

Year 2 Curriculum Map

SUGGESTED PROJECTS FIRE AND ICE TOWERS, TURRETS AND TUNNELS GO FOR GOLD TRANSFORMERS					
Science	RSE	Geography			
Living Things & Their Habitats Plants Uses of Everyday Materials Animals & Humans Significant Scientists John Dunlop (materials) Charles Macintosh (materials) Elizabeth Blackwell (plants)	Families Families Friendships Respectful Relationships Staying Safe Mental Wellbeing Drugs, Alcohol, Tobacco Health and Prevention Basic First Aid Online Safety Physical Fitness Healthy Eating Online Relationships History Events commemorated through festivals or anniversaries Changes within living memory Significant historical events, people and places in own locality Events beyond living memory that are significant nationally or globally	Locational Knowledge World's seven continents and five oceans Place Knowledge Non-European country Human & Physical Geography Hot and cold areas of the world (North & South Poles / Equator) and human/physical features of countries linked to projects and surrounding area of school Geographical Skills & Fieldwork Use simple fieldwork and observational skills to study the School's surrounding area and the key human and physical features of its surrounding environment Computing E-Safety Shaping the Digital World Communicating in the Digital World Exploring the Digital World			
Design & Technology Textiles Mechanics Construction Food & Nutrition	Languages Not statutory at KS1 but children may have opportunities to learn words in different languages e.g. when answering the register. Children also learn Makaton signs to aid communication with their peers. RE Being Human – Islam believing	Music End of Year Production Handel – Music for the Royal Fireworks Saint-Saen – Carnival of the Animals Noah's Ark – Rain, rain go away Diversty Performer focus: The Lion Sleeps Tonight sung by Soweto Gospel Choir (Hands, Feet, Heart) Nat King Cole (Ho Ho Ho) PSHE Being Me in My World			
Net and Wall Games Striking and Fielding Dance Gymnastics Athletics	Life Journey – Islam living Being Human – Christianity believing Life Journey – Christianity living Thankfulness	Celebrating Difference Dreams and Goals Relationships Healthy Me Changing Me			

The focus areas for each subject are recorded on this page so coverage is clear and these should be linked to projects. Maths and English focus areas are recorded in the map; however every objective is not recorded in this overview since they are too numerous and are therefore detailed in medium and short term planning for these subjects.

YEAR 2 CURRICULUM MAP

Our curriculum responds to the needs and experiences of our children through challenging, inspiring and engaging them with what matters, and most importantly, it prepares children for the future.

COMMUNITY

(our school, local and wider global communities and global dimensions)

English

CREATIVE THINKING

(encouraging inquisitiveness, problem solving, reasoning and enquiry based learning) CONFIDENT & RESILIENT LEARNERS

(a focus on children's self-esteem, wellbeing and developing a growth mindset)

See English Subject Progression for more details Maths Number Counting Place Value Addition and Subtraction (pictorial, mental methods and written) Multiplication and Division (tables) Multiplication and Division (pictorial and mental methods) Fractions (Up to 34) Measurement (Standard units) Use and apply in practical contexts a range of measures Time - Analogue and Digital Money Geometry Position and Direction Properties of 2-D and 3-D shape Statistics Handle Data (in practical contexts) Record, Interpret, Collate, Organise & Compare Information Science Biology Working Scientifically to ask simple questions and recognise that they can be answered in different ways to observe and describe how seeds and bulbs grow into mature plants to suggest some ideas and questions based on simple knowledge and say how they to find out and describe how plants need water, light and a suitable temperature to might find out about them grow and stay healthy to say what they think will happen to explain that animals, including humans, have offspring which grow into adults to think about and discuss whether comparisons and tests are fair or unfair to investigate and describe the basic needs of animals, including humans, for survival (water, food and air) to perform simple tests to describe the importance for humans of exercise, eating the right amounts of to identify and classify different types of food and hygiene to make observations using senses and simple equipment to explore and compare the differences between things that are living, that are dead to choose equipment to take measurements, beginning to use standard measures and that have never been alive. to present results in simple tables, drawings and simple bar graphs or pictograms to identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and to say what results show plants and how they depend on each other to say whether their predictions were supported to identify and name a variety of plants and animals in their habitats, including microin some cases to use knowledge to explain what was found out and to draw habitats conclusions to describe how animals obtain their food from plants and other animals using the to explain what they did idea of a simple food chain, and identify and name different sources of food to use observations to suggest answers to questions. Taken from RSE Express how it feels to share healthy food with friends. To identify elements of a healthy diet. To understand wat affects their food choices (Geography, personal taste, environment, money and social status)

Chemistry

to find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

to identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard

The skills and knowledge for each subject for the whole year are listed on this year group curriculum map. The objectives chosen for each term, most of which will be taught through projects in a cross-curricular theme, are highlighted when they are covered. The subject progressions provide details of where support and extension can be provided for children where needed. Some skills will be an ongoing focus throughout the year.

