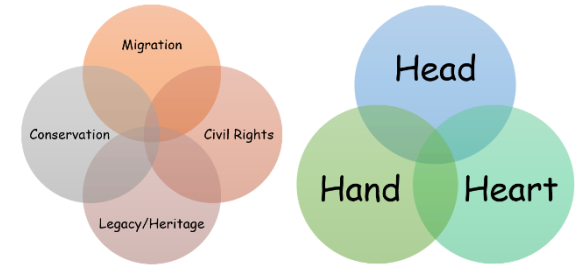


Riversdale Primary School

Medium Term Planning



Year Group	Year 2
Term	Autumn 2

Learning Overview

This half term, the pupils will continue to develop their understanding of different habitats in science. The pupils will explore the local area, identifying a range of living things that are in the school’s vicinity, paying close attention to microhabitats and possible food sources for the animals. In art, the pupils will further develop their learning from Year 1 around the colour wheel, by exploring tertiary and complementary colours. Computing will see the introduction of the data handling concept, which will follow pupils through to Year 6, whilst in geography the pupils will continue their focus on the United Kingdom, identifying key physical and human geographical features from each country.

Engaging Starting Points/Hooks

- A visit to a zoo to explore the different ‘habitats’ for different animals.
- A VR tour of different habitats to compare and contrast features.

Quality Stimulus Text(s)

- The Emerald Forest
- Who Rules the Rockpool?
- Habitats

Significant People Past & Present

- Mary Seacole (History)
- Edith Cavell (History)
- Andy Warhol (Art)

Linked UNCRC Articles

- Article 3: Best interests of the child.
- Article 6: Life, survival and development.
- Article 13: Freedom of expression.
- Article 24: Health and health services.
- Article 27: Adequate standard of living.
- Article 38: War and armed conflict.
- Article 31: Leisure, play and culture.

Subject	Consolidating: What skills specific to this topic are being built upon? What knowledge specific to this topic is being consolidated?	Head* What substantive KNOWLEDGE should the children learn?	Hand* What disciplinary knowledge and SKILLS should the children learn?	Heart* What VALUES and EMOTIONAL INTELLIGENCE concepts should the children develop?
English:	Year 1: <ul style="list-style-type: none"> • Text type features of setting and/or character description. • Text type features of a rhyming couplet poem. • Text type features of instructional writing. • Phase 5 Grapheme/Phoneme Correspondence (Little Wandle Letters and Sounds). • Consistently read words which use Phase 5 GPCs by sound-blending and exploring alternative sounds where applicable. • Text type features of a recount through postcard. • Text type features of a 3rd person narrative. • Recognising and applying the grammatical concepts of: capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, conjunction (and). • Recognising and applying the word structures: • Regular plural noun suffixes –s or –es including the effects of these suffixes on the meaning of the noun. 	<ul style="list-style-type: none"> • Understand the text read as a class, extracting key details, events, and emotions. <p><u>SETTING DESCRIPTION:</u></p> <ul style="list-style-type: none"> • Explain the format and structure of a setting and/or character description. • Identify simple past tense in a piece of writing, including the related vocabulary. • Explain the purpose of an adjective and that these are used to build a clear picture and engage the reader. • Explain the meaning and purpose of an expanded noun phrase. • Recall that the purpose of a conjunction is to link sentences together. • Identify a range of suitable conjunctions including: for, and, nor, but, or, yet, so, because, within a given context. • Recognise the purpose of an adverb as adding detail as to how an action was undertaken. <p><u>ACROSTIC POEM:</u></p> <ul style="list-style-type: none"> • Explain the format and structure of an acrostic poem, including that each line starts with a capital letter that spells out the poem's theme vertically. 	Pupils to apply grammar, purpose for writing and specific text type features in Writing to Entertain: <ul style="list-style-type: none"> • Setting description of a forest habitat for a children's story. (Science Link), (Sentence Stacking) • Setting description of an underwater habitat for a children's story. (Science Link), (Independent) • An acrostic poem around the theme musical instruments. (Music Link) Pupils to apply grammar, purpose for writing and specific text type features in Writing to Inform: <ul style="list-style-type: none"> • Set of instructions explaining how to make a healthy picnic dish. (DT Link) Handwriting: <ul style="list-style-type: none"> • Form lower case letters of the correct size relative to one another in most of their writing • Begin to use the diagonal and horizontal strokes needed to join letters in some of their writing • Write capital letters and digits of the correct size, orientation and relationship to each other • Use spacing between words that reflects the size of the letters. Composition:	<ul style="list-style-type: none"> • Work collaboratively, listening to one another and sharing ideas. • Enjoying writing and listening to stories. • Building confidence in reading and writing. • Reflect on own writing and set targets for improvement, with support. • Respect the work of others and show empathy when providing feedback.

