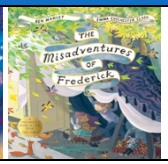
Riversdale Primary School

MEDIUM TERM PLANNING

YEAR GROUP	**Year 2**
TERM	**Autumn 2**

CLASS READER	**VEHICLE TEXT(S) FOR WRITING**
	 

LEARNING OVERVIEW

This half term, Year 2 will explore the world around them through people, places, living things and creativity. In Science, pupils will investigate different habitats and microhabitats, discovering how plants and animals depend on their surroundings and one another for survival. Their understanding of place will grow in Geography as they explore the countries, capital cities, seas and distinctive landmarks of the United Kingdom, while in History they will learn about the courage and compassion of Mary Seacole and Edith Cavell and the difference they made through their work as nurses. Creativity will be at the heart of Art, where pupils will experiment with bold colour and contrast inspired by Andy Warhol, and Music, where they will use instruments, tempo, dynamics and pitch to bring stories and ideas to life. In Computing, pupils will develop their confidence using computers, websites and passwords safely, while Design and Technology will challenge them to prepare a healthy picnic dish using a range of food preparation skills. Through gymnastics in PE, pupils will develop balance, control and safe movement, while Religious Education will introduce them to Hindu worship, home shrines, puja and Diwali. In RHW, pupils will recognise and celebrate the different character strengths that make themselves and others unique. Year 2 Autumn 2 MTP 2026

SIGNIFICANT PEOPLE PAST & PRESENT

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

UNCRC LINKED ARTICLES

• Article 14 – Freedom of thought, belief and religion • Article 16 – Right to privacy • Article 24 – Health and health services	• Article 29 – Goals of education • Article 30 – Culture, language and religion • 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?
PHONICS:	Year 1 & 2: • Apply correct Grapheme/Phoneme correspondence for known GPCs. • Identify digraphs/trigraphs in know words. • Sound out and blend to read known words OR mentally sound and blend to read known words. • Sight read previously taught tricky words. • Describe what is tricky about previously taught tricky words. • Sort words by phoneme (where applicable). • Sort words by grapheme (where applicable). • Identify digraphs/trigraphs. • Identify previously taught tricky words. • Read words aloud when pointed to by the teacher. • Read sentences at a quicker pace. • Segment and count the sounds within a word on their fingers. • Recognise the number of sounds within a word. • Check the number of sounds written corresponds with the number of sounds spoken. • Check the grapheme/phoneme correspondence is correct.	Little Wandle Letters & Sounds Revised Scheme: Bridge to Spelling Week 1 • What do I need to know to think about spelling? • How do I use the Complete the code chart to help me to spell? Week 2 • Why do I double letters at the end of words? • Why do I double letters in some longer words ending in -er? Week 3 • Why do some words end in ‘k’ or ‘ck’? • Why do some words end in ‘ch’ or ‘tch’? Week 4 • When do I add the suffix -es/-s to words? • Why do I double the final letter in some words when I add the suffix -ing? Week 5 • Why do I swap the ‘y’ for an ‘i’ when I add the suffix -ed? • Why do I drop the ‘e’ when I add the suffix -ing?	• Segment spoken words into individual phonemes and select appropriate graphemes to represent them. • Apply their phonics knowledge and understanding of alternative grapheme–phoneme correspondences to spell familiar and unfamiliar words. • Break down longer words into syllables and manageable chunks to support accurate spelling. • Recognise and identify patterns, similarities and differences in the spelling of words. • Analyse word structures, including root words and suffixes, to understand how words are formed and changed. • Apply known spelling rules and conventions to new words, recognising common exceptions. • Make informed spelling choices by drawing on knowledge of phonemes, graphemes, vowel sounds and word structures. • Use spelling strategies and resources independently to support accurate spelling. • Explain and justify spelling choices using appropriate phonics and spelling terminology. • Proofread, identify and correct spelling errors, applying taught knowledge to improve accuracy. • Transfer and apply spelling knowledge accurately and increasingly independently within dictated sentences and extended writing.	• Pupils will develop reflection by recognising patterns, similarities and differences in spellings and using these to inform future spelling choices. • Pupils will develop reflection by explaining and justifying spelling choices using their phonics and spelling knowledge. • Pupils will develop reflection by proofreading their writing, identifying errors and considering which rule, pattern or strategy will help them correct the word. • Pupils will demonstrate responsibility by choosing and applying appropriate spelling strategies with increasing independence. • Pupils will demonstrate responsibility by using resources such as the Complete the Code chart purposefully to check and improve their spelling. • Pupils will demonstrate responsibility by transferring taught spelling knowledge into dictated sentences and wider independent writing. • Pupils will develop resilience by attempting unfamiliar words using phonemes, syllables and manageable chunks. • Pupils will develop resilience by persevering when spelling is challenging and recognising that accuracy improves through practice, checking and correction. • Pupils will develop resilience by applying known rules and