Art & Design Design & Technology When streams primary of metal works for the stream		
Use a ranke priority of windlings and make products. Jahr tealing using an analysis of softward in subject of softward in subject of softward in softwar	Art & Design	Design & Technology
List drag handling and couples to drag handling an experience of the section of	Explore ideas from imagination or from real starting points.	Shape textiles using templates.
and magnition Devide a work may of a mail design devines in utiling control, pattern treats and section of printing. Devide a work may of a mail design devines in utiling control and the section and thes		
 Jine, Jone and space. Jone and space a	and imagination	adding sequins or printing).
 Economy focus toxing for demandian drawings Experimentation a window lang toxing production drawings Experimentation a window lang based in the column and any factor based in the column a		
Introduce a veserial or to occurs and entrops images. Lay end and entrops of cursos y advances to the pain of the		
Light referent media e.g. conjunc, parallel, tell igh. rational and ball point. Using part with different constances by adding substances to the paint e.g. total ight part point and to colous mang information or plasticle block. To make there in on ordering mediane block. To make there in the constances by adding substances to the paint e.g. total is present block. To make the block with the colous mang information or plasticle block. To make the block with the colous mang information or plasticle block. To make the block with the colous mang information or plasticle block. To substance in the block with the colous mang information or plasticle block. To substance in the block with the colous mang information or plasticle block. To substance in the block with the colous mang information or plasticle block. To substance in the block with the colous mang information or plasticle block. To substance in the block with the colous mang information or plasticle block. To substance in the block with the colous mang information or plasticle block with the colous with the colous mang information or plasticle block with the colous with the colous mang information or plasticle block with the c		
Add bias and when to column making into and bares. India grant with different constances by adding substances to be pair (a, gues, family the function of the family o	Layer different media e.g. crayons, pastels, felt tips, charcoal and ball point.	
 and construction operating block from string or plasticine block. To mush there one printing block from string or plasticine block. To mush the block with and the stock with and there. To use use the block with and the block wi	Add black and white to colours making tints and tones.	
Tre print que in do contribution is not and hard or contribution is not the totax where the is not hard with a local is not totax where the is not hard with a local is not totax where the is not hard with a local is not totax is not not and that of other artists and the electricity is not and that of other artists and the electricity is not totax is not not and that of other artists and the electricity is not and that of other artists and the electricity is not and that of other artists and the electricity is not and that of other artists and the electricity is not and that of other artists and the electricity is not and that of other artists and the electricity is not totax is not not not and that of other artists and the electricity is not and totax is not not not and that of other artists and the electricity is not not not and that of other artists and the electricity is not not not and that of other artists and the electricity is not and and not and totax is not not not not and that of other artists and the electricity is not and anot not and that of other artists and totax is not not not not and that of other artists and the electricity is not and an information in order to and not not not not not and that of other artists and the electricity is not and an information in order to and not not not not not not and that of an order is not		
To income the a block with a role: To use glocks to influence. To explore the influence. To explore the influence running attrict to plot fabrics. To explore the influence running attrict to plot attricts and the explores and an influence luce. The above running attrict to plot attricts and the explores attricts in the explores and an influence luce. The above running attricts and the explores attricts attricts attricts and the explores attricts attric		
To use to pin fabrics. To develop in fabrics. To enable in fabrics		
To include running statch in join fabrics. To exhibits information y decarging or lock did yeings. To exhibits information to create a general information of the basis method. To develop watch in creates a general information of the basis method. To develop watch information information of the basis method. To develop watch information information of the basis method. The about own which all that of their attacks and headings. Second information information information of the basis method. The about own which all that of their attacks and the techniques they have used The about own which all that of their attacks and the techniques they have used The about own which all that of their attacks and the definitions of the information of the techniques information of the inform		-
To experie plane and understand the back method. To explore plane with a crusse a pattern. Explore here work of a range of antial, cant makers and designers, descripting the service plane work and that of other artists and the techniques they have used Explore here work cant maker and designers, descripting the service plane work and that of other artists and the techniques they have used Explore here work can that and other utilises and making links to there are assumed to any explore the service plane terms and the techniques they have used Explore here work and that of other artists and the techniques they have used Explore here work and that of other artists and the techniques they have used Explore here work and that of other artists and the techniques they have used Explore here work and that of other artists and the techniques they have used Explore here work and that of other artists and the techniques they have used Explore here works and that of other artists and the techniques they have and and they have they have the have and they have the have and they have and they have and they have the have and have they have the have and have they have the have and they have the have and they h		
To exprepending and understand the basic method. To device pending to create a partiel, craft makes and designers, descripting the work of a range of arists, craft makes and designers, descripting the work of a range of arists, craft makes and designers, descripting the work of a range of arists, craft makes and designers, descripting the work of a range of arists, craft makes and designers, descripting that about own writ, and that of the artists and the techniques they have used that bout own writ, and that of the artists and the techniques they have used that bout own writ, and that of the artists and the techniques they have used that bout own writh and that of the artists and the techniques they have used that bout own writh and that of the artists and the techniques they have used that bout the second description of the artists and the techniques they have used that a document that the advect they have that the advect that the advect the techniques they have that and the techniques they have that a set of the advect they have that and they have that and they have the advect the advect they have the advect they have that and they have the advect the advect they have the advect the advect they have the advect the advect they have the advect they have the advect the advect they have the adv		