	<ul style="list-style-type: none"> Suffixes that can be added to verbs where no change is needed in the spelling of root words How the prefix un- changes the meaning of verbs and adjectives. <p>Year 2:</p> <ul style="list-style-type: none"> Identify simple past tense in a piece of writing, including the related vocabulary. Identify simple present tense in a piece of writing, including the related vocabulary. Explain that the purpose of an adjective is to build a clear picture and engage the reader. Explain the meaning and purpose of an expanded noun phrase. Understand the text read as a class, extracting key details, events, and emotions. Identify a range of simple time conjunctions to support the progression of a narrative. E.g., first, next, later, then, soon after, etc. 	<ul style="list-style-type: none"> Define the writing techniques of Onomatopoeia, Alliteration, Rhyme, Repetition and Simile. Recognise the importance of using the above techniques in poetry for reader engagement and creativity. <p><u>INSTRUCTIONS:</u></p> <ul style="list-style-type: none"> Explain the format and structure of instructional/procedural writing. Identify that a goal /a statement about what is to be achieved is outlined. Know that instructions are written in sequenced steps to achieve the goal. Recognise the value of simple diagrams and illustrations are used to make the process clearer. Explain why a simple list of ingredients/ materials needed Identify the meaning of a command sentence type. Identify a range of simple time conjunctions to support the progression of the instructions. E.g., first, next, then, after, etc. Recognise that imperative verbs are sometimes used at the start of an instructional sentence. Understand that simple adverbs may be used to start sentences, followed by an imperative verb. Recall that a range of simple adverbs to add clarity to instructions are needed. E.g.: slowly, quickly. Select appropriate adjectives for simple expanded noun phrases. 	<ul style="list-style-type: none"> Plan writing before beginning by noting down ideas and vocabulary. Apply basic editing skills to correct spelling, punctuation, and grammar mistakes based on current learning. 	
Mathematics:	<p>Year 1:</p> <ul style="list-style-type: none"> Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. 	<p>Multiplication & Division:</p> <ul style="list-style-type: none"> Define the term multiplication. Understand that multiplication can be described as “groups of”. Quickly recall the 2-, 5- and 10-multiplication tables. Associate the multiplication facts with corresponding division facts. 	<p>Multiplication & Division:</p> <ul style="list-style-type: none"> Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and 	<ul style="list-style-type: none"> Working collaboratively with partners and in groups. Using appropriate listening skills and turn taking in group discussion. Showing empathy and kindness by helping each other to understand.

