemporary Fiction- Re-tell the story on a Sale Street. <u>To Entertain:</u> Poetry- Shape and Diamante Poems	<u>To Recount - Titanic – To recount</u> Write a diary entry from the perspective of a Titanic survivor. <u>To Inform</u> Non-chronological Report Titanic Write a non-chronological report based on Titanic	<u>To Entertain – To Inform</u> Non-chronological Report Titanic Write a non-chronological report based on Titanic <u>To Inform:</u> Write instructions how to wash and animal	<u>To Entertain:</u> Narrative Write their own version of the Magic Paintbrush story <u>To Inform</u> Write a synopsis/ review of the play	<u>To Inform:</u> Write a recount in the form of a letter about their school trip to the Art Gallery. <u>To Entertain:</u> Poetry- Repeated Pattern Poems

Reading Focus	Fiction Traditional Stories - Jack and the Jelly Beanstalk	Fiction Contemporary Fiction The High Street	Non-Fiction 'The Story of Titanic for children'	Non-Fiction How to Wash a Woolly Mammoth	Fiction Traditional Stories from other cultures The Magic Paintbrush	Poetry Rumble in the Jungle
Science	Where do animals and plants live?		Which paper would make the strongest gift bag?		Do bigger seeds grow into bigger plants?	How can we stay healthy?
Computing	How can I use the computer safely?	How do computers help us?	How can we create music using technology?	How can I create a presentation with sound?	How can data be displayed on a pictogram?	What is an algorithm?
	How can I use the computer safely?					
History		Why did Emmeline Pankhurst and Rosa Parks shock the world?	What was it like to be on the Titanic as a seven-year-old?			How has medicine changed since the Birth of the NHS in 1948?
Geography	What is it like to live in a city?			What makes the United Kingdom unique?	What is it like for a seven-year-old to live in a Maasai Mara Village?	
Art	How do artists use texture?		How can clay be used in everyday life?			How do artists portray maps?
D and T		How do wheels and axles make a vehicle move? (Vehicles)		How can we join fabric together? (Puppets)		What makes a healthy snack? (Dips and Dippers)
Music	West African Call and Response song	Orchestral Instruments – Traditional Stories	Digital Music	Musical Me	Performance	Myths and Legends
RE	Who is a Muslim/Jewish and what do they believe?		What makes some places sacred? Christianity Judaism Islam		How should we care for the world and why should it matter? All religions	
PE	Gymnastics Tennis	Football Hockey	Dance Basketball	Volleyball Golf	Cricket Athletics	Rounders Athletics
PSHCE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

Outside Learning Opportunities	Microhabitat hunt – collect and represent data Bulb planting	Commas in a list Measure – maths – longer and shorter than a M stick	PSHCE – Jigsaw lesson	Contractions – taking the learning outside in SPaG	Jigsaw – Relationships	RE – How do we care for our World?
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Please find below the year groups sticky knowledge. The skills progression for each subject can be found within the website under ‘Our Learning’. Information about Maths and English knowledge are sent out separately. Please note the order of topics may change due to cohorts/term length.

Year Two Autumn Term Overview		
Art and Design	Geography	History
How do artists use texture?	What is it like to live in a city?	Why did Emmeline Pankhurst and Rosa Parks shock the world?
<u>Knowledge</u> - Mix a variety of shades of a secondary colour. - Make choices about amounts of paint to use when mixing a particular colour. - Match colours seen around them. - Create texture using different painting tools. - Make textured paper to use in a collage. - Choose and shape collage materials e.g. cutting, tearing. - Compose a collage, arranging and overlapping pieces for contrast and effect. - Add painted detail to a collage to enhance/improve it. <u>Knowledge of Artists:</u> Talk about art they have seen using some appropriate subject vocabulary. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect. <u>Evaluating and Analysing:</u> Explain their ideas and opinions about their own and others’ artwork, beginning to recognise the stories and messages within in and showing an understanding of why they	<u>Knowledge</u> I know Sale is a town and Manchester is our closest city. I know how to locate Sale and Manchester on a map. I know how to identify the human and physical features of Sale and Manchester. (museum, river, stadium, offices, hill, skyscrapers, tram stations, airport, shops, house, green space.) I know the features and landmarks in Sale (Sale Town Hall, Sale Waterpark, Worthington Park, Bridgewater Canal, Walkden Gardens.) I know the features and landmarks in Manchester. (Manchester Town Hall, Etihad Stadium, Palace Theatre, Manchester Arndale, Museum of Science and Industry, Manchester Cathedral) I know how to locate landmarks in Manchester using directional language.	<u>Knowledge</u> <u>I know why Emmeline Pankhurst was an important person and place the events of her life onto a timeline.</u> - Emmeline Pankhurst is a significant person- founded the Suffragette movement to give women the vote. - EP was born in Manchester she changed Britain forever. She paved the way for equal rights for women in Britain. <u>I know why Rosa Parks was an important person and can place the events of her life onto a timeline.</u> - I know that in USA people of colour were kept apart from white people. - I know why Rosa Parks was important- she refused to give up her seat on a bus to a white person which resulted in the desegregation of buses in America. <u>I know the similarities and differences between their lives and achievements.</u> - They fought for equal rights. EP fought for equal rights for women to be able to vote. RP fought for equal rights for black people. EP and RP both protested. They both brought positive change. - EP’s achievements were on a national level (impacted on the UK). RP’s achievements were on an international level (impacted segregation laws in America).

