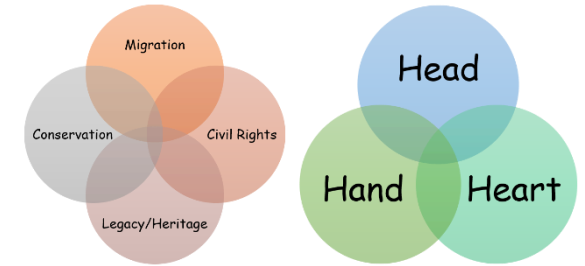


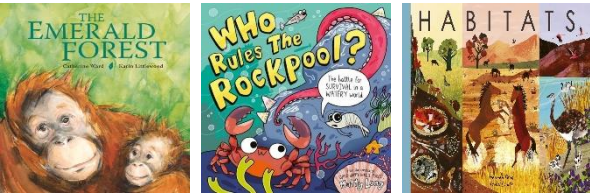
Riversdale Primary School

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.

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 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?
Writing:	Year 1: - 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. - 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. Year 2: - 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.	<i>SPELLING: Year 2 Pupils will transition from LWLS Phonics to the Bridge to Spelling Scheme.</i> <u>SETTING DESCRIPTION:</u> - 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. <u>ACROSTIC POEM:</u> - 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. - 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. <u>INSTRUCTIONS:</u> - Explain the format and structure of instructional/procedural writing.	Pupils to apply grammar, purpose for writing and specific text type features in Writing to Entertain: - Setting description of a forest habitat OR an underwater habitat for a children's story. (Science Link) - An acrostic poem around the theme musical instruments. Pupils to apply grammar, purpose for writing and specific text type features in Writing to Inform: - Set of instructions explaining how to make a healthy picnic dish. (DT Link) <i>INDEPENDENT WRITES:</i> <i>Pupils will be expected to complete an independent write after each sentence stack. This should be the same text type, with a similar theme, allowing them to apply their learning, but the context should be different.</i> Handwriting: - 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: - 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.	- 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.

	• 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.	• 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.		
Reading:	Year 2: • Building on phonics subject skills and knowledge. • Connect prior knowledge with context. • Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families. • Locate and discuss words and pre-taught vocabulary to find out what the text is about. • Connect prior knowledge to context. • Read sentences with increasing accuracy and fluency. • Self-correction words.	Year 2 Pupils will transition from LWLS Phonics to the Ready, Steady, Read Together Scheme. Ready, Steady, Read Together Scheme: Fiction: • A World Full of Animal Stories: Africa Non-Fiction: • Everything Under the Sun Poetry: • The Works Comprehension: • Listen to, discuss and express views about a wide range of contemporary and classic poetry,	Reading Skills: • Building on phonics subject skills and knowledge. • Connect prior knowledge with context. • Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families. • Locate and discuss words and pre-taught vocabulary to find out what the text is about. • Connect prior knowledge to context. • Read sentences with increasing accuracy and fluency. • Self-correction words.	Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy • Pupils will listen respectfully to others' ideas during reading discussions and show respect for different characters, cultures and viewpoints in the texts they read. • Pupils will express their own opinions about books, share their personal reading preferences, and explore the unique qualities of different characters. • Pupils will value books as an important source of enjoyment and learning, and show care for reading materials and resources.

