



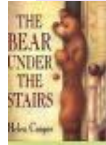









SEATON ACADEMY		Year 2 Overview					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Texts	Goldilocks and the Three Bears You and Me Goldilocks and Just the One Bear Wolves Little People, Big Dreams: Rosa Parks	The Journey Home We are Water Protectors	The Bear Under the Stairs The Bear and the Piano	The Owl and the Pussy Cat Grandad's Camper	The Dragon Machine Ocean Meets Sky Little People, Big Dreams Collection: Monarchs	The Great Fire of London A Walk in London	
	A Twist in the Tale	Creation and Conservation	Bravery vs. Fear	Change and Relationship	Fictional World and Fantasy	Urban Metropolis	
English	 <p>Outcomes: Character descriptions, wanted posters, letters, narrative retellings, speech bubbles Main Outcome: Sequel Purposes: Describe, inform, persuade, entertain Grammar coverage: Capital letters, full stops Singular/plural -s and -es Coordinating conjunctions (but) Subordination (because) Statements Adverbials of time Sequencing sentences to form a short narrative</p>  <p>Outcomes: captions, information, character descriptions, comparisons Main Outcomes: non-chronological leaflet Purposes: Describe, inform Grammar coverage: Use of -er suffix with adjectives Noun phrases Subordination (so, that, because, in order to, by) Statements Questions Capital letters, full stop Question marks Subheadings, Paragraphs</p>	 <p>Outcomes: Missing posters, fact-files, lists, postcards, wanted posters, information report, short retellings Main Outcomes: Persuasive letter Purposes: Inform, recount, persuade Grammar coverage: -e and -es for plural nouns Noun phrases Statements, questions, commands, exclamations Coordinating conjunctions (and, but, so, or) Commas in a list Capital letters, full stops Question marks, exclamation marks Present progressive verbs Correct and consistent tense</p>  <p>Outcomes: List poems, fact-files, non-chronological and chronological reports, warning signs Main Outcomes: Environmental campaigns Purposes: entertain, inform, persuade Grammar coverage: Nouns, adjectives Adverbs using -ly Statements, questions, commands, exclamations Noun phrases Subordination (when, after, as, before) Question marks Possessive apostrophes Sequencing sentences Present tense Subheadings, Paragraphs</p>	 <p>Outcomes: Personal reflections, letters, narrative retellings, own version narratives Main Outcomes: Non-chronological report Purposes: Reflect, entertain, inform Grammar coverage: Homophones Statements, questions, commands, exclamations Coordination (and, but, or) Adverbials of time Full stops, capital letters, question marks, exclamation marks Sequencing sentences to form short narratives</p>  <p>Outcomes: Letters of advice, thought bubbles in role, short news reports, retellings, information posters Main Outcomes: Own narrative Purposes: Describe, reflect, entertain, inform Grammar coverage: Modal verbs Alliteration Questions, statements Subordination (because, as) Coordination (and, or, but) Expanded noun phrases Adverbials of time Question marks Apostrophe for contraction Commas in a list Simple past -ed Present tense verbs Past and present progressive</p>	 <p>Outcomes: Letters, interviews, lists, instructions Main Outcomes: Rhyming poem Purposes: Instruct, reflect, inform, entertain Grammar coverage: -ful, -less adjectives -ly adverbs -un prefix Rhyming word/syllables Subordination (when, if, that because) Noun phrases Questions, commands Apostrophe for contractions Question marks Past progressive Verb agreement</p>  <p>Outcomes: Labels, memory poems, interviews, captions, postcards Main Outcomes: Sequel story Purposes: Describe, reflect, entertain, inform Grammar coverage: a/an before consonant/vowel Expanded noun phrases Modal verbs Subordination (because, as) Coordination (and) Simple prepositions Questions Adverbials of time Commas in a list Question marks Past progressive Simple past -ed Irregular past tense verbs</p>	 <p>Outcomes: Dragon guides, letters, encyclopaedia entries, explanations, lists, descriptions Main Outcomes: Narrative Purposes: Inform, persuade, describe, entertain Grammar coverage: -un prefix Modal verbs -ment/-ness suffix Simple prepositions Coordination (and, but, or) Subordination (because, when, if, that) Commands, statements, questions Simple/expanded noun phrases Adverbials of time Question marks Commas in list Simple past -ed Sequencing sentences to form narratives</p>  <p>Outcomes: Labels, diary entries, instructions, postcards, logs, dialogue, fantasy setting description Main Outcomes: Fantasy narrative Purposes: Inform, reflect, instruct, describe, recount, entertain Grammar coverage: -er suffix, adjectives with -ing suffix Modal verbs Coordination (and), Subordination (because) Noun phrases Simple prepositions