may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.		
<u>Vocabulary</u> collage, detail, mixing, overlap, primary colour, secondary colour, surface, texture	<u>Vocabulary</u> city, town, village, factory, house, office, motorway, shop, train station, road, tram stops bridge, canal, human, physical, compass points, north, south, east, west, aerial view, landmark.	<u>Vocabulary</u> Rosa Parks: Activist, law, segregation Emmeline Pankhurst: Democracy, protests, hunger strike, law, suffragettes, , campaign, politics
RE	Design and Technology	
1.1 Who is a Muslim and what do they believe? • Muslim	How do wheels and axles make a vehicle move?	
<u>Knowledge</u> <u>We will know:</u> Muslims follow Islam. I Allah is the God Muslims follow. A Prophet is a leader for Muslims. Muhammad is a Prophet and is known for his kindness to all living things and animals. The Qur'an is Islam's holy and sacred book. There are Five Pillars of Islam.	<u>Knowledge</u> I know that motorbikes, cars, lorries are types of vehicles. I know that windows, doors, wipers, mirrors, engines and seats are the main features of a vehicle. I know what wheels, axles and chassis are. I know that wheels, axles and chassis the parts that make a vehicle move. I know 2 ways of attaching wheels to axles.	
<u>Vocabulary</u> God, Allah, Muslim, Muhammad (PBUH), prophet, Islam, Qur'an, Shahada, Mosque	<u>Vocabulary</u> Vehicle, bus, wheels, axles, chassis, evaluate and design.	
Music	Computing	Science
West African Call & Response Song - Animals	How can I use the computer safely?	Where do animals and plants live?
<u>Knowledge</u> To know that dynamics can change the effect a sound has on the audience. To know that the long and short sounds of a spoken phrase can be represented by a rhythm. To understand that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song. To understand that the tempo of a musical phrase can be changed to achieve a different effect. To understand that an instrument can be matched to an animal noise based on its timbre.	<u>Knowledge</u> To know information shared online creates a digital footprint. To know search engines and keywords can be used to find information online. To know not all websites are useful, trustworthy or suitable. To know unkind behaviour can happen online and should be reported to a trusted adult. To know they should seek help if something online makes them feel uncomfortable.	<u>Knowledge</u> <u>We will know:</u> How to identify things that are living, dead, and things that have never been alive. Most living things live in habitats to which they are suited. Different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. The names of a variety of plants and animals in their habitats, including micro-habitats- moss, insects,