				patterns to new words and adapting their thinking when they encounter exceptions.
WRITING:	Year 1: • Join words and clauses using and. • Combine words to make sentences. • Sequence sentences to form short narratives. • Begin to use capital letters and full stops, question marks or exclamation marks to demarcate sentences. • Use a capital letter for names of people, places, the days of the week and the personal pronoun I. • Add suffixes such as -er and -est where no change is needed to the spelling of the root word. • Add -ing and -ed where no change is needed to the spelling of the root word. • Use regular plural noun suffixes -s and -es.	Ready, Steady, Write Scheme: Vehicle Texts: • Noah's New Home • The Misadventures of Frederick Grammar: Word • Form adjectives using suffixes -ful and -less • Use the suffix -ly to turn adjectives into adverbs Grammar: Sentence • Learn how to use co-ordination (using so, or, and, but) • Expanded noun phrases for description and specification • Learn that the grammatical patterns in a sentence indicate its function as a question • Sentence indicates its function as an exclamation Grammar: Text • Correct choice and consistent use of past and present tense throughout writing Grammar: Punctuation • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Use apostrophes to mark singular possession in nouns • Use apostrophes to mark where letters are missing in spellings • Use commas to separate items in a list. *Vocabulary:* *noun, noun phrase, statement, question, exclamation, command, compound, suffix,*	Pupils to apply grammar, purpose for writing and specific text type features in **Writing to Narrate**: • An Overcoming Fear Narrative Pupils to apply grammar, purpose for writing and specific text type features in **Writing to Persuade**: • A Letter 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.	• Pupils will show respect by listening to others' ideas, taking turns and valuing the words and sentences shared by their peers. • Pupils will take responsibility for their writing by using available resources and making increasingly careful choices about vocabulary, punctuation and presentation. • Pupils will show responsibility when working with others by sharing ideas, taking part and supporting their partners. • Pupils will develop reflection by reading back their writing, identifying what works well and noticing where meaning could be clearer. • Pupils will use reflection to respond to feedback and make appropriate changes to their writing with increasing independence. • Pupils will show resilience by trying new vocabulary, sentence structures and spelling patterns, even when they find them difficult. • Pupils will develop resilience by returning to their writing to revise, edit and improve it rather than accepting their first attempt. • Pupils will develop a positive attitude towards writing by using stories, poems and non-fiction texts as inspiration for their own ideas. • Pupils will show respect when discussing others' writing by giving supportive feedback and

		adjective, adverb, verb, tense (past present) apostrophe, comma		recognising effort as well as success.
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. • 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.	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 (×), division (÷) 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 direction (m/cm) to the nearest appropriate unit, using rulers. • Compare and order lengths and record the results using >, < and =.	• Pupils will show respect by listening carefully to others' mathematical ideas and explanations. • Pupils will show respect by taking turns when discussing and solving problems collaboratively. • Pupils will show respect by recognising that different methods can be equally valid. • Pupils will show respect by agreeing, questioning and challenging ideas appropriately. • Pupils will demonstrate responsibility by selecting appropriate methods, equipment and resources. • Pupils will demonstrate responsibility by explaining their mathematical thinking rather than simply giving others the answer. • Pupils will demonstrate responsibility by checking their calculations and correcting errors. • Pupils will demonstrate responsibility by contributing positively when working with a partner or group. • Pupils will develop reflection by reviewing their methods and considering whether their answers are reasonable. • Pupils will develop reflection by learning from mistakes and using feedback to improve. • Pupils will develop reflection by comparing different strategies and identifying efficient approaches. • Pupils will develop reflection by explaining what they have learned and identifying their next steps.