Commands, exclamation, questions Adverbials of time Commas in a list Question marks, exclamation marks</p>	 <p>Outcomes: Persuasive posters, comparisons, warning posters, speech bubbles, diary entries, letters of advice, certificates Main Outcomes: Information booklet Purposes: Persuade, instruct, reflect, inform Grammar coverage: Topic specific vocabulary Imperative verbs -inf suffix Superlatives -est Questions, exclamations Comparative conjunctions (but, and) Commands, statements Subordination (because) Adverbials of time Capital letters for proper nouns Question marks, exclamation marks Apostrophes for contraction Regular/irregular past tense verbs Present progressive Subheadings</p>  <p>Outcomes: Persuasive posters, instructions, setting description, captions, postcards, diary entries Main Outcomes: Guidebook Purposes: Instruct, persuade, describe, inform, recount Grammar coverage: Imperative verbs -ful/-less/-ment/-ness/-est suffix Questions, commands, exclamations Expanded noun phrases Prepositions Subordination (because, if) Capital letters for proper nouns Question marks, exclamation marks Adverbials of time</p>	

				Sequencing sentences to form narratives	Present tense verbs, simple past -ed Paragraphs	Consistent present tense Regular/irregular verbs First/second person Paragraphs and subheadings
	<p>Number - Place Value</p> <ul style="list-style-type: none"> Counting forwards and backwards to 20, 50 Count numbers to 100 by making 10s Recognise the place value of each digit in a 2-digit number (Tens/Ones) Use a place value chart Partition numbers to 100 Read and write numbers to 100 in numerals and in words Flexibly partition numbers to 100 Write numbers to 100 in expanded form Explore numbers to 100 on a number line Estimate numbers on a number line Use place value and number facts to solve problems Compare objects and numbers to 100 Count in multiples of 2, 5 and 10 Count in multiples of 3 <p>Number - Addition and Subtraction</p> <ul style="list-style-type: none"> Addition and subtraction to 10 (bonds) Addition and subtraction to 20 (bonds) Compare number sentences Bonds to 100 (tens) Add and subtract 1 Add by making 10 Add three 1-digit numbers 	<p>Number - Addition and Subtraction</p> <ul style="list-style-type: none"> Add take away numbers not crossing 10 Add and subtract numbers crossing 10 10 more than 10 less than Add and subtract numbers using concrete objects, pictorial representations and mentally including: a 2-digit number and ones; a 2-digit number and tens; 2, 2-digit numbers Compare number sentences Missing number problems <p>Geometry – properties of shapes</p> <ul style="list-style-type: none"> Recognise 2D and 3D shapes Describe the properties of 2d shapes (including the number of sides and vertices) Draw 2D shapes Draw Lines of symmetry Use lines of symmetry to complete shapes Sort <u>2D shapes</u> Describe the properties of 3D shapes, including the number of edges, vertices and faces Sort 3D shapes Make patterns with 2D and 3D shapes 	<p>Measurement – Money</p> <ul style="list-style-type: none"> Recognise coins (p and £) Recognise notes Count money (coins and notes) Add coins together Make amounts/totals Use p and £ sign Compare money Understand the value of coins Find the difference/give change 2 Step word problems <p>Number - Multiplication and Division</p> <ul style="list-style-type: none"> Recognising, making and adding equal groups Complete multiplication sentences Use arrays Making and sharing equal groups 2 Times tables Divide by 2 Double numbers Odd and even numbers Times table 5, 10 Divide 5, 10 	<p>Measurement - Length and Height</p> <ul style="list-style-type: none"> Measure length (cm and M) Compare length and height Order lengths and heights Complete 4 operations (+, -, x /) with length and heights <p>Measurement – Mass, capacity and temperature</p> <ul style="list-style-type: none"> Compare mass Measure in g and kg Complete 4 operations (+, -, x /) with mass Compare volume and capacity Measure in ml and l Complete 4 operations (+, -, x /) with volume and capacity Develop understanding of temperature Measure and compare temperature in C 	<p>Number – Fractions</p> <ul style="list-style-type: none"> Work with parts and wholes Make equal parts Recognise and find half Recognise and find a quarter Recognise and find a third Develop understanding of unit and non-unit fractions Recognise equivalent fractions $\frac{1}{2}$ and $\frac{2}{4}$ Find $\frac{3}{4}$ Count in fractions Solve problems including fractions <p>Measurement – Time</p> <ul style="list-style-type: none"> Tell time to the hour Tell time to half hour Tell time to $\frac{1}{4}$ past and $\frac{1}{4}$ to Tell time to 5 minutes Write the time Understand hours and days Compare durations of time 	<p>Statistics -</p> <ul style="list-style-type: none"> Making tally charts Interpret tally charts Draw and interpret pictograms 1-1 Draw and interpret pictograms 2,5,10 Complete block diagrams <p>Geometry – Position and Direction</p> <ul style="list-style-type: none"> Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line. (Position and movement) Distinguish between rotation as a turn and in terms of right angles for quarter, half and $\frac{3}{4}$ turns (clockwise and anti-clockwise) Making patterns with shapes