		spiders, bees, wasps (micro), vines, trees, jaguar, sloth, monkey (rainforest habitat) Animal get their food from plants and other animals, using the idea of a simple food chain. Some different sources of food- eggs come from chickens, milk comes from cows.
<u>Vocabulary</u> actions, backing track, beat, call and response, composition, copy, dynamics, instrument, in time, performance, represent, rhythm, rhythmic notation, Sequence, sound, structure, tempo, timbre, vary, volume	<u>Vocabulary</u> Digital footprint, trail, e-safety, online, website, advert, content, social media, post, public. Key word, search, internet	<u>Vocabulary</u> living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed. Names of local habitats e.g. pond, woodland etc. Names of micro-habitats e.g. under logs, in bushes etc.
Orchestral Instruments – Traditional Stories	How do computers help us?	
<u>Knowledge</u> To know that musical instruments can be used to create 'real life' sound effects. To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece. To know that stringed instruments, like violins, make a sound when their strings vibrate. To know that a brass instrument is played by vibrating your lips against the mouthpiece. To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.	<u>Knowledge</u> To know computers and other digital devices are forms of information technology (IT). To know IT is used in school, at home and in the wider world for different purposes. To know different types of technology can work together to help people complete tasks. To know Technology can be used in different ways depending on the activity. To know rules, help people use technology safely and responsibly.	
<u>Vocabulary</u> actions, brass, characters, clarinet, composition, cymbals, dynamics, emotion, French horn, instrumental sounds, musicians, oboe, orchestra, orchestral, percussion, performing, sections, string, sound effect, tempo, timbre, trombone, tuba, vocals, woodwind	<u>Vocabulary</u> Information technology, computer, barcode, scanner/scan	

Physical Education	Physical Education	Physical Education	Physical Education
Gymnastics	Tennis	Football	Hockey
<u>Declarative Knowledge</u>	<u>Declarative Knowledge</u>	<u>Declarative Knowledge</u>	<u>Declarative Knowledge</u>

• Watch and describe a performance accurately • Understand and describe changes to your heart rate when playing a game	• Understand and follow the rules of the game. • Watch and describe a performance accurately. • Use actions and ideas you have seen to improve your own skills. • Begin to understand the important of preparing safely and carefully for exercise: warming up.	• Recognise what is successful. Use actions and ideas you have seen to improve your own skills. • Understand and describe changes to your heart rate when playing a game.	• Understand and follow the rules of the game. • Watch and describe a performance accurately. Recognise what is successful. • Understand and describe changes to your heart rate when playing a game.
<u>Procedural Knowledge</u> • Perform a range of actions with control and confidence. • Explore, remember, and repeat a range of gymnastic actions with control, precision, and coordination. • Form simple sequences of different actions, using the floor and a variety of apparatus. • Develop fundamental movement skills, combining travelling, balancing and stiffness using both floor and apparatus; and moving smoothly from one position of stiffness to another. • Develop agility, balance, and coordination.	<u>Procedural Knowledge</u> • Engage in cooperative and competitive physical activities (both against self and against others). • Use and move with a tennis racket with control. • Perform a range action including catching/ gathering skills and sending/passing with control and throw/ hit a ball in different ways e.g. high, low, fast, slow. • Choose and use skills and simple tactics to suit different situations – showing good awareness of others.	<u>Procedural Knowledge</u> • Participate in team games – showing good awareness of others. • Pass a ball with control. • Show control when moving, changing speed and direction, both with and without a ball. • Develop fundamental movement skills, becoming increasingly confident and competent. • Perform a variety of skills keeping the ball under control.	<u>Procedural Knowledge</u> • Perform a range of skills with control of the ball. • Pass a ball with control and increasing accuracy and consistency. • Develop fundamental movement skills, becoming increasingly confident and competent, moving fluently, changing direction and speed – with and without a ball. • Choose and use simple tactics to suit different situations in small sided games. React to situations in ways that make it difficult for opponents.
<u>Vocabulary</u> Key shapes, travel, smart, sequence, balance, explore, individual, arch, high/low, point, routine, dish, straight, tense, linking, level	<u>Vocabulary</u> Racket, balance, ball control, opposition, swing, score, positioning, movement, aiming, accuracy, rolling, send, throw, bounce, competition, underarm, ready position, bounce feed, receive, cooperate	<u>Vocabulary</u> Aim, attack, control, coordination, turn, teamwork, shooting, passing, speed, space, dribble, defend, space, movement, rules	<u>Vocabulary</u> Beanbags, small balls, hockey sticks, soft balls, cones, bibs, goals

PSHCE

Being me in my world

- I know it is unfair to disturb others because it stops them from learning.
- I know looking after our classroom and keeping it tidy helps things last longer.

Celebrating difference

- I know some people get bullied because they look different.
- I know having a friend is special, and friends don't have to be the same because everyone is unique.