	<ul style="list-style-type: none"> • Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]. • Measure and begin to record lengths and heights. 	<ul style="list-style-type: none"> • Define the term product. • Understand that multiplication is commutative and thus numbers can be in any order and still provide the same product. • Define the term division. • Understand that division can be described as “sharing”. • Understand that division is non-commutative and that the order of the numbers matters. • Recognise the symbols for multiplication, division and equals. • Explain the term inverse. • Recognise the symbols for multiplication and division. • Explain the terms odd and even, understanding that off numbers can not be divided by 2 without a remainder. • Identify the operation that a word problem is asking of them. <p>Measurement (Length):</p> <ul style="list-style-type: none"> • Know that the standard units of measurement, specifically centimetres (cm) and metres (m) for length and height. • Define estimate/estimation. • Understand the appropriate tools for measurement, specifically rulers. • Know that measurements can be taken in any direction, not just horizontally or vertically. • Understand which unit of measurement is the most appropriate for the given task, e.g. cm for shorter objects. • Know how to record measurements accurately. • Identify the comparison symbols ">," "<," and "=" and explain their meanings. ">" means "greater than," "<" means "less than," and "=" means "equal to." 	<p>division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs.</p> <ul style="list-style-type: none"> • Show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot. • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. <p>Measurement (Length):</p> <ul style="list-style-type: none"> • Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers. • Compare and order lengths and record the results using $>$, $<$ and $=$. 	<ul style="list-style-type: none"> • Knowing that giving your partner the answer is not helpful but explaining it is. • To recognise the value in making mistakes. • To identify the importance of resilience in problem solving. • To find different ways to solve the same problem.
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<p>Science:</p>	<p>Year 2:</p> <ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead, and things that have never been alive. <p>Year 1&2:</p> <ul style="list-style-type: none"> Develop the ability to ask questions. Where appropriate, answer these questions. Answer questions developed with the teacher through a scenario. Be involved in planning how to use resources provided to answer questions. Use different types of enquiries, to recognise that there are different ways in which questions can be answered. Use practical resources provided to gather evidence to answer questions generated by themselves or the teacher. Sort and group things, identifying their own criteria for sorting. Use simple secondary sources (such as identification sheets) to name living things. Make careful observations to support identification. Use appropriate senses, aided by equipment such as magnifying glasses or digital microscopes, to make observations. Record observations, for example: using photographs, videos, drawings, labelled diagrams or in writing. Classify using simple prepared tables and sorting rings. Orally communicate findings to an audience, using appropriate scientific language. 	<ul style="list-style-type: none"> Different animals and plants need different homes to survive. Different habitats have different animals and plants which are better suited to living there. Changes in a habitat can affect the plants and animals living there. Microhabitats are tiny places where some plants and animals live. Microhabitats include under stones, logs, leaf litter, and tree bark. Animals get food by finding and eating plants, other animals, or both from their habitat. A simple food chain shows how animals are connected by what they eat. Some animals hunt or forage for food, while others rely on scavenging or grazing. Predators use hunting strategies, like stalking, chasing, or ambushing their prey. <p><i>Vocabulary:</i> <i>habitat, animal, plant, microhabitat, food chain, predator, prey, pollination, pollen, conservation</i></p>	<p>Ask Questions</p> <ul style="list-style-type: none"> Develop the ability to ask questions such as: what something is, how things are similar and different. Where appropriate, answer these questions. Answer questions developed with the teacher through a scenario. Be involved in planning how to use resources provided to answer questions. <p>Communicate</p> <ul style="list-style-type: none"> Orally communicate findings to an audience, using appropriate scientific language. <p>Enquiry</p> <ul style="list-style-type: none"> Use practical resources provided to gather evidence to answer questions generated by themselves or the teacher. Use their observations to compare and living things. Use simple secondary sources (such as identification sheets) to name living things. <p>Record/Present</p> <ul style="list-style-type: none"> Classify using simple prepared tables and sorting rings. Record observations, for example: using photographs, videos, drawings, labelled diagrams or in writing. <p>Observe</p> <ul style="list-style-type: none"> Make careful observations to support identification. Use appropriate senses, aided by equipment such as magnifying to make observations. 	<p>Values: Respect, Empathy, Entrust, Value, Aspire, Reflect</p> <ul style="list-style-type: none"> Empathise with different plants and animals and understand their needs in different habitats, like providing water for birds or planting flowers for bees. Entrust yourself with the responsibility to explore and discover microhabitats in your local environment, such as under rocks or in fallen leaves. Value the food sources available to animals in their habitats and learn how to protect them, like planting flowers to provide nectar for bees. Aspire to learn more about the plants and animals in your local environment, setting goals to identify new species and understand their roles. Reflect on the consequences of habitat changes and consider how you can act, such as planting flowers to support bee populations.