	• Read aloud with attention to punctuation, including full stops, question, exclamation and intonation. • Self-correction, including re-reading and reading ahead. • Look for specific information in texts using contents and glossaries. • Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information. • Re-reading sentences for clarity. • Talk about book preferences. • Identify how texts are organised, e.g. lists, numbered points, tables and bullet points. • Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently. • Demonstrate familiarity with and retell a wide range of fairy stories, traditional tales, stories and plays. • Understand many non-fiction books that are structured in different ways. • Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. • Discuss their favourite words and phrases using some of them in their writing. • Show good understanding of books they have read and listened to drawing on what they already know, with background information and vocabulary provided by the teacher. • Make some predictions of what might happen on the basis of what has been read so far. • Answer and ask questions.	stories and non-fiction at a level beyond that which they can read independently. • Demonstrate familiarity with and retell a wide range of fairy stories, traditional tales, stories and plays. • Understand many non-fiction books that are structured in different ways. • Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. • Discuss their favourite words and phrases using some of them in their writing. • Show good understanding of books they have read and listened to drawing on what they already know, with background information and vocabulary provided by the teacher. • Make some predictions of what might happen on the basis of what has been read so far. • Answer and ask questions. • Check the text makes sense to them and correct inaccurate reading. <i>Vocabulary:</i> <i>grapheme, phoneme, syllable, sequence, structure, predict, discuss, question</i>	• Read aloud with attention to punctuation, including full stops, question, exclamation and intonation. • Self-correction, including re-reading and reading ahead. • Look for specific information in texts using contents and glossaries. • Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information. • Re-reading sentences for clarity. • Talk about book preferences. • Identify how texts are organised, e.g. lists, numbered points, tables and bullet points. • Explain what has happened so far in what they have listened to or read. • Discuss the sequence of events in books and how many items of information are related. • Recognise simple recurring literary language in stories and poetry and draw upon these for their writing. • Make some inferences on the basis of what is being said and done across the book and drawing on other books they have read. • Discuss an increasing amount of word meanings in context, linking meanings to those already known. • Sometimes discuss alternative meaning of the same word.	• Pupils will take responsibility for improving their reading, including correcting mistakes, reading aloud with confidence, and choosing appropriate books independently. • Pupils will think carefully about what they have read, reflect on the actions and feelings of characters, and consider how stories link to their own experiences. • Pupils will share their thoughts and ideas about books with their classmates, take part in group discussions, and perform poems and stories aloud to others. • Pupils will take turns in discussions, listen to different viewpoints, and make group decisions about texts or reading activities fairly and respectfully. • Pupils will aim to improve their fluency and understanding each week, challenge themselves with new vocabulary, and try their best when reading aloud and discussing texts. • Pupils will develop a love of reading by engaging with a wide range of stories, poems, and non-fiction texts, and talk excitedly about books they enjoy. • Pupils will understand how characters feel and why they act in certain ways, showing empathy when making inferences or discussing story events.
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	• Check the text makes sense to them and correct inaccurate reading. • Explain what has happened so far in what they have listened to or read. • Discuss the sequence of events in books and how many items of information are related. • Recognise simple recurring literary language in stories and poetry and draw upon these for their writing. • Make some inferences on the basis of what is being said and done across the book and drawing on other books they have read. • Discuss an increasing amount of word meanings in context, linking meanings to those already known. • Sometimes discuss alternative meaning of the same word.			
Mathematics:	Year 1: • 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. • 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.	Multiplication & Division: • 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. • 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.	Multiplication & Division: • Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. • Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ($\times$), division ($\div$) and equals (=) signs. • Show that multiplication of 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. Measurement (Length): • Choose and use appropriate standard units to estimate and measure length/height in any	• 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. • 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.

		- 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. Measurement (Length): - 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."	direction (m/cm) to the nearest appropriate unit, using rulers. Compare and order lengths and record the results using >, < and =.	
Science:	Year 2: - Explore and compare the differences between things that are living, dead, and things that have never been alive. Year 1&2: - 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	Living Things & Their Habitats (Lessons 6 – 10) - 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.	Ask Questions - 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. Communicate - Orally communicate findings to an audience, using appropriate scientific language. Enquiry	Values: Respect, Empathy, Entrust, Value, Aspire, Reflect - 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.

	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.	• 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. <i>Vocabulary:</i> <i>habitat, animal, plant, microhabitat, food chain, predator, prey, pollination, pollen, conservation</i>	• 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. Record/Present • Classify using simple prepared tables and sorting rings. • Record observations, for example: using photographs, videos, drawings, labelled diagrams or in writing. Observe • Make careful observations to support identification. • Use appropriate senses, aided by equipment such as magnifying to make observations.	• 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.
Art:	Year 1: • 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. Year 2: • 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.	Painting: • 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.	Exploring & Developing Ideas: • 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. Responding to Art: • 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	Value: Value, Reflect • 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.

	• 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.	• 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. Significant People: Andy Warhol: • born in 1928. • part of the pop art movement. • used bright colours in his work. <i>Vocabulary:</i> <i>complementary, brown, neutral, secondary colours, tertiary colours, vivid, bright, brush stroke</i>	the differences and similarities and begin to make simple links to their own work. Painting: • 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.	
Computing:	Year 1: • 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. Year 2: • Recognising that buttons cause effects and that technology follows instructions.	Kapow Computing Scheme International Space Station (Lessons 1-3 only): To know: • 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.	• 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.	Values: Respect, Individuality, Value, Aspire, Share • 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.

	- 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.			
DT:	Year 1: - 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. - 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.	Picnic Pieces (Lessons 4 - 6): CONTEXT: <i>"Hi. I'm Jocelyn and I work in an office. We are having a picnic later this year and I am not sure what to bring. It needs to be tasty, healthy and include a mixture of food groups. I won't be able to heat anything up, so it needs to be eaten cold. Can you help me design something?"</i> Grating: - 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. Vocabulary: <i>source, meat, rear, fish, catch, healthy, nutrient, peel, chop, grate</i>	Designing: - 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. - Develop and communicate ideas by talking and drawing. Making: - 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. Evaluating: - Talk about their design ideas and what they are making. - Make simple judgements about their products and ideas against design criteria.	Values: Reflect, Aspire, Entrust, Respect, Empathy - 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. - Considering the feedback from others and empathising with different tastes and preferences when evaluating the final product.