Year Two Spring Term Overview

Art and Design	Geography	History
How can clay be used in everyday life?	What makes the United Kingdom unique?	What was it like to be on the Titanic as a seven-year-old?
<u>Knowledge</u> • Smooth and flatten clay. • Roll clay into a cylinder or ball. • Make different surface marks in clay. • Make a clay pinch pot. • Mix clay slip using clay and water. • Join two clay pieces using slip. • Make a relief clay sculpture. • Use hands in different ways as a tool to manipulate clay. • Use clay tools to score clay. • <u>Knowledge of Artists:</u> Art can be figurative or abstract. Artists can use the same material (felt) to make 2D or 3D artwork. <u>Evaluating and Analysing:</u> People use art to tell stories. People make art about things that are important to them. People make art to share their feelings. People make art to explore an idea in different ways.	<u>Knowledge</u> How to identify UK seas (Irish Sea, North Sea, Celtic Sea, English Channel). How to identify physical characteristics of each country. (England – mostly flat and rolling countryside; Wales – has mountains, hills and beaches; NI is flat and marshy; Scotland has a rugged landscape, lots of mountains, hills and lochs.) How to use directional language to describe the position of the seas and countries. How to identify characteristics on a selection of maps using a key.	<u>Knowledge</u> <u>I know and can explain reasons why the events of the Titanic happened, placing them into chronological order.</u> • I know that the Titanic sank because it hit an iceberg in 1912. • I know that certain passengers were loaded onto lifeboats first (women and children) • I know that remaining passengers were left stranded in the water and were unable to be saved. • I know that the Titanic did not have enough lifeboats and that is why so many people died. <u>I know and can describe the similarities and differences to being on board the Titanic in first and third class.</u> • First class passengers were rich and paid lots of money for their ticket for the Titanic. • Third class passengers were poorer and paid less for their tickets. <u>I know how it is different to travel on a cruise ship now in comparison to the Titanic.</u> • Modern cruise ships are bigger than the Titanic. • Modern ships must have enough lifeboats for all passengers.
<u>Vocabulary</u> casting, ceramic, cut, detail, flatten, glaze, impressing, in relief, join, negative space, pinch pot, plaster, roll, score, sculptor, sculpture, shape, slip, smooth, surface, three-dimensional, thumb pot	<u>Vocabulary</u> island, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather and waterfall, capital city, port and harbour	<u>Vocabulary</u> Maiden Voyage, first class, second class, third class, iceberg, collision, disaster, survivors, lifeboat, lifejacket, Atlantic Ocean, unsinkable, Titanic

	characteristics, symbols, map, aerial view, perspective, compass points -north west, north east etc, Snowdonia, Ben Nevis, Scafell Pike, Slieve Donard, Thames, Severn, River Tay, River Bann, Loch Ness, Llyn Tegid, Loch Lomond, marsh, rugged,	
RE	Design and Technology	Science
1.5 What makes some places sacred? • Christian • Jewish people • Muslims	How can we join fabric?	Which paper would make the strongest gift bag?
<u>Knowledge</u> <u>We will know:</u> Sacred means special In Islam, a mosque is a sacred place and Muslims go there to pray. Festivals, weddings and funerals can take place in a mosque. In Judaism, a synagogue is a sacred place and Jewish people go there to pray. The services in a synagogue are led by a rabbi. Churches are a sacred place to Christians. Sacred places allow people to be together, as well as celebrate and pray.	<u>Knowledge</u> I know there are different types of puppets (sock, hand, rod and finger). I know that puppets are controlled by someone. I know puppets can be made from different materials. I know that fabrics are joined together using different techniques - running stitch, glue, over stitch, stapling.	<u>Knowledge</u> <u>We will know:</u> All objects are made of one or more materials that are chosen specifically because they have suitable properties for the task. Materials have multiple uses- metal can be used to make coins, cars, cans and table legs. Different materials are used for the same things- spoons can be wooden, plastic and metal. Why objects are made from certain materials- a table is made from wood because it is strong and smooth. Objects made of some materials can be changed in shape by bending, stretching, squashing and twisting. To know how the scientist John Dunlop developed a useful material.
<u>Vocabulary</u> <i>sacred, believers, church, mosque, synagogue, Sacred, Safe, Special, Holy, Synagogue, Ark, Torah, Tallit, Hanukah, church, altar, lectern, pulpit, font</i>	<u>Vocabulary</u> Marionette, sock puppet, hand puppet, rod puppet, finger puppet, template, sew, stitch, join, thread, needle, running stitch, cutting, measure, over stitch.	<u>Vocabulary</u> Recap Y1 - material, object, wood, metal, glass, plastic, cotton, wool, water, rock, hard/soft, shiny/dull, absorbent/waterproof, opaque/transparent, rough/smooth plus - translucent, reflective, nonreflective, flexible, rigid Types of paper, rubber, man-made and natural shape, push/pushing, pull/pulling, twist/twisting, squash/squashing, bend/bending, stretch/stretching suitable, unsuitable, materials, properties
Music	Computing	
Musical Me	How can I create a presentation with sound?	