To devolve serving to create a pattern. Explore the work of a range of artist, critical makers and designers, descripting the differences and similarities between different practices and making links to ther in a conserved, and that of ther artists and the techniques they have used Centresting differences and similarities between different practices and making links to ther in a conserved, and that of ther artists and the techniques they have used Centresting differences and similarities between different practices and making links to ther Centresting differences and similarities between different practices and making links to ther differences and between different practices and making links to ther differences and between different practices and distances and the between any between differences and between differences and between differences the differences and between differences and between differences and between differences the differences and between differences and between differences and between differences the differences and between differences and between differences and between differences through study the key human and physical between dimage and and between differences through study the key human and physical between dimage and phase tenses accurately on a screen or to correlation and between differences through study the key human and physical between dimage and between differences through study the key human and physical between dimage and relation to the Equator and the through and between differences through study the key human and physical between dimage and the bin differences through study the key human and physical between dimage and between differences through study the key human and beau human differences through study the key human and		
afferences and similarities between afferent practices and making links to their an work. Generate, develop and communicate ideas the upp taking drawing and mock-ups. Use software to design. To evaluate and improve. Centre 14, about own work and that of other artists and the techniques they have used inling game, month phone techniques inside and outside school (e.g. plane) as semable people to tak to about rake – parents, teacher, "real" fried. Not ovaluate and improve. Use softwares of a location in order to say whether it is a city, town, village, constant and object ovaluate and improve. Use software dass in a difference thory people to about phone techniques they accepting Plantabe/Tall. CIC RSE Use analyptic addition of the school socurating environment. Use analyptic addition of the key team and and phone temperatives to recognise landmarks and basic have bryokal between accentation of the accel the world in relation to the Equator and the distances and numeric agene or simulation. Was predictions when programming devices (actual or on screen), estimating differences of controlling relevant devices such as Google Home, Alexa, the actual controlling relevant devices such as Google Home, Alexa, the actual make world on or take as thories to the to actual to actual make and construction of the actual or on screen), estimating differences of controlling relevant devices such as Google Home, Alexa, the status and save new relevant devices such as Google Home, Alexa, the status and save new relevant as the prevention software. PE Short to take and weelly the provide of to take to take to the screen as a supple to device the location of features and tooks on a map. Device as and rease of the world in trained to the screen to device the location of the stake and verefit to device the location of the status. Add text, po		Design products that have a clear purpose and an intended user.
own work. Use the base of the sector of	Explore the work of a range of artists, craft makers and designers, describing the	Make products, refining the design as work progresses.
Tak about own work and hat of other antists and the techniques they have used Use software to design: To evaluate and improve. Use and prove the interpret of the prove technicologies inside and outside softwork (e.g., Discuss someble porce bott alk to about risks – parents, taccher, "real" friend. Not channel of the school's and the techniques they have used interpret advector and charantizing advicancing and vicancing and vicanci		Generate, develop and communicate ideas through talking drawing and mock-ups.
To evaluate and improve. Computing Generating and proves Uses as easible proper lexing and cyber hullying). CC RSE Second and the se		Use software to design.
Identify some risks presented by new technologies inside and outside schol (e.g., including and cyber-building, CCC RSE Identify the key features of a location in order to say whether it is a city, town, village, constation runal area. Identify the key features of a location in order to asy whether it is a city, town, village, constation runal area. Identify the key features of a location in order to asy whether it is a city, town, village, constation runal area. Identify the key features of a location in order to asy whether it is a city, town, village, constation runal area. Identify the key features of a location in order to asy whether it is a city, town, village, constation runal area. Identify the key features of a location in order to asy whether it is a city, town, village, constation runal area. Identify the key features of a location in order to asy whether it is a city, town, village, constation runal area. Identify the key features of a location in order to asy whether it is a city, town, village, constation runal area. Identify the key features of a location in order to asy whether it is a city, town, village, constation runal area. Identify the key features of a location in order to ake word as and integer method. Identify the location of locatic asy more method. Identify the location in order to ake words documents in own folder. Identify the location of the art costs in order to asy whether it is a city, town, village, costs and the add for costs in order to asy worder documents in own folder. Identify the costs as and box and some for out location of the art costs in order town and a location as a direction what method.		To evaluate and improve.
 Identity some risk presented by new technologies inside and outside scholl (4.). Identity the key treatures of a location in order to say whether it is a city, town, village, contained and outside scholl (4.). Identity the key treatures of a location in order to say whether it is a city, town, village, contained and outside scholl (4.). Identity the key treatures of a location in order to say whether it is a city, town, village, contained a sub contained and outside scholl (4.). Identity the key treatures of a location in order to say whether it is a city, town, village, contained a sub contained and outside scholl (4.). Identity the key treatures of a location in order to say whether it is a city, town, village, contained a sub contained and contained scholl (4.). Identity the key treatures of a location in order to say whether it is a city, town, village, contained a sub contained and contained scholl (4.). Identity the key treatures of a location in order to say whether it is a city, town, village, contained a sub contained and contained scholl (4.). Identity the key treatures of a location in order to say whether it is a city, town, village, contained a sub contained and contained scholl. Identity the key treatures of a location is output to the key human and physical features. Identity the location of heat and colar neas of the world in relation to the Equator and the key treatures of a location in order to say whether it is a city, town, village, contained and contained scholl (4.). Identity the location of heat and colar neas of the world in relation to the Equator and the key treatures of the school. Identity the location of heat and colar neas of the world in relation to the Equator and the key treatures. Identity the location of the the colar neas of the world in relation to the Equator and the thread (1.). There is and re	Computing	Geography
Discuss sensible people to talk to about risks – parents, teacher, 'real' friend. Not online' adultifiend. Use the ty SMART rules: Safe/Meeting/Accepting/Reliable/Tell. C/C RSE Create class rules work/edings/ opinions and that this communication can be recorded. Use a moust people to talk to about risks – parents, teacher, 'real' friend. Not explore a simulation. They algorithms into a program to that this communication can be recorded. Use a moust people to tak to about risks – parents, teacher, 'real' friend. Not explore a simulation. They algorithms into a program to reate a simple shape on screen or to control Make choices in a diventure game or simulation. They algorithms into a program to create a simple shape on screen or to control distances and thus choices. They algorithms into a program to reate a simple shape on screen or to control distances and thus choices. They algorithms into a program to reate a simple shape on screen or to control distances and thus choices. They algorithms into a program to reate a simple shape on screen or to control distances and thus they. They algorithms into a program to reate a simple shape on screen or to control distances and thus they. They algorithms into a program to reate a simple shape on screen or to control distances and thus they the countries, continents and oceans. Use sound, images and tox in simple presentation software. Efficit to trices, sple and colur. Take a ploture and save in own folder or upload to VLE. Add toxt, picture, blog on VLE. A		