		• 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."		• Pupils will develop resilience by persevering when calculations, reasoning or problems are challenging. • Pupils will develop resilience by trying a different strategy when their first approach is unsuccessful. • Pupils will develop resilience by breaking complex problems into smaller, manageable steps. • Pupils will develop resilience by recognising that mistakes and misconceptions are an important part of mathematical learning.
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 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.	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. • 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.	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 • 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	• Pupils will develop respect by recognising that living things depend on suitable habitats to meet their needs and survive. • Pupils will reflect on similarities and differences between living things and consider why particular plants and animals are suited to different habitats. • Pupils will demonstrate responsibility by observing microhabitats carefully and avoiding unnecessary disturbance to the living things they contain. • Pupils will reflect on how plants and animals are connected through food chains and the different ways animals obtain food. • Pupils will show respect for their local environment by observing plants and animals carefully and recognising the variety of living things around them. • Pupils will consider our responsibility to protect habitats by exploring how changes can affect plants, animals and the relationships between them.

	• 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.	*Vocabulary:* *habitat, animal, plant, microhabitat, food chain, predator, prey, pollination, pollen, conservation*	• 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.	
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. • 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.	Painting: • Mixing equal amounts of each primary colour makes brown. • Mixing different amounts of each colour can make different types of brown. • Brown is a neutral colour because it can be used to calm or darken other colours. • The colour wheel shows us the relationship between the colours. • Complementary colours contrast each other. • They make each other more vibrant and brighter. **Significant People:** Andy Warhol: • Part of the pop art movement. • Famous for exploring popular culture in his work. • Often used bright colours in his work. *Vocabulary:* *primary colour, secondary colour, tertiary colour, brown, complementary colours, Pop Art*	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 the differences and similarities and begin to make simple links to their own work. Painting: • Mix primary colours to make brown.	• Pupils will develop reflection by experimenting with different amounts of primary colours and noticing how these changes create different browns. • Pupils will demonstrate responsibility by mixing colours carefully and using the colour wheel accurately to create and identify tertiary colours. • Pupils will show respect by exploring Warhol's distinctive artistic style and recognising that artists can be inspired by everyday objects and popular culture. • Pupils will reflect on how complementary colours contrast with one another and how artists can use them to create bold and vibrant effects. • Pupils will take responsibility for their creative choices by selecting colours, brushes and techniques purposefully when developing their own artwork. • Pupils will reflect on their developing artwork, identify what has worked well and make

	• 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.		• 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.	purposeful improvements using their learning from the unit.
COMPUTING:	Year 1: • The names of common digital devices (e.g. computer, tablet, camera). • The names of the parts of the device (e.g. screen, keyboard, mouse). • People should have different passwords. • Passwords keep things safe. • Computer files need a name so they can be found again. • Their work can be saved on a digital device. • Online means to be connected to other devices or the internet. • Some digital devices are online. • Using a mouse, trackpad and/or touchscreen to interact with digital devices. • Using a keyboard to interact with a device. • Describe where technology is used at home (e.g. playing games, watching videos). • Browsing and interacting with pre-selected websites, software or videos. • Creating and naming a file with guidance.	Kapow Computing Scheme: Using Computers 2: Lessons 4 – 5 • To know that IT is a part of our everyday life and the world we live in. • To know that some parts of websites are linked together. • To know that there are visual clues on websites to show the links. *Vocabulary:* *app (application), button, computer, connect, device, file, internet, keyboard, mouse, online, program, screen, touchscreen, trackpad*	Identifying and Operating Hardware: • Using a mouse, trackpad and/or touchscreen for a specific purpose. • Using a keyboard for a specific purpose. • Using inputs to create outputs. • Identifying common uses of IT in the wider world (e.g., shops, self-service screens, traffic lights). Networks: • Following links on websites to get to other parts of a page. • Beginning to recognise a search tool.	• Pupils will demonstrate responsibility by saving their work carefully so that it can be found and used again. • Pupils will take responsibility for their online security by using passwords appropriately, keeping them private and logging out when they have finished.