<u>Knowledge</u> To understand that 'melody' means a tune. To know that 'notation' means writing music down so that someone else can play it. To understand that 'accompaniment' can mean playing instruments along with a song. To understand that a melody is made up from high- and low-pitched notes played one after the other, making a tune.	To know presentation software can be used to organise and share information. Information can be organised across multiple slides using titles and subheadings. To know text can be formatted to improve the appearance of a presentation. To know images can be added, edited and arranged within a presentation. To know multimedia features, such as sound, can be used to enhance a presentation.
<u>Vocabulary</u> beat, composer, composition, dynamics, emotion, imitate, in time, letter, melody, notation, notes, pattern, performance, pulse, represent, rhythm, sound effects, timbre, tune, volume	<u>Vocabulary</u> presentation, PowerPoint, slides, layout, font, sound effects, images, save, retrieve, format, images, crop, border, undo, copy, paste

Physical Education	Physical Education	Physical Education	Physical Education
Dance	Basketball	Volleyball	Golf
<u>Declarative Knowledge</u> - Describe phrases and expressive qualities. - Begin to understand the importance of warming up. - Watch and describe a performance accurately and recognise what is successful.	<u>Declarative Knowledge</u> - React to situations to make it difficult for opponents – using simple tactics. - Begin to understand the importance of preparing safely and carefully for exercise – warming up/down. - Understand and describe changes to your heart rate when playing a game.	<u>Declarative Knowledge</u> - Begin to understand the importance of preparing safely and carefully for exercise: warming up. - Develop simple tactics for attacking. Gain an understanding that hitting the ball into space helps them score points. - Understand and describe changes to their heart rate when playing a game. - Watch and describe a performance accurately. Recognise what is successful. Use actions and ideas they have seen to improve their own skills.	<u>Declarative Knowledge</u> Describe basic skills needed for golf games.
<u>Procedural Knowledge</u> - Perform a range of actions and simple movement patterns with control and coordination. - Compose short dances that express and communicate mood, ideas, and	<u>Procedural Knowledge</u> - Throw and catch the ball with increasing control, and throw the ball in different ways e.g. fast, slow, high, low (mastering basic throwing technique). - Perform a range of actions with the ball keeping it under control.	<u>Procedural Knowledge</u> - Perform a range of catching and gathering skills with control. - Master basic throwing technique. Throw / Hit a ball in different ways e.g. high, low, fast, slow.	<u>Procedural Knowledge</u> - Explore different ways of moving, changing speed and direction fluently. - Explore different ways of moving a golf ball, and/other size ball. (golf)

feelings, varying simple compositional ideas. • Explore, remember, and repeat short dance phrases, showing greater control and spatial awareness. • Work individually and with others.	• Show good awareness of others when playing games.	• Understand and follow the rules of the game, showing good awareness of others when playing games.	• Push/ roll/ putt a ball towards a target with control. • Use skills learnt to participate and compete in rolling and putting games. (golf) • Develop technique when using the golf putter, becoming increasingly accurate.
<u>Vocabulary</u> Actions, beat, smart, character, levels, performance, movement, beat, count, practise, expression, improve, create, imagination, unison	<u>Vocabulary</u> Aim, catch, close, control, explore, pass, ready, teamwork, accuracy, rules, score, space	<u>Vocabulary</u> Throw, control, aim, ready, watch, accuracy, skills, send & receive, describe, ready Position, Inline, track, explore, space, score, rules, success, describe	<u>Vocabulary</u> Closer, pace, successfully, putt, forfeit, head up movement, experiment, chip, control, tick tock, improve, technique

PSHCE

Dreams and goals	Healthy me
-I know we all have different skills, and working together lets us do a better job. -I know working well as a group feels good, and arguing can make it frustrating.	-I know healthy food gives my body energy, and foods with too much sugar are unhealthy. -I know making healthy choices makes me feel happy, and unhealthy choices can hurt my body.