Identify SMART rules: Safe/Meeting/Accepting/Reliable/Tell. C/C RSE Create class rules Use email/blogging/social media on VLE to model how we respect ther people's by ear mouse, part of finger to move and plane terms accurately on a socrear to terptice a mouse, and that this communication can be recorded. Use a mouse, part of finger to move and plane terms accurately on a socrear to terptice a mouse, and that this communication can be recorded. Whate chices in an adventure game or simulation. Input algorithms into a program to create a simple shape on screen or to control adverse. Make predictions when programming devices (actual or on screen), estimating taken access in an adventure game or simulation. Input algorithms into a program to create a simple shape on screen or to control adverse. Create and save worked documents in own folder. Locate the saved file or image. It we separeinces of controlling relevant devices such as Google Home, Alexa, rads a spiture and save in own folder. Locate the saved file or image. It devises a simple access the saved file or image. Les sound, images and text in simple presentation software. Eff for size, picture, blog on VLE. Add text, picture, blog on VLE. Add text, picture, blog on VLE. Add captions to photographe and graphics in publisher or PowerPoint (or similar program). Use the terms cooperatively Use the terms cooperatively Show continuous and controlled dribbling with feet or sizk. Understand and demonstrate passing (through rolling, catching and kicking) and Play inasion type games cooperatively Use the terms c	Discuss sensible people to talk to about risks – parents, teacher, "real" friend. Not	Use simple fieldwork and observational skills to study the key human and physical
Create class rules Use enable/oging/social media on VLE to model how we respect other people's (Work/feelings/ opinons and that this communication can be recorded. Use a mouse, point finger to move and place items accurately on a screen to explore a simulation. Input algorithms into a program to create a simple shape on screen or to control a Make choices in an adventure game or simulation. Input algorithms into a program to create a simple shape on screen or to control a distincts and turns. GC Maths Have experiences of controlling relevant devices such as Google Home, Alexa, IPads Create and save worked documents in own folder. Locate the saved file or image, re-use and ressee. Create and save worked documents in own folder. Locate the saved file or image, re-use and ressee. Edit for size, style and colour. Take a picture and save in own folder or upload to VLE. Add text, picture, big on VLE. Add text, picture, big		, i i i i i i i i i i i i i i i i i i i
work/feelings/cipinions and that this communication can be recorded. Use a mouse, per or finger to wore and place items accurately on a screen to explore a simulation. Name and locate the world's continents and oceans. Use word maps, attases and globes to identify the contriles, continents and oceans studied and come across in other subjects. Make choices in a adventure game or simulation. Input algorithms into a program to create a simple shape on screen or to control distances and turns. C/C Maths Name and locate the world's continents and oceans. Make choices in a adventure game or simulation. Use word maps, attases and to cold areas of the world in relation to the Equator and the works. Make choices in a adventure game or simulation. Use word maps, attases and to cold areas of the world's continents and oceans. Make choices in a adventure game or simulation. Use word maps, attases and doceans. Make choices in a dwenture game or simulation. Use word maps, attases and doceans. Make choices and to contraining relevant devices such as Google Home, Atax, iPads Use sam, impace and the United Kingdom and of a contrasting n Use basic geographical vocabulary to continuous; and reas worked docour. Take a picture and save in own folder or upload to VLE. Add text, picture, blog on VLE. Add text, picture, blog on VLE. Add text, picture, blog on VLE. Add text, picture, blog on VLE. Add text, picture, blog on VLE. Add text, picture, blog on VLE.	Create class rules	
 Lise a mouse, pen or finger to move and place items accurately on a screen to explore a simulation. Input algorithms into a program to create a simple shape on screen or to control a divice. Make predictions when programming devices (actual or on screen), estimating distances and turns. C/C Mather and South Poles. Use word mage, allases and globes inderive word in relation to the Equator and the divice. Make predictions when programming devices (actual or on screen), estimating distances and trues. C/C Mather and South Poles. Use word mage, allases and globes inderives word in relation to the Equator and the divice. Make predictions when programming devices (actual or on screen), estimating in distances and trues including: cliff, coast, soil, valley, vegetation, beach, forest, mountain and cocans. Use sourd, image and text in simple presentation software. Edi fort size, style and colour. Take a picture and save in own folder or upload to VLE. Add captions to photographis and graphics in publisher or PowerPoint (or similar program). Use templates and a range of tools in Paint software. PE Make program differences in the save of the correct stance in own folder or upload to VLE. Add captions of controlled dribbling with feet or stick. Understand and demonstrate passing (hrough rolling, catching and kicking) and receiving with a partiner. Per Biomostrate the terms "sopenent" and "team mate". Korow how to score and understand how to improve Understand and explain which grip to use to balance a ball on a racquet. Demonstrate the correct stance, both at ball into a target. Hith ball over a net. Catch and bource with two hands Thorw with two hands on sometimes, one hand Effectively stop a moving ball using different parts o		
By Device uninstand. Input algorithms into a program to create a simple shape on screen or to control a divice. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Make predictions when programming devices (actual or on screen), estimating distances and turns. C/C Maths Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Identify the location of the Initial North and South Poles. Ides science in order or upload to VLE. Add text, jetuic, blog on VLE. Add text, jetuic, blog on VLE. Add text, jetuic, blog on VLE. Add text, jetuic, blog on VLE. North and South Poles. Now continuous and contortaled dribbling with feet or stick Di	Use a mouse, pen or finger to move and place items accurately on a screen to	
In the indexident multiple in the index of the world in relation to the Equator and the North and South Poles. Hearing distances and turns. C/C Maths Have experiences of controlling relevant devices such as Google Home, Alexa, iPads Create and save worked documents in own folder. Locate the saved file or image, re-use and resave. Use sound, images and text in simple presentation software. Edit font size, style and colour. Take a picture and save in own folder or upload to VLE. Add captions to photographs and graphics in publisher or PowerPoint (or similar program). Use testing and a range of tools in Paint software. Edit font size, style and colour. Take a picture and save in own folder or upload to VLE. Add captions to photographs and graphics in publisher or PowerPoint (or similar program). Use testing and a range of tools in Paint software. Edit soft size sort and understrate passing (through rolling, catching and kicking) and receiving with a partner Play invasion type games cooperatively Understand and explain which grip to use to balance a ball on a racquet Hit the ball over a net Catch and bounce with two hands Throw with two hands Charles and balancing a ball on a racquet Hit the ball over a net Catch and bounce with two hands Charles and balancing ball in a contention of my paperatus. Understand the need for warm up and cool down. Catch and bounce with two hands Charles and balance in order to hit a ball into a target Hit the ball over a net Catch and bounce with two hands Charles paperatus with control and co-ordination Capy and explore movement swith control and co-ordination Responting insultively of similar content with control and co-ordination Responting insultively of similar content of my similar Capy and explore movement with control and co-ordination Responting insultively to similar the ording of the set of thits and information the part similar and attem mater Charles and explore movements with control and co-ordination Capy and explore movements with		