	• 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.		• Suggest how their products could be improved. Cooking & Nutrition: • 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.	
Geography:	Year 1: • 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. Year 1 & 2: • Use photographs to recognise landmarks and basic human and physical features.	The United Kingdom (Lessons 4 – 6): • 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: - England: The White Cliffs of Dover - Scotland: Loch Ness - Wales: Snowdonia	Locational Knowledge: • 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). Interpret a Range of Sources: • Use photographs to recognise landmarks and basic human and physical features. Human & Physical Geography Knowledge: • Apply geographical vocabulary learnt to refer to key physical features and human features of the UK and its countries.	Values: Empathy, Aspire, Value, Reflect, Love • 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.

	• 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.	- Northern Ireland: The Giant's Causeway • A Human Feature: - England: The Houses of Parliament - Scotland: Edinburgh Castle - Wales: Millennium Centre - Northern Island: Titanic Belfast <i>Vocabulary:</i> island, country, continent, capital city, government, sea, cliff, mountain, lake (loch), landmark	• Key physical features may include: sea, ocean. Mapwork: • 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.	
History:	Year 1 & 2: • 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. • 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.	Florence, Mary & Edith (Lessons 4 – 6): Significant People: Mary Seacole • 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. Edith Cavell • 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. <i>Vocabulary:</i> nurse, war, battlefield, wounded, hygiene, herbal, remedy, reform, arrest, legacy	Chronology: • 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. Change and Continuity: • Describe simple changes relating to ideas/objects that have occurred. • Identify simple reasons for change. Cause and Consequence: • Recognise why people did things or why events happened. • Begin to explain what happened as a result of events or people's actions. Historical Significance: • Discuss a significant person within a historical event and why they were important.	Values: Share, Individuality, Reflect • 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 her actions continue to inspire others.
Music:	Year 2: • Listening with concentration to short pieces of music or excerpts from longer pieces of music. • Engaging with and responding to longer pieces of music.	Kapow Music Scheme Instruments: To know that: • Sections of music can be described as fast or slow and the meaning of these terms.	Listening and Evaluating: • Listening with concentration to short pieces of music or excerpts from longer pieces of music. • Engaging with and responding to longer pieces of music.	Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy • Respect different musical traditions, genres, and cultures.

	• 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 and then mimicking the teacher’s modelling. • 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	• 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. To be able to: • Recognise and name up to three instruments from Group A and B. <i>Vocabulary:</i> <i>dynamics, encore, instrumental sound, sound effect, tempo</i>	• 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. Creating Sound: • 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. Composing • Creating sound responses to a variety of physical stimuli such as nature, artwork and stories. • Experimenting with adapting rhythmic patterns by changing	• 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.
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	either turn-taking or by playing sounds at the same time.		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.	
PE:	Year 1: Master basic movements including running, jumping, throwing, and catching.	- 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). <i>Vocabulary:</i> <i>jump, catch, throw, balance, Pattern, combination, run, forwards, backwards, skills, control, safely, arms, legs, tuck, link, movement.</i>	- 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.	Values: Respect, Value, Entrust, Reflect, Share, Democracy, Aspire, Empathy - 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. - 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:	Year 1 & 2: - 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.	What happens in a Hindu home? "Namaste" is a greeting, which means "I bow to the divine in you." - It is a sign of respect and honour. - Many Hindus are vegetarian because they believe in respect for all life. - Many Hindus pray at the home shrine. - It helps them feel calm, positive, and connected to the divine. - Each item on the shrine has a special meaning.	Learning About Religion & Belief: - 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. Learning From Religion & Belief: - Ask about what happens to others with respect for their feelings.	Values: Respect, Share, Reflect, Entrust, Love, Individuality - Learning about Hindu practices, like saying "Namaste" and honouring all life through vegetarianism, encourages respect for others' beliefs and customs. - This lesson teaches the value of sharing celebrations, stories, and happiness with others, creating a sense of belonging and connection. - Having a shrine at home gives Hindus a special place to reflect and connect with God daily.