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<p>Art:</p>	<p>Year 1:</p> <ul style="list-style-type: none"> Name the primary colours and identify them on a colour wheel. Mix primary colours to make secondary colours and place them on a colour wheel. Describe collections of colours and their uses. Experiment with painting with different brush sizes and types. <p>Year 2:</p> <ul style="list-style-type: none"> Use a sketchbook to record media experimentations including textures and patterns to inform own work. Use a sketchbook to plan and develop simple ideas based on experimentation. Continue to build information around colour theory. Talk about how a piece of art makes them feel. Talk about own work, explaining the process they have used and begin to identify likes and dislikes. Look at and talk about the other artists expressing their likes and dislikes with increasing detail. Explore the work of a range of artists, and designers, describing the differences and similarities and begin to make simple links to their own work. 	<p>Painting:</p> <ul style="list-style-type: none"> Brown can be created by mixing red, yellow, and blue. Different shades of brown are made by mixing different combinations of the primary colours. Brown is considered a neutral colour because it can be used to tone down or darken other colours. Brown adds versatility to our palette. The colour wheel shows us the relationship between the colours. Tertiary colours are made by mixing an equal amount of a primary colour with the secondary colour next to it on the colour wheel. The colour wheel also shows us which colours are complementary. Complementary colours are the colours opposite each other on the colour wheel which contrast each other. We can put complementary colours together to create bold and bright paintings. We can often see complementary colours in Andy Warhol's work. When painting, we must use the right brush stroke for the job we are doing. <p>Significant People: Andy Warhol:</p> <ul style="list-style-type: none"> born in 1928. part of the pop art movement. used bright colours in his work. <p><i>Vocabulary:</i> <i>complementary, brown, neutral, secondary colours, tertiary colours, vivid, bright, brush stroke</i></p>	<p>Exploring & Developing Ideas:</p> <ul style="list-style-type: none"> Use a sketchbook to record media experimentations including textures and patterns to inform own work. Use a sketchbook to plan and develop simple ideas based on experimentation. Continue to build information around colour theory. <p>Responding to Art:</p> <ul style="list-style-type: none"> Talk about how a piece of art makes them feel. Talk about own work, explaining the process they have used and begin to identify likes and dislikes. Look at and talk about the other artists expressing their likes and dislikes with increasing detail. Explore the work of a range of artists, and designers, describing the differences and similarities and begin to make simple links to their own work. <p>Painting:</p> <ul style="list-style-type: none"> Mix primary colours to make brown. Mix a range of secondary colours to make tertiary colours, placing them on a colour wheel. Explain what the colour wheel is and what it shows. Explain the term complimentary colours and how these might be used together. Discuss why they have selected specific colours for their work. Begin to select an appropriate brush to produce desired marks, e.g. small brush for small marks. 	<p>Value: Value, Reflect</p> <ul style="list-style-type: none"> Value the use of complementary colours and how they can create something aesthetically pleasing. Reflect on what we have learnt throughout the term and think carefully about how we use those skills to create our art. Reflect on what we have learnt throughout the term and think carefully about how we use those skills to create our art.
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<p>Computing:</p>	<p>Year 1:</p> <ul style="list-style-type: none"> To know that "log in and log out" means to begin and end a connection with a computer. Learning where keys are located on the keyboard. To know that a computer and mouse can be used to click, drag, fill and select and also add backgrounds, text, layers, shapes and clip art. To know that passwords are important for security. To know that when we create something on a computer it can be more easily saved and shared than a paper version. <p>Year 2:</p> <ul style="list-style-type: none"> Recognising that buttons cause effects and that technology follows instructions. Learning how we know that technology is doing what we want it to do via its output. Developing confidence with the keyboard and the basics of touch typing. 	<p>Kapow Computing Scheme</p> <p>International Space Station (Lessons 1-3 only):</p> <p>To know:</p> <ul style="list-style-type: none"> Simple data can be entered into a spreadsheet. What steps are needed to take to create an algorithm. What data to use to answer certain questions. Computers can be used to monitor supplies. 	<ul style="list-style-type: none"> Developing confidence with the keyboard and the basics of touch typing. Creating and labelling images. Collecting and inputting data into a spreadsheet. Interpreting data from a spreadsheet. Learning how computers are used in the wider world. 	<p>Values: Respect, Individuality, Value, Aspire, Share</p> <ul style="list-style-type: none"> Discuss the importance of respecting the accuracy of the data we enter for reliability. Encourage pupils to develop algorithms based on their unique problem-solving approaches and personal interests. Discuss how choosing the right data reflects the value of informed decision-making and its impact on the questions they seek to answer. Inspire pupils to aspire to become proficient in technology, viewing keyboard skills as a foundational step in their computing journey. Emphasise the importance of sharing data and findings with peers, promoting collaboration and collective learning.
<p>DT:</p>	<p>Year 1:</p> <ul style="list-style-type: none"> Work within a range of contexts, e.g. imaginary, story-based, home, school, gardens, playgrounds, and the local community. State what products they are designing and making. Say whether their products are for themselves or other users. Say how they will make their products suitable for their intended users. Use simple design criteria to help develop their ideas. Generate ideas by drawing on their own experiences. Use knowledge of existing products to help come up with ideas. 	<p>Picnic Pieces (Lessons 4 - 6):</p> <p>Grating:</p> <ul style="list-style-type: none"> Place the grater on a flat, stable surface. Hold the food firmly and grate it by moving it up and down against the grater. Keeping fingers away from the grating surface. <p><i>Vocabulary:</i> source, meat, rear, fish, catch, healthy, nutrient, peel, chop, grate</p>	<p>Designing:</p> <ul style="list-style-type: none"> Work within a range of contexts, e.g. imaginary, story-based, home, school, gardens, playgrounds, and the local community. State what products they are designing and making. Say whether their products are for themselves or other users. Say how they will make their products suitable for their intended users. Use simple design criteria to help develop their ideas. Generate ideas by drawing on their own experiences. Use knowledge of existing products to help come up with ideas. 	<p>Values: Reflect, Aspire, Entrust, Respect, Empathy</p> <ul style="list-style-type: none"> Reflecting on the needs and preferences of others when designing a picnic food. Aspiring to create a healthy and appealing food product that meets specific criteria and goals. Trusting oneself and peers to follow safety and hygiene practices when preparing food. Respecting the tools and ingredients used in food preparation, ensuring safe and careful handling. Reflecting on the process of creating the food product and evaluating its success based on design criteria.