Make predictions when programming devices (actual or on screen), estimating distances and turns. CC Maths for the construction of the seven distances and turns. CC Maths for the seven distance and physical geographical vocabulary to refer to: the seven distance and physical geographical vocabulary to refer to: the seven distance and text in simple presentation software. Take a picture and save in own folder or upload to VLE. Add text, picture, biog on VLE. Add text pictu	Input algorithms into a program to create a simple shape on screen or to control a	
And experiences of controlling relevant devices such as Google Home, Alexa, iPads Create and save worked documents in own folder. Locate the saved file or images re-use and resave. Use sound, images and text in simple presentation software. Edit fort size, style and colour. Take a picture and save in own folder or upload to VLE. Add text, picture, blog on VLE. Add catpions to photographs and graphics in publisher or PowerPoint (or similar program). Use templates and a range of tools in Paint software. EFE Show continuous and controlled dribbling with feet or stick Understand and demonstrate passing (through rolling, catching and kicking) and receiving with a partner Play invasion type games cooperatively Use thems 'opponent' and 'tam mate' Know how to score and understand how to improve Understand and explain which grip to use to balance a ball on a racquet Demonstrate balancing a ball on a racquet, both stationary and whilst moving Demonstrate balancing a ball on a racquet, both stationary and whilst moving Demonstrate balancing a ball on a racquet, both stationary and whilst moving Demonstrate balancing a ball on a racquet, both stationary and whilst moving Demonstrate balancing a ball on a racquet, both stationary and whilst moving Demonstrate balancing a ball on a racquet, both stationary and whilst moving Demonstrate balancing a ball on a racquet, both stationary and whilst moving Demonstrate balancing a ball on a racquet, both stationary and whilst moving Demonstrate balancing a ball on a racquet, both stationary and whilst moving Demonstrate balancing a ball on a racquet, both stationary and whilst moving Demonstrate balancing a ball on a racquet, both stationary and whilst moving Demonstrate balancing a ball on a racquet, both stationary and whilst moving Demonstrate balancing a ball on a racquet, both stationary and whilst moving Demonstrate balancing a ball on a racquet, both stationary and whilst moving Demonstrate balancing a ball on a racquet bat ball on a racquet b	Make predictions when programming devices (actual or on screen), estimating	
Create and save worked documents in own folder. Locate the saved file or image re-use and resave. Use sound, images and text in simple presentation software. Edit font size, style and colour. Take a picture and save in own folder or upload to VLE. Add text, picture, blog on VLE. Add text, picture, blog on VLE. Add text, picture, blog on VLE. Add captions to photographs and graphics in publisher or PowerPoint (or similar program). Use templates and a range of tools in Paint software. PE Show continuous and controlled dribbling with feet or stick Understand and demonstrate passing (through rolling, catching and kicking) and receiving with a pattner Play invasion type games cooperatively Understand and explain which grip to use to balance a ball on a racquet Demonstrate balancing a ball on a racquet, both stationary and whilst moving Demonstrate balancing a ball on a racquet, both stationary and whilst moving Demonstrate balancing a ball on a racquet, both stationary and whilst moving Demonstrate balancing a ball on a racquet, both stationary and whilst moving Demonstrate balancing a ball on a racquet, both stationary and whilst moving Demonstrate balancing a ball on a racquet, both stationary and whilst moving Demonstrate balancing a ball on a racquet, both stationary and whilst moving Demonstrate balancing a ball on a racquet, both stationary and whilst moving Demonstrate balancing a ball on a racquet, both stationary and whilst moving Demonstrate balancing a ball on a racquet, both stationary and whilst moving Demonstrate the correct stance in order to hit a ball into a target Hit the ball over a net Catch and bounce with two hands Throw with two hands Throw with two hands controlled manner using apparatus Understand the need for warm up and cool down Copy and explore movements with control and co-ordination Respond imaginatively to a variety of opinets with one hand Respond imaginatively to a variety of physical activity Throw a variety of physical activity Demonstrate th	Have experiences of controlling relevant devices such as Google Home, Alexa,	and physical geography of a small area of the United Kingdom and of a contrasting n
Use sound, images and text in simple presentation software. Edit tort size, style and colour. Edit tort size, style and colour. Take a picture and save in own folder or upload to VLE. Add text, picture, blog on VLE. Add captions to photographs and graphics in publisher or PowerPoint (or similar program). Use templates and a range of tools in Paint software. Devise a simple map using grid references (A1, B1). Own continuous and controlled dribbling with feet or stick Understand and demonstrate passing (through rolling, catching and kicking) and receiving with a partner Play invasion type games cooperatively Understand and explain which grip to use to balance a ball on a racquet. Both out is stationary and whilst moving Demonstrate balancing a ball on a racquet, both stationary and whilst moving Demonstrate balancing a ball on a racquet, both stationary and whilst moving Strike a moving ball using different parts of my body Strike a moving ball in a controlled manner using apparatus Understand the need for warm up and cool down Copy and explore movements with control and co-ordination Resoport imaginatively to a variety of stimuli	Create and save worked documents in own folder. Locate the saved file or image,	
Edit tont size, style and colour. Take a picture and save in own folder or upload to VLE. Add text, picture, blog on VLE. Add captions to photographs and graphics in publisher or PowerPoint (or similar program). Use templates and a range of tools in Paint software. PE Show continuous and controlled dribbling with feet or stick Understand and demonstrate passing (through rolling, catching and kicking) and receiving with a partner Play invasion type games cooperatively Use the terms 'opponent' and 'team mate' Know how to score and understand how to improve Understand and explain which grip to use to balance a ball on a racquet Demonstrate balancing a ball on a racquet, both stationary and whilst moving Demonstrate the correct stance in order to hit a ball into a target Hit the ball over a net Catch and bounce with two hands Throw with two hands Throw with wo hands and sometimes, one hand Effectively stop a moving ball using different parts of my body Strike a movi		
Take a picture and save in own folder or upload to VLE.Devise a simple map using grid references (A1, B1).Add text, picture, blog on VLE.Add captions to photographs and graphics in publisher or PowerPoint (or similar program).Devise a simple map using grid references (A1, B1).On-European country.On-European country.PEShow continuous and controlled dribbling with feet or stick Understand and demonstrate passing (through rolling, catching and kicking) and receiving with a partnerVary levels, speed and direction of my movements Discuss own and other's performance with simple vocabulary.Understand and demonstrate passing (through rolling, catching and kicking) and receiving with a partnerVary levels, speed and direction of my movements Discuss own and other's performance with simple vocabulary.Understand and demonstrate passing (through rolling, catching and kicking) and receiving with a partnerUnderstand different pathways, straight, zig zag and curving. Show various ways of travelling and balancing with the body close to or far away from the ground/apparatus.Understand and explain which grip to use to balance a ball on a racquet Demonstrate balancing a ball on a racquet, both stationary and whilst moving Demonstrate the correct stance in order to hit a ball into a target Hit the ball over a net Catch and bounce with two hands Throw with two hands and sometimes, one hand Effectively stop a moving ball using different parts of my bodyCopy, remember and repeat simple actions, varying speed and levels Begin to identify the difference between own performance and that of others Change speed and direction whilst running Jump and land accurately from a standing position Throw with two hands Change speed and direction whilst running Jump		