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geography</p>	<p>Let's Explore the World Using an atlas; Using a compass; Using map keys; Locating the equator, Northern and Southern Hemispheres and North and South Poles; Hot, temperate and cold places; Comparing England to Somalia; Sustainability; Fieldwork</p> <ul style="list-style-type: none"> • Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities. • Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books). • Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country. • Describe how human behaviour can be beneficial to local and global environments, now and in the longer term. • Describe simple weather patterns of hot and cold places. • Describe ways to improve the local environment. • Draw or read a range of simple maps that use symbols and a key. • Identify characteristics of the four countries and major cities of the UK. • Locate the equator and the North and South Poles on a world map or globe. • Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe. • Use simple compass directions to describe the location of features or a route on a map. 	<p>Coastline Maps, globes and atlases; World seas and oceans; Human and physical features; Locational language; Compass directions; Physical processes – erosion; Changes over time; Tourism</p> <ul style="list-style-type: none"> • Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe. • Use simple compass directions to describe the location of features or a route on a map. • Draw or read a range of simple maps that use symbols and a key. • Describe how an environment has or might change over time. • Describe, in simple terms, the effects of erosion. • Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books). • Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities. 			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">History</p>	<p>Movers and Shakers Historical models; Exploring significance; Local historically significant person; Historical vocabulary; Chronology and timelines; Historically significant artists, activists, explorers, monarchs and scientists; Facts and opinions; Memorials; Significant people – Captain James Cook, Christopher Columbus, Claude Monet, Elizabeth Fry, Emmeline Pankhurst, Florence Nightingale, Henry VIII, Isaac Newton, Joseph Lister, Mahatma Gandhi, Marie Curie, Martin Luther King Jr, Mary Anning, Neil Armstrong, Paul Cezanne, Queen Victoria, Roald Amundsen, Rosa Parks, Vasco da Gama, Vincent van Gogh, William Shakespeare</p> <ul style="list-style-type: none"> • Describe and explain the importance of a significant individual's achievements on British history. • Describe how an aspect of life has changed over time. • Describe, in simple terms, the importance of local events, people and places. • Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it. • Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography. • Sequence significant information in chronological order. 		<p>Coastline - Jobs in the past; Significant people – Captain Cook</p> <ul style="list-style-type: none"> • Describe the everyday lives of people in a period within or beyond living memory. • Describe what it was like to live in a different period. • Use historical models to make judgements about significance and describe the impact of a significant historical individual. 		<p>Magnificent Monarchs Historical vocabulary; Historical periods; Timelines; Power and rule; Historical artefacts; Significant people - Alfred the Great, William the Conqueror; Henry VIII, Elizabeth I, Queen Victoria, Elizabeth II; Bayeux tapestry; Feudal system; Actions and impact; Historical models</p> <ul style="list-style-type: none"> • Describe and explain the importance of a significant individual's achievements on British history. • Describe how an aspect of life has changed over time. • Describe the hierarchy of a past society. • Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it. • Explain why an event from the past is significant. • Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography. • Sequence significant information in chronological order. • Use historical models to make judgements about significance and describe the impact of a significant historical individual. • Use the historical terms year, decade and century.