	<ul style="list-style-type: none"> • Develop and communicate ideas by talking and drawing. • Select from a range of tools and equipment, explaining their choices. • Select from a range of materials and components according to their characteristics. • Follow procedures for safety and hygiene. • Measure, mark out, cut and shape materials and components. • Assemble, join and combine materials and components. • Talk about their design ideas and what they are making. • Make simple judgements about their products and ideas against design criteria. • Suggest how their products could be improved. • Begin to develop a sensory food vocabulary using taste, smell, texture and feel. • Name and group familiar fruits and vegetables. • Understand the need for a variety of fruits and vegetables in a healthy diet. • Begin to develop an understanding of where food comes from (growing). • Begin to recognise how food comes from the source to our plates with a focus on fruits and vegetables. • Know that working safely and hygienically involves washing hands before and after touching food. • Peel and cut a range of fruits and/or vegetables. • Begin to develop safe cutting techniques using the bridge hold. • Measure and weigh food items, non-statutory measures e.g. spoons, cups. 		<ul style="list-style-type: none"> • Develop and communicate ideas by talking and drawing. <p>Making:</p> <ul style="list-style-type: none"> • Select from a range of tools and equipment, explaining their choices. • Select from a range of materials and components according to their characteristics. • Follow procedures for safety and hygiene. • Measure, mark out, cut and shape materials and components. • Assemble, join and combine materials and components. <p>Evaluating:</p> <ul style="list-style-type: none"> • Talk about their design ideas and what they are making. • Make simple judgements about their products and ideas against design criteria. • Suggest how their products could be improved. <p>Cooking & Nutrition:</p> <ul style="list-style-type: none"> • Working safely and hygienically by washing hands before and after touching food. • Cut, peel, grate, slice and chop a range of ingredients. • Continue to develop safe cutting techniques using the bridge hold and claw grip. • Follow simple instructions/recipes. • Continue to measure and weigh food items, non-statutory measures e.g. spoons, cups. 	<ul style="list-style-type: none"> • Considering the feedback from others and empathising with different tastes and preferences when evaluating the final product.
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<p>Geography:</p>	<p>Year 1:</p> <ul style="list-style-type: none"> Know that the local area is Southfields and is located in London. Describe and locate the features of the local area on maps. Show on a map which country they live in (England) and what its capital is (London). Observe simple human and physical features of the local area (Southfields). Describe some of the observed human and physical geography features of the local area. Recognise if a place is a city, town or village. <p>Year 1 & 2:</p> <ul style="list-style-type: none"> Use photographs to recognise landmarks and basic human and physical features. Apply geographical vocabulary learnt to refer to key physical features and human features of the UK and its countries. Use world maps and globes to identify the United Kingdom and its countries. Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map. 	<p>The United Kingdom (Lessons 4 – 6):</p> <ul style="list-style-type: none"> The UK is an island nation surrounded by water. The UK is part of the continent of Europe. The United Kingdom (UK) is made up of four countries. The Irish Sea separates Great Britain from Ireland. The Atlantic Ocean lies to the west of the UK. The North Sea is to the east of the UK. The English Channel separates the UK from France. A Physical Features: <ul style="list-style-type: none"> England: The White Cliffs of Dover Scotland: Loch Ness Wales: Snowdonia Northern Ireland: The Giant's Causeway A Human Feature: <ul style="list-style-type: none"> England: The Houses of Parliament Scotland: Edinburgh Castle Wales: Millennium Centre Northern Ireland: Titanic Belfast <p><i>Vocabulary:</i> island, country, continent, capital city, government, sea, cliff, mountain, lake (loch), landmark</p>	<p>Locational Knowledge:</p> <ul style="list-style-type: none"> Name and locate the capital cities of the UK (London, Dublin, Edinburgh, Cardiff). Identify some features (e.g., landmarks and flags) of the four countries of the UK. Name and locate the surrounding seas of the UK (English Channel, North Sea, Irish Ocean, Atlantic Ocean). <p>Interpret a Range of Sources:</p> <ul style="list-style-type: none"> Use photographs to recognise landmarks and basic human and physical features. <p>Human & Physical Geography Knowledge:</p> <ul style="list-style-type: none"> Apply geographical vocabulary learnt to refer to key physical features and human features of the UK and its countries. Key physical features may include: sea, ocean. <p>Mapwork:</p> <ul style="list-style-type: none"> Use world maps and globes to identify the United Kingdom and its countries. Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map. Begin to use eight points of a compass. 	<p>Values: Empathy, Aspire, Value, Reflect, Love</p> <ul style="list-style-type: none"> Appreciating the unique attributes and histories of London and Edinburgh. Encouraging curiosity and a desire to explore and learn about different cities and places. Understanding the significance of the UK's geographical features and landmarks. Understanding the importance of preserving the natural and cultural heritage of the UK. Understanding the importance of the seas surrounding the UK for trade. Appreciation and care for the UK's natural environment and coastal areas.
<p>History:</p>	<p>Year 1 & 2:</p> <ul style="list-style-type: none"> Recount main events from a significant event in history. Begin to understand where people and events fit on a timeline. Develop an awareness of the past, using common words and phrases relating to the passing of time, such as past, present, century, before and after. Describe simple changes relating to ideas/objects that have occurred. 	<p>Florence, Mary & Edith (Lessons 4 – 6):</p> <p>Significant People: Mary Seacole</p> <ul style="list-style-type: none"> Was a famous nurse who lived in the 1800s. Cared for wounded soldiers during the Crimean War. Known as "Mother Seacole" and was respected by many. Used special herbal medicines to help sick soldiers. 	<p>Chronology:</p> <ul style="list-style-type: none"> Recount main events from a significant event in history. Begin to understand where people and events fit on a timeline. Develop an awareness of the past, using common words and phrases relating to the passing of time, such as past, present, century, before and after. <p>Change and Continuity:</p>	<p>Values: Share, Individuality, Reflect</p> <ul style="list-style-type: none"> Emphasise the idea of sharing knowledge and care, much like Seacole shared her herbal remedies and nursing skills with those in need. Focus on how Edith Cavell's individual bravery and dedication made her stand out during World War I. Encourage reflection on Edith Cavell's enduring legacy and how