Add text, picture, blog on VLE. on-European country. Add text, picture, blog on VLE. on-European country. Add captions to photographs and graphics in publisher or PowerPoint (or similar program). on-European country. Use templates and a range of tools in Paint software. Vary levels, speed and direction of my movements Discuss own and other's performance with simple vocabulary. Understand and demonstrate passing (through rolling, catching and kicking) and receiving with a partner Play invasion type games cooperatively Use the terms 'opponent' and 'team mate' Know how to score and understand how to improve Understand and explain which grip to use to balance a ball on a racquet Demonstrate balancing a ball on a racquet, both stationary and whilst moving Understand the need for warm up and cool down, and also what is happening to my body during exercise Throw with two hands Throw with two hands Change speed and direction whilst running Inderstand the need for warm up and cool down Change speed and direction whilst running Jump and land accurately from a standing position Throw with two hands Throw with two hands and sometimes, one hand Elegin to identify the difference between own performance and that of others Change speed and direction whilst running Jump and land accurately from a standing position Throw with two hands Throw wi	Take a picture and save in own folder or upload to VLE.	
program). Use templates and a range of tools in Paint software. PE Show continuous and controlled dribbling with feet or stick Understand and demonstrate passing (through rolling, catching and kicking) and receiving with a partner Vary levels, speed and direction of my movements Play invasion type games cooperatively Understand and explain which grip to use to balance a ball on a racquet Demonstrate balancing a ball on a racquet, both stationary and whilst moving Demonstrate the correct stance in order to hit a ball into a target Understand how one movement can link with another smoothly and continuously. Hit the ball over a net Catch and bounce with two hands Descuration whilst moning Throw with two hands Strike a moving ball using different parts of my body Strike a moving ball using different parts of my body Strike a moving ball in a controlled manner using apparatus Understand the need for warm up and cool down Copy and explore movements with control and co-ordination Recognise a change in temperature and heart rate during exercise Taken from RSE To know the benefits of physical activity	Add text, picture, blog on VLE.	
Use templates and a range of tools in Paint software. PE Show continuous and controlled dribbling with feet or stick Understand and demonstrate passing (through rolling, catching and kicking) and receiving with a partner Play invasion type games cooperatively Use the terms 'opponent' and 'team mate' Know how to score and understand how to improve Understand and explain which grip to use to balance a ball on a racquet Demonstrate balancing a ball on a racquet, both stationary and whilst moving Demonstrate the correct stance in order to hit a ball into a target Hit the ball over a net Catch and bounce with two hands Throw with two hands and sometimes, one hand Effectively stop a moving ball in a controlled manner using apparatus Understand the need for warm up and cool down Copy and explore movements with control and co-ordination Resport imaginatively to a variety of stimuli		
Show continuous and controlled dribbling with feet or stickDiscuss own and other's performance with simple vocabulary.Understand and demonstrate passing (through rolling, catching and kicking) and receiving with a partnerDiscuss own and other's performance with simple vocabulary.Play invasion type games cooperativelyUnderstand ferent pathways, straight, zig zag and curving.Use the terms 'opponent' and 'team mate'Show various ways of travelling and balancing with the body close to or far away from the ground/apparatus.Understand and explain which grip to use to balance a ball on a racquetUnderstand and show a variety of controlled turning jumps, using one or two feet.Understand and explain which grip to use to balance a ball on a racquetUnderstand the need for warm up and cool down, and also what is happening to my body during exerciseDemonstrate balancing a ball on a racquet, both stationary and whilst moving Demonstrate the correct stance in order to hit a ball into a targetUnderstand the need for warm up and cool down, and also what is happening to my body during exerciseCatch and bounce with two handsEffectively stop a moving ball using different parts of my bodyStrike a moving ball in a controlled manner using apparatusJump and land accurately from a standing positionThrow with two nades for warm up and cool downThrow a variety of objects with one handCopy and explore movements with control and co-ordinationRecognise a change in temperature and heart rate during exerciseTaken from RSETakon the benefits of physical activity		
Show continuous and controlled dribbling with feet or stickDiscuss own and other's performance with simple vocabulary.Understand and demonstrate passing (through rolling, catching and kicking) and receiving with a partnerDiscuss own and other's performance with simple vocabulary.Play invasion type games cooperativelyUnderstand ferent pathways, straight, zig zag and curving.Use the terms 'opponent' and 'team mate'Show various ways of travelling and balancing with the body close to or far away from the ground/apparatus.Understand and explain which grip to use to balance a ball on a racquetUnderstand and show a variety of controlled turning jumps, using one or two feet.Understand and explain which grip to use to balance a ball on a racquetUnderstand the need for warm up and cool down, and also what is happening to my body during exerciseDemonstrate balancing a ball on a racquet, both stationary and whilst moving Demonstrate the correct stance in order to hit a ball into a targetUnderstand the need for warm up and cool down, and also what is happening to my body during exerciseCatch and bounce with two handsEffectively stop a moving ball using different parts of my bodyStrike a moving ball in a controlled manner using apparatusJump and land accurately from a standing positionThrow with two nades for warm up and cool downThrow a variety of objects with one handCopy and explore movements with control and co-ordinationRecognise a change in temperature and heart rate during exerciseTaken from RSETakon the benefits of physical activity	PE	Vary levels, speed and direction of my movements
Understand and demonstrate passing (through rolling, catching and kicking) and receiving with a partnerUnderstand different pathways, straight, zig zag and curving.Play invasion type games cooperativelyUnderstand different pathways, straight, zig zag and curving.Use the terms 'opponent' and 'team mate'Understand and show a variety of controlled turning jumps, using one or two feet.Know how to score and understand how to improveUnderstand and explain which grip to use to balance a ball on a racquetDemonstrate balancing a ball on a racquet, both stationary and whilst movingUnderstand the need for warm up and cool down, and also what is happening to my body during exercisePlay in vasion type games cooperativelyUnderstand how one movement can link with another smoothly and continuously.Understand and explain which grip to use to balance a ball on a racquetUnderstand the need for warm up and cool down, and also what is happening to my body during exerciseDemonstrate the correct stance in order to hit a ball into a targetUnderstand the need for warm up and cool downCatch and bounce with two handsChange speed and direction whilst running Jump and land accurately from a standing positionThrow with two hands and sometimer, using apparatusThrow a variety of objects with one hand Recognise a change in temperature and heart rate during exerciseUnderstand the need for warm up and cool downTaken from RSE To know the benefits of physical activity	Show continuous and controlled dribbling with feet or stick	Discuss own and other's performance with simple vocabulary.
Play invasion type games cooperativelyInterforming and controlled turning interforming and continuously.Understand and explain which grip to use to balance a ball on a racquetUnderstand how one movement can link with another smoothly and continuously.Understand and explain which grip to use to balance a ball on a racquetUnderstand the need for warm up and cool down, and also what is happening to my body during exerciseDemonstrate the correct stance in order to hit a ball into a targetHit the ball over a netCatch and bounce with two handsEffectively stop a moving ball using different parts of my bodyStrike a moving ball in a controlled manner using apparatusJump and land accurately from a standing positionUnderstand the need for warm up and cool downThrow a variety of objects with one handCopy and explore movements with control and co-ordinationRecognise a change in temperature and heart rate during exerciseTaken from RSETo know the benefits of physical activity	Understand and demonstrate passing (through rolling, catching and kicking) and	Understand different pathways, straight, zig zag and curving.