	<ul style="list-style-type: none"> • Use historical models to make judgements about significance and describe the impact of a significant historical individual. • Use historical sources to begin to identify viewpoint. 				
<p style="text-align: center;">Science</p>	<p>Human Survival Human life cycle; Human needs for health and survival; Healthy lifestyle; Bodily hygiene routines; Handwashing investigation; How germs spread.</p> <ul style="list-style-type: none"> • Ask and answer scientific questions about the world around them. • Begin to notice patterns and relationships in their data and explain what they have done and found out using simple scientific language. • Describe the importance of a healthy lifestyle, including exercise, a balanced diet, good quality sleep and personal hygiene. • Describe the stages of human development (baby, toddler, child, teenager, adult and elderly). • Describe what humans need to survive. • Follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their questions. • Observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explaining their reasoning. • Use a range of methods (tables, charts, diagrams and Venn diagrams) to gather and record simple data with some accuracy. • Use simple equipment to measure and make observations. <p>Working scientifically: Identifying and classifying, Observing changes over time, Comparative test, Pattern seeking, Research</p>	<p>Habitats Exploring habitats; Living and non-living things; Identifying plants and animals in a habitat; Animal shelter and food; Food chains; Animal adaptations; Camouflage investigation; Plant adaptations.</p> <ul style="list-style-type: none"> • Ask and answer scientific questions about the world around them. • Compare and group things that are living, dead or have never been alive. • Describe a range of local habitats and habitats beyond their locality (beaches, rainforests, deserts, oceans and mountains) and what all habitats provide for the things that live there. • Explain how animals, including humans, need water, food, air and shelter to survive. • Follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their questions. • Identify and name a variety of plants and animals in a range of habitats and microhabitats. • Interpret and construct simple food chains to describe how living things depend on each other as a source of food. • Observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explaining their reasoning. • Use a range of methods (tables, charts, diagrams and Venn diagrams) to 	<p>Use of materials Identifying materials and their properties; Shaping materials; Uses of materials; Linking properties to use; Sustainability and recycling.</p> <ul style="list-style-type: none"> • Ask and answer scientific questions about the world around them. • Begin to notice patterns and relationships in their data and explain what they have done and found out using simple scientific language. • Compare the suitability of a range of everyday materials for particular uses, including wood, metal, plastic, glass, brick, rock, paper and cardboard. • Describe how some objects and materials can be changed and how these changes can be desirable or undesirable. • Follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their questions. • Observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explaining their reasoning. • Use a range of methods (tables, charts, diagrams and Venn diagrams) to gather and record simple data with some accuracy. • Use simple equipment to measure and make observations. <p>Working scientifically: Identifying and classifying, Pattern seeking, Comparative tests, Research</p>	<p>Plant Survival Plant parts; Seasonal changes in plants; Investigating germination; Investigating plant growth; Unusual plants.</p> <ul style="list-style-type: none"> • Ask and answer scientific questions about the world around them. • Begin to notice patterns and relationships in their data and explain what they have done and found out using simple scientific language. • Describe a range of local habitats and habitats beyond their locality (beaches, rainforests, deserts, oceans and mountains) and what all habitats provide for the things that live there. • Describe how plants need water, light and a suitable temperature to grow and stay healthy. • Follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their questions. • Identify and name a variety of plants and animals in a range of habitats and microhabitats. • Observe and describe how seeds and bulbs change over time as they grow into mature plants. • Observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explaining their reasoning. • Use a range of methods (tables, charts, diagrams and Venn diagrams) to gather and record simple data with some accuracy. • Use simple equipment to measure and make observations. 	