	<ul style="list-style-type: none"> Identify simple reasons for change. Recognise why people did things or why events happened. Begin to explain what happened as a result of events or people's actions. Discuss a significant person within a historical event and why they were important. 	<p>Edith Cavell</p> <ul style="list-style-type: none"> Was a nurse during World War 1. Would help any injured soldier, no matter where they came from. Was arrested for helping soldiers escape Belgium. <p><i>Vocabulary:</i> <i>nurse, war, battlefield, wounded, hygiene, herbal, remedy, reform, arrest, legacy</i></p>	<ul style="list-style-type: none"> Describe simple changes relating to ideas/objects that have occurred. Identify simple reasons for change. <p>Cause and Consequence:</p> <ul style="list-style-type: none"> Recognise why people did things or why events happened. Begin to explain what happened as a result of events or people's actions. <p>Historical Significance:</p> <ul style="list-style-type: none"> Discuss a significant person within a historical event and why they were important. 	<p>her actions continue to inspire others.</p>
<p>Music:</p>	<p>Year 2:</p> <ul style="list-style-type: none"> Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Confidently moving in time with the beat of the music when modelled. Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. Recognising simple patterns and repetition in rhythm. To recognise and name the following instruments: up to three instruments from Group A and B. Singing a range of call and response chants, matching the dynamic and tempo they hear with accuracy. Breathing at appropriate times when singing. Singing part of a given song in their head (using their "thinking voice"). Developing an awareness of how dynamics are affected by the force with which an instrument is played. Learning to use instruments to follow the beat, by first observing 	<p>Kapow Music Scheme</p> <p>Instruments: To know that:</p> <ul style="list-style-type: none"> Sections of music can be described as fast or slow and the meaning of these terms. Sections of music can be described as loud, quiet or silent and the meaning of these terms. Sounds within music can be described as high or low sounds and the meaning of these terms. <p>To be able to:</p> <ul style="list-style-type: none"> Recognise and name up to three instruments from Group A and B. <p><i>Vocabulary:</i> <i>dynamics, encore, instrumental sound, sound effect, tempo</i></p>	<p>Listening and Evaluating:</p> <ul style="list-style-type: none"> Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. Identifying some common instruments when listening to music. Relating sounds in music to real-world experiences. Talking about the tempo of music using the vocabulary fast and slow. Talking about the dynamics of the music, using the vocabulary loud, quiet and silent. Talking about the pitch of music, using the vocabulary high and low. Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. Stating what they enjoyed about their peers' performances. To recognise and name the following instruments: up to three instruments from Group A and B. <p>Creating Sound:</p>	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> Respect different musical traditions, genres, and cultures. Appreciate the skills and efforts of their peers and musicians. Respect for the instruments and equipment used in music-making. Explore different instruments and musical roles. Maintain individual responsibilities in group performances, ensemble rehearsals, and collaborative projects. Engage in reflective practices after performances, analysing what went well and areas for improvement. Share musical talents and skills through performances. Share ideas, insights, and responsibilities. Aim for higher levels of musical proficiency and expression. Develop a love for music through exposure to various genres and styles. Listen to and understand each other in teamwork.