Year Two Summer Term Overview

Art and Design	Geography	History
How do artists portray maps?	What is it like for a seven-year-old to live in a Maasai Mara Village?	How has medicine changed since the Birth of the NHS in 1948?
<u>Knowledge</u> - Draw a map to illustrate a journey. - Separate wool fibres ready to make felt. - Lay wool fibres in opposite directions to make felt. - Roll and squeeze the felt to make the fibres stick together.	<u>Knowledge</u> How to name and locate the 5 oceans (Pacific Ocean. Atlantic Ocean. Indian Ocean. Arctic Ocean. Antarctic Ocean).	<u>Knowledge</u> <u>I know what the NHS is and it was created in 1948 and place this on a timeline.</u> - NHS is an abbreviation for the National Health Service. - The NHS looks after people when they are unwell. - Trafford General Hospital was the first NHS hospital.

• Add details to felt by twisting small amounts of wool. • Choose which parts of their drawn map to represent in their 'stained glass'. • Overlap cellophane/tissue to create new colours. • Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. • Apply paint or ink using a printing roller. • Smooth a printing tile evenly to transfer an image. • Try out a variety of ideas for adapting prints into 2D or 3D artworks. • <u>Knowledge of Artists:</u> Art can be figurative or abstract. Artists can use the same material (felt) to make 2D or 3D artworks. Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'. <u>Evaluating and Analysing:</u> People use art to tell stories. People make art about things that are important to them. People make art to share their feelings. People make art to explore an idea in different ways. People make art for fun. People make art to decorate a space. People make art to help others understand something.	How to compare weather patterns from two different locations around the world (Maasai Mara village in Kenya vs Sale, Manchester, UK). How to explain why these weather patterns are different. How to identify human and physical features of both places. Kenya – reserve, desert, plain, river How to compare life in Sale Moor to a Kenyan village. Compare- houses, food, water, electric and schools. How to plan a route from a Maasai Mara village using compass points.	<u>I know the roles of doctors and nurses have changed over time.</u> • Nurses used to go to nursing school, now they need to go to university to get a degree. • People could train in four years to become doctors because of the Second World War. • Now it takes around ten years to become a doctor.
<u>Vocabulary</u> abstract, composition, curator, design, design brief, evaluate, felt, fibre, gallery, imaginary, inspired, landmarks, mosaic, overlap, pattern, shape, stained glass, texture, viewfinder	<u>Vocabulary</u> village, house, island, beach, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, continents, countries, compass, compass points, north, south, east, west, directions, route, comparison, patterns,	<u>Vocabulary</u> NHS, matron, vaccine, wards, medicine, medical, significance, revolutionary, development.
RE 1.8 How should we care for the world, and why should it matter? All religions <u>Knowledge</u> <u>We will know:</u> All religions believe that people are valuable and unique (special)	Design and Technology What makes a healthy snack? <u>Knowledge</u> I know about foods from different food groups (Fruit and vegetables, Carbohydrates, Proteins, Dairy and Fats and oils).	

The story of the Good Samaritan and explain how the story shows that Jesus wants Christians look after and care for one another. Tzedekah is the Jewish idea of charitable giving to those who need help. Jewish people and Christians share the same beliefs about the creation of the world.	I know how to select and use kitchen equipment (knife, chopping board, spoon, scoop and fork) to suit a task. I know how to safely prepare ingredients.	
<u>Vocabulary</u> Tzedekah, World, Unique, Valuable, Caring, Christians, Judaism, Charity, Jewish, Sukkot, Charity, Creation	<u>Vocabulary</u> Ingredients, dips, dippers, food groups, healthy, fruit and vegetables, Carbohydrates, Proteins, Dairy and Fats and oils,	
Music	Computing	Science
Myths and Legends	What is an algorithm?	Do bigger seeds grow into bigger plants?
<u>Knowledge</u> To know that a graphic score can show a picture of the structure of music. To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music. To know that 'Tintagel' is an example of a 'symphonic poem' written by Arthur Bax in 1917.	<u>Knowledge</u> To know ScratchJr can be used to create and edit simple programs. To know characters (sprites) and backgrounds can be added, removed and changed to create a project. To know programming blocks control how characters move and behave. To know values can be changed to alter movement, direction and speed. To know repetition can be used to make actions repeat in a loop.	<u>Knowledge</u> <u>We will know:</u> Plants may grow from either seeds or bulbs. Know some common plants that grow from bulbs (daffodil, snowdrop and tulip) and some bulbs are vegetables (onion, garlic and spring onion). Seeds and bulbs germinate and grow into seedlings which then continue to grow into mature plants. The life cycles of different plants and be able to name the stages - seed, roots, leaves, flowers, fruit and ripe fruit. How to describe that plants need water, light and a suitable temperature to grow and stay healthy.
<u>Vocabulary</u> beat, bow, cello, chorus, compose, composition, dynamics, graphic score, harpsichord, instrumental, layers, melody, notation, performance, pluck, pitch, represent, rhythm, stave notation, structure, tempo, texture, thick, thin, timbre, verse, violin, viola	<u>Vocabulary</u> ScratchJr, tablet, blocks, programs, character, background, sequence, project.	<u>Vocabulary</u> leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud light, shade, sun, warm, cool, water, grow, healthy