<p>Animal survival Habitats; Invertebrates and invertebrate groups; Microhabitats; Animal needs for survival; Food chains; Human impact on habitats; Animal offspring; Lifecycles – amphibians, birds, invertebrates, mammals and reptiles; Seasonal changes in animals; Habitat improvements.</p> <ul style="list-style-type: none"> • Ask and answer scientific questions about the world around them. • Begin to notice patterns and relationships in their data and explain what they have done and found out using simple scientific language. • Compare the suitability of a range of everyday materials for particular uses, including wood, metal, plastic, glass, brick, rock, paper and cardboard. • Describe a range of local habitats and habitats beyond their locality (beaches, rainforests, deserts, oceans and mountains) and what all habitats provide for the things that live there. • Describe the basic life cycles of some familiar animals (egg, caterpillar, pupa, butterfly; egg, chick, chicken; spawn, tadpole, froglet, frog). • Describe typical UK seasonal weather patterns. • Explain how animals, including humans, need water, food, air and shelter to survive. • Follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their questions. • Identify and name a variety of plants and animals in a range of habitats and microhabitats. • Interpret and construct simple food chains to describe how living things depend on each other as a source of food. • Observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explaining their reasoning. • Use a range of methods (tables, charts, diagrams and Venn diagrams) to gather and record simple data with some accuracy. • Use simple equipment to measure and make observations. <p>Working scientifically: Identifying and classifying, Observing changes over time; Pattern seeking; Research</p>

		gather and record simple data with some accuracy. Working scientifically: Identifying and classifying, Research, Pattern seeking		Working scientifically: Observing changes over time, Identifying and classifying, Pattern seeking, Comparative test, Research		
R.E.	<p>Hannukah Hanukah (Judaism-Jewish Festival of Light in Dec)</p> <ul style="list-style-type: none"> Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. 	<p>Christmas Christmas (Christianity-Birth of Jesus)</p> <ul style="list-style-type: none"> Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. Discuss good and not so good feelings and develop simple strategies for managing feelings. Recognise some different symbols and actions, which 	<p>Losar Losar (Buddhism-Tibetan New Year)</p> <ul style="list-style-type: none"> Demonstrate that they can share opinions and feelings and explain views through discussions with one other person and the whole class. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. Demonstrate that they can share opinions and feelings and explain views through discussions with one other person and the whole class. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. 	<p>Amand Karaj Anand Karaj (Sikhism-Sikh Marriage Festival)</p> <ul style="list-style-type: none"> Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. Find out about and respond with ideas to examples of cooperation between people who are different. Discuss good and not so good feelings and develop simple strategies for managing feelings. Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities. 	<p>Jumu'ah Jumu'ah (Islam-Friday Prayer for men. Special Books)</p> <ul style="list-style-type: none"> Demonstrate that they can share opinions and feelings and explain views through discussions with one other person and the whole class. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities. Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities. 	<p>Navratri Navratri (Hinduism-Festival celebrating Hindu Deity Durga -Good over evil)</p> <ul style="list-style-type: none"> Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. Ask and respond to questions about what individuals and

	<ul style="list-style-type: none"> Find out about questions of right and wrong and begin to express their ideas and opinions in response. Notice and respond sensitively to some similarities between different religions and world views. 	<p>express a community's way of life, appreciating some similarities between communities.</p> <ul style="list-style-type: none"> Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. 	<ul style="list-style-type: none"> Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry. 	<ul style="list-style-type: none"> Notice and respond sensitively to some similarities between different religions and world views. 	<ul style="list-style-type: none"> Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. Notice and respond sensitively to some similarities between different religions and world views. 	<p>communities do, and why, so that pupils can identify what difference belonging to a community might make.</p> <ul style="list-style-type: none"> Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry.