	• 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.	• Murtis are treated with care and respect because they are symbols of gods and goddesses. • Puja is a ceremony where offerings, prayers, and rituals are performed. • This shows love, gratitude and respect. • A puja tray is a special tray used to hold items for the ceremony, including: - Murtis, - Kumkum Powder, and - Prashad. • Diwali is a festival that celebrates the story of Rama and Sita's defeat of the demon Ravana. • People light lamps, decorate their homes, exchange gifts, and pray. • Hindus pray to Lakshmi during Diwali, hoping for blessings of prosperity and happiness. <i>Vocabulary:</i> Hinduism, Hindu, Diwali, shrine, worship, prayer, puja, offerings, aarti, Murtis, Prashad, bhajans	• Talk about some things in stories that make people ask questions. • Talk about what they find interesting or puzzling.	• By understanding this, pupils learn the value of having quiet time and places for reflection in their own lives. • This lesson teaches pupils about entrusting others with responsibility and care, and how showing trust can deepen relationships with people and with beliefs. • This lesson emphasises love as a core value, teaching pupils how acts of love can be shown through gratitude and appreciation. • This lesson highlights the value of individuality by showing how each person may connect with their faith in a unique way, based on their personal feelings and needs.
RHW:	Years 1 & 2: • About different feelings that humans can experience. • How to recognise and name different feelings. • How feelings can affect people's bodies and how they behave. • How to recognise what others might be feeling. • To recognise that not everyone feels the same at the same time or feels the same about the same things. • About ways of sharing feelings; a range of words to describe feelings. • About things that help people feel good (e.g. Playing outside, doing things they enjoy, spending time with family, getting enough sleep.)	My Happy Mind Places (Lessons 3 – 4) To Recap: • About different feelings that humans can experience. • How to recognise and name different feelings. • How feelings can affect people's bodies and how they behave. • How to recognise what others might be feeling. • To recognise that not everyone feels the same at the same time or feels the same about the same things. • About ways of sharing feelings; a range of words to describe feelings. • About things that help people feel good (e.g. Playing outside, doing	My Happy Mind Places • Name a range of different feelings. • Describe how feelings can affect their bodies and behaviour. • Identify how others might be feeling based on words, actions, or expressions. • Use a wide vocabulary to express and share their feelings. • Identify activities and routines that help them feel good. • Use calming strategies to manage big feelings and improve their mood. • Respond to changes by identifying emotions and using strategies to feel better. My Happy Mind: Celebrate	My Happy Mind Places Values: Empathy, Reflect • Pupils will recognise and respond to how others may be feeling. • Pupils will reflect on how they feel and how those feelings affect their behaviour. My Happy Mind: Celebrate Values: Respect, Individuality, Value, Aspire, Reflect • Respecting the diverse ways in which different strengths are expressed in ourselves and others. • Recognise that everyone has their own unique strengths,

	• Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good. • To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it. • About change; to identify feelings associated with this; to recognise what helps people to feel better. • What Character Strengths are and how they make us unique and special. • About the 5 Character Strengths and what they mean: - Love and Kindness - Bravery and Honesty - Exploring and Learning - Teamwork and Friendship - Love of Life and Our World • That the best way to learn more about your strengths is to notice them. • That our strengths are like superpowers, and when we use them, it helps us to be our best and feel happy. • That it is nice to tell other people when they use their strengths, as it makes them feel good.	things they enjoy, spending time with family, getting enough sleep.) • Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good. • To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it. • About change; to identify feelings associated with this; to recognise what helps people to feel better. <i>Vocabulary:</i> <i>feelings, emotions, facial expressions, body, heart, strategies, happy place, middle place, busy place, team H-A-P, hippocampus, amygdala, prefrontal cortex</i> My Happy Mind: Celebrate (Lessons 1 – 4) To know: • About the 5 Character Strengths from Year 1, but they will be asked to think about what each strength means and some examples of the strengths in action. • The 5 Character Strengths are: - Love and Kindness - Bravery and Honesty - Exploring and Learning - Teamwork and Friendship - Love of Life and our World • That when we use our Character Strengths, we can be our very best selves and that we all have our own unique set of strengths, and we are all different. • What Neuroplasticity is and how we can grow our Character Strengths if we practise using them. • About how to recognise the Character Strengths in themselves. • How to think about which Character Strengths they would like to grow or use more of.	• Identifying examples of Character Strengths in action in everyday life. • Reflecting on and understanding what each strength looks like in themselves and others. • Embracing and celebrating differences in strengths among themselves and peers. • Practising using and developing their Character Strengths to grow and improve. • Identifying their own strengths and noticing when they use them. • Setting goals to grow or use specific Character Strengths more often.	contributing to the richness of the group. • Valuing our own strengths and the strengths of others, recognising the uniqueness in everyone. • Aspiring to grow and improve by practising and developing our strengths over time. • Reflecting on their strengths and recognising how they use them in daily life.
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*Links to Curriculum Themes: Migration, Civil Rights, Conservation, Legacy/Heritage