	<p>and then mimicking the teacher's modelling.</p> <ul style="list-style-type: none"> Maintaining a comfortable position when sitting or standing to sing and play instruments. Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories. Improvising simple question and answer phrases, using untuned percussion or voices. Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. 		<ul style="list-style-type: none"> Developing an awareness of how dynamics are affected by the force with which an instrument is played. Using instruments imaginatively to create soundscapes which convey a sense of place. Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. Starting to understand how to produce different sounds on pitched instruments. Maintaining a comfortable position when sitting or standing to sing and play instruments. <p>Composing</p> <ul style="list-style-type: none"> Creating sound responses to a variety of physical stimuli such as nature, artwork and stories. Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. 	
<p>PE:</p>	<p>Year 1:</p> <ul style="list-style-type: none"> Master basic movements including running, jumping, throwing, and catching. 	<ul style="list-style-type: none"> Express the qualities of attacking. Express the qualities of defence. Explain the difference between attacking and defence. Make connections between skills learnt and how these may be transferable. E.g. using your hands or feet in different sports to get to the same outcome. Such as kicking a ball to score a goal (football) or catching a ball to score a goal (netball). <p><i>Vocabulary:</i></p>	<ul style="list-style-type: none"> Choose different ways of sending, receiving and striking. Send, receive, and strike a ball in a variety of ways depending on the needs of the game. Decide where to stand to make it difficult for their opponent. Use a small range of skills and tactics in games. 	<p>Values: Respect, Value, Entrust, Reflect, Share, Democracy, Aspire, Empathy</p> <ul style="list-style-type: none"> Carry out activities to improve their work and understand why they are useful. Come up with and share sensible solutions, given time to think about their actions. Work collaboratively to improve individual and team member skills, showing aspiration. Value the efforts of others and show empathy when providing peer-assessment/feedback.