How can we stay healthy?

Knowledge

We will know:

There are six stages of human development- baby, toddler, child, teenager, adult, elderly.

Animals may lay eggs like a caterpillar and have a different development/life cycle

All animals have basic needs - feeding, drinking and breathing (linked to MRS GREN).

Exercise is important to grow into healthy adults.

Good hygiene is also important in preventing infections and illnesses.

Food groups- fruit and vegetables, protein, carbohydrates, fats, oils and sugars and dairy. Humans need a balanced diet to be healthy.

Vocabulary

offspring, reproduction, growth, baby, toddler, child, teenager, adult, old person, names of animals and their babies (e.g. chick/chicken, kitten/cat, caterpillar/butterfly), survive, survival, water, food, air, exercise, heartbeat, breathing, hygiene, germs, disease, food types (e.g. meat, fish, vegetables, bread, rice, pasta, dairy)

Physical Education	Physical Education	Physical Education	
Cricket	Athletics	Rounders	
<u>Declarative Knowledge</u> • React to situations in ways that make it difficult for opponents. • Understand simple tactics like hitting the ball into space to help score more points. • Begin to understand the importance of preparing safely for exercise – warming up. • Recognise what is successful.	<u>Declarative Knowledge</u> • Understand the variety of correct running techniques. • Develop the distance running technique, understanding the difference between sprinting, and running over longer distances. • Begin to evaluate and improve own performance.	<u>Declarative Knowledge</u> • React to situations in ways that make it difficult for opponents, applying simple tactics like hitting the ball into space to help score more points. • Begin to understand the importance of preparing safely for exercise – warming up. • Recognise what is successful.	
<u>Procedural Knowledge</u>	<u>Procedural Knowledge</u>	<u>Procedural Knowledge</u>	

• Show good awareness of others when playing games. • Develop fundamental movement skills, becoming increasingly confident and competent. • Perform a range of actions with control including catching, gathering, and hitting a ball with increasing accuracy. • Throw/hit a ball in different ways e.g. high, low, fast, slow.	• Explore and practice a variety of athletic movements and apply athletic skills and techniques to a variety of activities. • Develop coordination and balance whilst exploring different running, jumping, and throwing techniques. • Begin to show control, coordination, and consistency when running at speed. • Develop a range of jumping techniques. • Develop the underarm and pull throw technique.	• Show good awareness of others when playing games. • Develop fundamental movement skills, becoming increasingly confident and competent. • Perform a range of actions with control including catching, gathering and hitting a ball with increasing accuracy. • Throw/hit a ball in different ways e.g. high, low, fast, slow	
<u>Vocabulary</u> Batting, fielding, striking, grip, long barrier, teamwork, catching, wickets, bat, ball, aim, feeder, fielder, underarm, striking	<u>Vocabulary</u> Challenge, running, landing, aim, coordination, movement, balance, teamwork, relay, improve, target, speed	<u>Vocabulary</u> Balance, skill, control, direction, competition, fielding, catch, throw, fielder, space, backstop, technique, batting, shot selection, cooperate, score, aiming, bowler, run, teamwork	

PSHCE

Relationships	Changing me
-I know telling the truth helps people trust me, and lying can make them not trust me. -I know I should tell an adult if someone makes me keep a bad secret.	-I know some touches are meant to hurt and some are kind. -I know it is okay to like different things from my friends