	• Saving and retrieving their work with guidance. • Using a password to log in and log out of a common platform (this could be a visual password or with support). • Recognising a login screen.			
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.	Picnic Pieces: Lessons 4 - 6 CONTEXT: *"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?"* 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:* *source, meat, rear, fish, catch, healthy, nutrient, peel, chop, grate*	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:	• Pupils will show respect by considering the intended user's needs, preferences and dietary requirements when developing their design. • Pupils will demonstrate responsibility by following hygiene rules and using cutting, peeling and grating equipment safely. • Pupils will reflect on how well their food meets the design criteria, listen to feedback and identify possible improvements.

	• 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.		• 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. 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).	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.	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:	• Pupils will reflect on similarities and differences between the two cities, using geographical evidence to explain their ideas. • Pupils will develop respect for the UK's natural and human features and recognise why important places should be cared for. • Pupils will consider our responsibility to care for seas, coastlines and the living things that depend on them.

	• 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. • 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.	• 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 - Northern Ireland: The Giant's Causeway • A Human Feature: - England: The Houses of Parliament - Scotland: Edinburgh Castle - Wales: Millennium Centre - Northern Island: Titanic Belfast *Vocabulary:* *island, country, continent, capital city, government, sea, cliff, mountain, lake (loch), landmark*	• 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. • 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.	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. *Vocabulary:*	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.	• Pupils will recognise Mary Seacole's resilience in overcoming difficulties and continuing to provide care during the Crimean War. • Pupils will consider how Edith Cavell accepted responsibility for caring for injured soldiers, regardless of which side they were on. • Pupils will reflect on how Edith Cavell's bravery and compassion created a legacy that continues to inspire others.

	• Discuss a significant person within a historical event and why they were important.	*nurse, war, battlefield, wounded, hygiene, herbal, remedy, reform, arrest, legacy*	• 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.	
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. • 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.	Kapow Music Scheme Musical Storytelling: Instruments • To recognise and name at least three different instruments. • To know that sections of music can be described as fast or slow and the meaning of these terms. • To know that sections of music can be described as loud, quiet or silent and the meaning of these terms. • To know that sounds within music can be described as high or low sounds and the meaning of these terms. *Vocabulary:* *faster, feeling, instrument, louder, perform, quieter, slower, sound effect*	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. • 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. • Identifying some common instruments when listening to music. • Relating sounds in music to real-world experiences (e.g. 'It sounds like squelching mud'). • Discussing the tempo of music using the vocabulary of 'fast' and 'slow'. • Discussing the dynamics of the music using the vocabulary of 'loud', 'quiet' and 'silent'. • Talking about the pitch of music, using the vocabulary 'high' and 'low'. • Discussing the tempo of music using the vocabulary of 'fast' and 'slow'. • Discussing the dynamics of the music using the vocabulary of 'loud', 'quiet' and 'silent'.	• Pupils will develop reflection by listening closely to music and identifying how changes in tempo, dynamics and pitch affect the mood, character or story being communicated. • Pupils will develop reflection by explaining how music makes them feel and making connections between sounds, musical effects and their own experiences. • Pupils will demonstrate responsibility by handling and playing instruments with increasing control and using appropriate techniques to create the intended sound. • Pupils will demonstrate responsibility by making purposeful choices about instruments, tempo, dynamics and pitch when creating sounds to represent an idea, character or setting. • Pupils will show respect by listening to the musical ideas and opinions of others and recognising that people may respond differently to the same piece of music. • Pupils will show respect by working collaboratively, taking turns and contributing appropriately when combining sounds with others. • Pupils will develop resilience by experimenting with different ways