		<i>jump, catch, throw, balance, Pattern, combination, run, forwards, backwards, skills, control, safely, arms, legs, tuck, link, movement.</i>		<ul style="list-style-type: none"> • Entrust each other to be kind and supportive, showing good sportsmanship. • Show resilience when receiving feedback and reflect on how this can be used.
RE:	<p>Year 1 & 2:</p> <ul style="list-style-type: none"> • Identify religious stories and talk about them. • Use the right names for things that are special to believers. • Use some religious words to describe some religious practices. • Talk about religious art, symbols and words. • Say what some symbols stand for and what some of the art and music is about. • Tell religious stories and talk about them. • Talk about things that happen to them. • Talk about what they find interesting or puzzling. • Ask about what happens to others with respect for their feelings. • Talk about some things in stories that make people ask questions. • Talk about what is important to them and to others with respect for their feelings. 	<p>What Happens in a Hindu Home?</p> <ul style="list-style-type: none"> • Describe what happens at Diwali. • Explain why Lakshmi is important. • Know why Hindus say 'namaste' to each other. • Explain why some Hindus are vegetarian. • Explain why Hindus might worship at home. • Describe a home shrine. • Explain why a Hindu might worship/pray/meditate. • Explain how the murtis are treated, and what this tells you about their importance. • Recall the main parts of a puja ceremony. • Give opinions as to which part(s) are the most important. <p><i>Vocabulary:</i> <i>Hinduism, Hindu, Diwali, Lakshmi, namaste, vegetarian, shrine, worship, prayer, offerings, puja tray, aarti, Murtis, kumkum powder, prashad, bhajans</i></p>	<p>Learning About Religion & Belief:</p> <ul style="list-style-type: none"> • Identify religious stories and talk about them. • Use the right names for things that are special to believers. • Use some religious words to describe some religious practices. • Talk about religious art, symbols and words. • Say what some symbols stand for and what some of the art and music is about. • Tell religious stories and talk about them. <p>Learning From Religion & Belief:</p> <ul style="list-style-type: none"> • Talk about things that happen to them. • Talk about what they find interesting or puzzling. • Ask about what happens to others with respect for their feelings. • Talk about some things in stories that make people ask questions. • Talk about what is important to them and to others with respect for their feelings. 	<p>Values: Respect, Individuality, Value, Reflect</p> <ul style="list-style-type: none"> • Respect the beliefs of Hinduism and how these may differ from own beliefs. • Understand that some Hindus may choose to worship at home and that this is a personal preference. • Identify the individuality within home shrines and how they may vary from household to household. • Value the diversity that different religious beliefs provide the UK. • Reflect on the learning and use this to justify own opinions, for example the treatment of murtis or the Puja ceremony.
RSE:	<p>Year 2:</p> <ul style="list-style-type: none"> • How to make friends with others. • How to recognise when they feel lonely and what they could do about it. • How people behave when they are being friendly and what makes a good friend. • How to resolve arguments that can occur in friendships. • How to ask for help if a friendship is making them unhappy. 	<p>Relationships:</p> <ul style="list-style-type: none"> • Explain how words and actions can affect how people feel. • Recognise how to ask for and give/not give permission regarding physical contact. • Identify how to respond if physical contact makes them uncomfortable or unsafe. • Express why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable. 	<ul style="list-style-type: none"> • Behaviour. • Bullying. • Words and actions. • Respect for others. 	<p>Values: Respect, Individuality, Value, Reflect, Love, Empathy</p> <ul style="list-style-type: none"> • Appreciate the importance of friendships and nurturing these. • Showing respect to all people regardless of similarities to and differences from ourselves. • Respecting the concept of consent and that no means no. • Understanding that what some people may be ok with, others may not.

		<ul style="list-style-type: none"> • Know how to respond if this happens in different situations. • Explain how to report bullying or other hurtful behaviour, including online, to a trusted adult. • Identify the importance of reporting bullying and other hurtful behaviour. 		<ul style="list-style-type: none"> • Value the importance of kindness and love in interactions with others. • Reflect on own behaviour in and out of friendships. • Show empathy for those that may be experiencing difficult friendships/be the recipient of bullying or other hurtful behaviour.
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*Links to Curriculum Themes: Migration, Civil Rights, Conservation, Legacy/Heritage