Use the terms 'opponent' and 'team mate'Understand solve a variety of controlled turning jumps, using one or two feet.Know how to score and understand how to improveUnderstand and explain which grip to use to balance a ball on a racquetUnderstand how one movement can link with another smoothly and continuously.Understand and explain which grip to use to balance a ball on a racquetUnderstand the need for warm up and cool down, and also what is happening to my body during exerciseDemonstrate balancing a ball on a racquet, both stationary and whilst moving Demonstrate the correct stance in order to hit a ball into a targetUnderstand the need for warm up and cool down, and also what is happening to my body during exerciseHit the ball over a netCopy, remember and repeat simple actions, varying speed and levelsBegin to identify the difference between own performance and that of othersChange speed and direction whilst runningJump and land accurately from a standing positionThrow with two hands and sometimes, one handEffectively stop a moving ball using different parts of my bodyStrike a moving ball in a controlled manner using apparatusUnderstand the need for warm up and cool downCopy and explore movements with control and co-ordinationRespond imaginatively to a variety of stimuliRespond imaginatively to a variety of stimuli		
 Know how to score and understand how to improve Understand and explain which grip to use to balance a ball on a racquet Demonstrate balancing a ball on a racquet, both stationary and whilst moving Demonstrate the correct stance in order to hit a ball into a target Hit the ball over a net Catch and bounce with two hands Throw with two hands and sometimes, one hand Effectively stop a moving ball using different parts of my body Strike a moving ball in a controlled manner using apparatus Understand the need for warm up and cool down Copy and explore movements with control and co-ordination Respond imaginatively to a variety of stimuli Understand how one movement can link with another smoothly and continuously. Understand how one movement can link with another smoothly and continuously. Understand how one movement can link with another smoothly and continuously. Understand how one movement can link with another smoothly and continuously. Understand how one movement can link with another smoothly and continuously. Understand how one movement can link with another smoothly and continuously. Understand how one movement can link with another smoothly and continuously. Understand how one movement can link with another smoothly and continuously. Understand the need for warm up and cool down Copy and explore movements with control and co-ordination Respond imaginatively to a variety of stimuli 		
Understand and explain which grip to use to balance a ball on a racquetUnderstand and explain which grip to use to balance a ball on a racquetDemonstrate balancing a ball on a racquet, both stationary and whilst movingUnderstand the need for warm up and cool down, and also what is happening to my body during exerciseDemonstrate the correct stance in order to hit a ball into a targetUnderstand the need for warm up and cool down, and also what is happening to my body during exerciseHit the ball over a netCopy, remember and repeat simple actions, varying speed and levelsCatch and bounce with two handsBegin to identify the difference between own performance and that of othersThrow with two hands and sometimes, one handChange speed and direction whilst runningLimp and land accurately from a standing positionJump and land accurately from a standing positionThrow a variety of objects with one handRecognise a change in temperature and heart rate during exerciseUnderstand the need for warm up and cool downTaken from RSETo know the benefits of physical activity		
Demonstrate balancing a ball on a racquet, both stationary and whilst moving Demonstrate the correct stance in order to hit a ball into a targetbody during exerciseHit the ball over a net Catch and bounce with two hands Throw with two hands and sometimes, one hand Effectively stop a moving ball using different parts of my body Strike a moving ball in a controlled manner using apparatus Understand the need for warm up and cool down Copy and explore movements with control and co-ordination Respond imaginatively to a variety of stimulibody during exercise Copy, remember and repeat simple actions, varying speed and levels Begin to select actions to construct simple sequences Begin to identify the difference between own performance and that of others Change speed and direction whilst running Jump and land accurately from a standing position Throw a variety of objects with one hand Recognise a change in temperature and heart rate during exercise Taken from RSE To know the benefits of physical activity	·	
Demonstrate the correct stance in order to hit a ball into a targetCopy, remember and repeat simple actions, varying speed and levelsHit the ball over a netBegin to select actions to construct simple sequencesCatch and bounce with two handsBegin to identify the difference between own performance and that of othersThrow with two hands and sometimes, one handChange speed and direction whilst runningEffectively stop a moving ball using different parts of my bodyJump and land accurately from a standing positionStrike a moving ball in a controlled manner using apparatusThrow a variety of objects with one handRecognise a change in temperature and heart rate during exerciseTaken from RSETo know the benefits of physical activity		body during exercise
Hit the ball over a netBegin to select actions to construct simple sequencesCatch and bounce with two handsBegin to identify the difference between own performance and that of othersThrow with two hands and sometimes, one handChange speed and direction whilst runningEffectively stop a moving ball using different parts of my bodyJump and land accurately from a standing positionStrike a moving ball in a controlled manner using apparatusRecognise a change in temperature and heart rate during exerciseUnderstand the need for warm up and cool downTaken from RSECopy and explore movements with control and co-ordinationTo know the benefits of physical activity		
Catch and bounce with two handsChange speed and direction whilst runningThrow with two hands and sometimes, one handJump and land accurately from a standing positionEffectively stop a moving ball using different parts of my bodyJump and land accurately from a standing positionStrike a moving ball in a controlled manner using apparatusThrow a variety of objects with one handUnderstand the need for warm up and cool downRecognise a change in temperature and heart rate during exerciseCopy and explore movements with control and co-ordinationTaken from RSETo know the benefits of physical activity	_	
Inrow with two hands and sometimes, one hand Jump and land accurately from a standing position Effectively stop a moving ball using different parts of my body Jump and land accurately from a standing position Strike a moving ball in a controlled manner using apparatus Throw a variety of objects with one hand Understand the need for warm up and cool down Recognise a change in temperature and heart rate during exercise Copy and explore movements with control and co-ordination Taken from RSE To know the benefits of physical activity	Catch and bounce with two hands	
Effectively stop a moving ball using different parts of my body Strike a moving ball in a controlled manner using apparatus Understand the need for warm up and cool down Copy and explore movements with control and co-ordination Respond imaginatively to a variety of stimuli	Throw with two hands and sometimes, one hand	
Strike a moving ball in a controlled mariner using apparatus Recognise a change in temperature and heart rate during exercise Understand the need for warm up and cool down Recognise a change in temperature and heart rate during exercise Copy and explore movements with control and co-ordination Taken from RSE To know the benefits of physical activity		
Copy and explore movements with control and co-ordination Respond imaginatively to a variety of stimuli		
Respond imaginatively to a variety of stimuli	·	
To identify what affects their physical, mental and emotional health		To know the benefits of physical activity
		To identify what affects their physical, mental and emotional health