PSHE (including RSHE)	<p>Keeping/Staying Safe & Keeping/Staying Healthy</p> <ul style="list-style-type: none"> Know the reasons to make sure your laces are tied and learn how to tie up laces properly Know rules to keep yourself and others safe Understand the differences between safe and risky choices School Council and Green Team elections Know that food is needed for our bodies to be healthy and to grow and understand that some foods are better for good health than others Be able to list different types of healthy food Understand how to keep yourself and others healthy Understand why we need to brush our teeth Be able to practise brushing your teeth Now the differences between healthy and unhealthy choices <p>Be able to develop strategies to help you remember to brush your teeth when you forget, are tired, or busy</p>	<p>Relationships</p> <ul style="list-style-type: none"> Be able to name a range of feelings Understand why we should care about other people's feelings Be able to see and understand bullying behaviours Know how to cope with these bullying behaviours Be able to recognise and name a range of feelings Understand that feelings can be shown without words Be able to see a situation from another person's point of view <p>Understand why it is important to care about other people's feelings</p>	<p>Being Responsible</p> <ul style="list-style-type: none"> Be able to name ways you can improve in an activity or sport Understand the importance of trying hard and not giving up Be able to see the benefits of practising an activity or sport Be able to learn ways to set goals and work to reach them Know how you can help other people Be able to recognise kind and thoughtful behaviours and actions Understand the risks of talking to people you don't know very well in the community <p>Be able to identify the differences between being responsible and being irresponsible</p>	<ul style="list-style-type: none"> Understand how your online actions can affect others Be able to name the positive and negative ways you can use technology Know the risks of sharing images without permission and the types of images that you should and should not post online Understand how your online activity can affect others, identifying the positives and negatives of using technology Know who and how to ask for help Be able to list rules for keeping and staying safe Be able to identify how we can look after living things both inside and outside of the home Recognise why it is important to keep our communities and countryside clean Be able to encourage others to help keep their communities and countryside clean Understand different ways we can receive money and know how to keep money safe Be able to describe the skills you may need in a future job or career Be able to recognise the differences between wants and needs 	<p>Hazard Watch</p> <ul style="list-style-type: none"> Is it safe to eat or drink? Is it safe to play with be able to name potential dangers in different environments know what food and drink items are safe or unsafe to eat or drink 	<p>Change and Transitions</p> <p>Fire Safety</p> <ul style="list-style-type: none"> be able to show my knowledge of fire safety to others be able to practise simple ways of staying safe and finding help be able to recognise how drivers can be distracted Can describe some of the biological differences between male and female animals. Understand that the creation of new life requires a male and a female. Learn that female mammals give birth and nurse their young • Understand that all living things including humans start life as babies. Can identify key stages in the human life-cycle. Understand some ways that they have changed since they were babies That they are growing and changing
Art & Design	<p>Mix it</p> <p>Colour theory; Colour wheel; Primary and secondary colours</p> <ul style="list-style-type: none"> Analyse and evaluate their own and others' work using artistic vocabulary. Describe similarities and differences between 	<p>Still Life</p> <p>Still life; Colour study; Compositions</p> <ul style="list-style-type: none"> Analyse and evaluate their own and others' work using artistic vocabulary. Describe similarities and differences between artwork on a common theme. 	<p>Flowerhead</p> <p>Analysing artwork; Exploring visual elements – colour, shape, form, texture and pattern; Significant artist – Yayoi Kusama; Drawing; Printmaking; 3-D forms</p> <ul style="list-style-type: none"> Analyse and evaluate their own and others' work using artistic vocabulary. 	<p>Portraits and Poses</p> <p>Portraiture; Royal portraits; Sketching; Digital artwork</p> <ul style="list-style-type: none"> Analyse and evaluate their own and others' work using artistic vocabulary. Explain why a painting, piece of artwork, body of work or artist is important. 		

	<p>artwork on a common theme.</p> <ul style="list-style-type: none"> • Identify and mix secondary colours. • Press objects into a malleable material to make textures, patterns and imprints. • 	<ul style="list-style-type: none"> • Draw, paint and sculpt natural forms from observation, imagination and memory. • Identify and mix secondary colours. • Make simple sketches to explore and develop ideas. 	<ul style="list-style-type: none"> • Create a range of textures using the properties of different types of paper. • Describe similarities and differences between artwork on a common theme. • Draw or paint features of landscape from memory, imagination or observation, with some attention to detail. • Draw, paint and sculpt natural forms from observation, imagination and memory. • Identify and mix secondary colours. • Make simple sketches to explore and develop ideas. • Press objects into a malleable material to make textures, patterns and imprints. • Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space. • Use the properties of various materials, such as clay or polystyrene, to develop a block print. 		<ul style="list-style-type: none"> • Make simple sketches to explore and develop ideas. • Represent the human form, including face and features, from observation, imagination or memory. 	