	• 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.		• Talking about the pitch of music, using the vocabulary 'high' and 'low'. • Sharing their opinion on the music they hear. 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 coordination to play/hold instruments using both hands. • Starting to understand how to produce different sounds on pitched instruments. Improvising and Composing • Creating simple sound sequences in response to stimuli such as stories, artwork or nature. • 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.	of producing sounds and adapting their musical ideas when the first attempt does not create the intended effect. • Pupils will develop resilience by practising instrumental control and coordination to perform increasingly confidently and accurately.
PE:	Year 1: • Tension helps balance. • Pointed toes and stretched shapes improve presentation. • Safe landings protect the body. • Starting and finishing positions improve sequence quality.	Gymnastics: To Know that: • Tension helps balance. • Pointed toes and stretched shapes improve presentation. • Safe landings protect the body. • Starting and finishing positions improve sequence quality.	• Perform rolls, balances, jumps and travelling actions with increasing control. • Understand starting and finishing positions and safe apparatus use. • Identify successful balances, shapes and landings.	• Pupils will demonstrate responsibility by using apparatus safely, following agreed routines and making choices that protect themselves and others. • Pupils will develop resilience by practising rolls, balances, jumps and travelling actions repeatedly

	• Different body shapes create different effects. • Control is needed when travelling and balancing. • Perform rolls, balances, jumps and travelling actions with increasing control. • Understand starting and finishing positions and safe apparatus use. • Identify successful balances, shapes and landings. • Land safely and control body tension.	• Different body shapes create different effects. • Control is needed when travelling and balancing. *Vocabulary:* *balance, control, tension, body shape, stretch, pointed toes, roll, jump, travel, landing, sequence, starting position, finishing position, apparatus, presentation, safe landing.*	• Land safely and control body tension.	to improve control and confidence. • Pupils will develop reflection by identifying successful balances, shapes and landings and considering how these can be improved. • Pupils will demonstrate responsibility by applying safe landing techniques and controlling body tension to reduce the risk of injury. • Pupils will develop resilience by persevering with challenging balances and movements, even when they are not successful on the first attempt. • Pupils will develop reflection by considering how body shape, pointed toes, stretched positions and clear starts and finishes improve the quality of a sequence. • Pupils will show respect by giving others space to perform safely and recognising the effort and progress of their peers.
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. • Murtis are treated with care and respect because they are symbols of gods and goddesses.	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. • Talk about some things in stories that make people ask questions.	• Pupils will develop respect by learning about key Hindu beliefs and recognising how these beliefs influence the way many Hindus live. • Pupils will show respect by exploring the significance of Diwali and appreciating the different ways Hindu families celebrate this important festival. • Pupils will reflect on why a home shrine is important to many Hindus and how prayer and worship can help people feel calm, connected and close to their faith.

	• 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.	• 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. *Vocabulary:* *Hinduism, Hindu, Diwali, shrine, worship, prayer, puja, offerings, aarti, Murtis, Prashad, bhajans*	• Talk about what they find interesting or puzzling.	• Pupils will show respect by recognising the special meaning of different objects within a home shrine and understanding why murtis are treated with particular care. • Pupils will consider how puja involves purposeful actions that express love, gratitude and respect, and how religious practices can guide the way believers behave • Pupils will reflect on the different elements of puja and recognise that individual Hindus may value different parts of the ceremony for different reasons.
RHW:	Year 1: • 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.	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.	My Happy Mind: Celebrate • 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.	My Happy Mind: Celebrate • Pupils will recognise and celebrate the different character strengths of others, appreciating that everyone has unique qualities and contributions to offer. • Pupils will identify and reflect on their own character strengths, recognising what makes them unique and how their strengths contribute positively to everyday life. • Pupils will recognise that character strengths can be developed through practice, perseverance and learning from challenges. • Pupils will reflect on how they use their strengths in different situations, identifying

	• That it is nice to tell other people when they use their strengths, as it makes them feel good.	• 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. *Vocabulary:* *character strengths, love, kindness, bravery, honesty, exploring, learning, teamwork, friendship, unique, special, spotting, neuroplasticity, grow*		opportunities to build on these and continue their personal development.