History

Use artefacts, pictures, stories, online sources and databases to find out about the past

Identify some of the different ways the past has been represented

Ask and answer questions about the past

Describe significant people from the past

Recognise that there are reasons why people in the past acted as they did

Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children

Understand significant historical events, people and places in their own locality

Place events and artefacts in order on a time line

Use dates where appropriate

Show an understanding of the concept of nation and a nation's history

Use historical vocabulary to understand historical events

PSHE Education

Listen to other people and contribute their own ideas about rewards and consequences

Help make their class a safe and fair place

Identify some ways in which a friend is different from me

Say why I value this difference about him/her

Explain some of the ways they worked cooperatively in a group to create an end product

Express how it feels to be working as part of a group

Identify some of the things that cause conflict between me and my friends

Demonstrate how to use the positive problem-solving technique to resolve conflicts with friends

Make some healthy snacks and explain why they are good for the body

Express how it feels to share healthy food with friends

Know how to respect their body and understand which parts are private

Say what they like/don't like about being a boy/ girl

RSE

		To know now to take our of their body.	1
To know that they belong to different groups and community such as family and school. To recognise that families look different (one-parent, two-parent, two fathers, two methods factor parents, adopted parents)	To know that they belong to different groups and community such as family and	To know to protect their bodies from unwanted and inappropriate contact.	ĺ
	school.	To know that it not always right to keep secrets.	ĺ
	To understand the importance of respecting others.	ĺ	
mothers, foster parents, adopted parents).		(likes, dislikes, choices, backgrounds and beliefs)	ĺ
	To know those who look after them. To know how special people care for one another.	To know and develop self-respect.	l
		To learn to show and develop mutual respect.	
	To recognise what is fair and unfair, right and wrong, kind and unkind.	To know that they have to respect the rights of others.	l
	To know that people's feelings can be hurt. To recognise when people are being unkind, how to respond and what to say and whom to tell. To know whom to trust and whom not to. To be able to manage conflict. To recognise types of teasing and bullying. To develop strategies to resist teasing and bullying. To know where to get advice. To know how to report concerns or abuse, vocabulary and with confidence.	To know that mental wellbeing is as important as physical wellbeing.	l
		To identify the normal range of emotions that they experience.	
		To know how to talk about their emotions.	l
		To know when to seek support for their mental health.	l
		To know that household products and medicines can be harmful if not used properly.	l
			ĺ
		To understand the benefits of sufficient good quality sleep.	l
		To know that lack of sleep can affect weight, mood and ability to learn.	l
		To know the benefits of regular dental check-ups.	l
	To know how to respond safely to adults whom they encounter.	To know how and when to use 999.	l
		To learn to communicate effectively with emergency services.	l
			1

To know how to take care of their body.