DT	<p>Remarkable Recipes Sources of food; Kitchen tools; Reading recipes; Hygiene rules; Making a school meal</p> <ul style="list-style-type: none"> • Describe the types of food needed for a healthy and varied diet and apply the principles to make a simple, healthy meal. • Explain how closely their finished products meet their design criteria and say what they could do better in the future. • Explain why a designer or inventor is important. • Generate and communicate their ideas through a range of different methods. • Identify the origin of some common foods (milk, eggs, some meats, common fruit and vegetables). • Prepare ingredients by peeling, grating, chopping and slicing. • Select the appropriate tool for a task and explain their choice. • Work safely and hygienically in construction and cooking activities. 		<p>Beach Hut Structures – strengthening and joining</p> <ul style="list-style-type: none"> • Choose appropriate components and materials and suggest ways of manipulating them to achieve the desired effect. • Explain how closely their finished products meet their design criteria and say what they could do better in the future. • Explore how a structure can be made stronger, stiffer and more stable. • Generate and communicate their ideas through a range of different methods. • Select the appropriate tool for a task and explain their choice. 		<p>Cut, Stitch and Join Everyday fabric products; Significant designer – Cath Kidston; Sewing patterns; Running stitch; Adding embellishments; Designing and making a bag tag</p> <ul style="list-style-type: none"> • Add simple decorative embellishments, such as buttons, prints, sequins and appliqué. • Choose appropriate components and materials and suggest ways of manipulating them to achieve the desired effect. • Compare different or the same products from the same or different brands. • Explain how an everyday product could be improved. • Explain how closely their finished products meet their design criteria and say what they could do better in the future. • Explain why a designer or inventor is important. • Generate and communicate their ideas through a range of different methods. 	

						<ul style="list-style-type: none"> Select the appropriate tool for a task and explain their choice. Use different methods of joining fabrics, including glue and running stitch.
Music	Hands, Feet and Heart <ul style="list-style-type: none"> Find the pulse of a piece of music and recognise it is the heartbeat of the song. Recognise instruments that they can hear in a piece of music Create simple rhythms recognising this is different to the pulse Use a glockenspiel to play G, A and C during an instrumental section of music. 	Performance and production <ul style="list-style-type: none"> Learn and perform nativity songs and Christmas carols Effectively practise, rehearse & present performances to audiences with a growing awareness of the people watching. 	I Wanna Play in a Band <ul style="list-style-type: none"> Copy and clap back rhythms. Make up your own rhythms and perform to a group. Playing instruments using up to three notes F or D and C. Perform as a class and introduce your performance to an audience. 	Recorder <ul style="list-style-type: none"> Read music Follow and repeat a pattern Hold instruments using the correct techniques with respect Understand the pulse and internalise it when listening to a piece of music 	Friendship Song <ul style="list-style-type: none"> Move to the pulse and rhythm of the music. Sing in two parts in groups and as a class. Play the glockenspiel using C, E and G. Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D or E. 	Reflect, Rewind and Replay <ul style="list-style-type: none"> Revisit songs and musical activities, a Listen and appraise classical music Play instruments with a song Improvise using voices and instruments
Computing	Computing Systems and Networks – IT around us Recognise the uses and features of information technology <ul style="list-style-type: none"> identify examples of computers describe some uses of computers identify that a computer is a part of IT Identify the uses of information technology in the school <ul style="list-style-type: none"> identify examples of IT sort school IT by what it's used for identify that some IT can be used in more than one way Identify information technology beyond school <ul style="list-style-type: none"> find examples of information technology sort IT by where it is found talk about uses of information technology Explain how information technology helps us <ul style="list-style-type: none"> recognise common types of technology demonstrate how IT devices work together say why we use IT Explain how to use information technology safely	Creating Media – Digital photography Use a digital device to take a photograph <ul style="list-style-type: none"> recognise what devices can be used to take photographs talk about how to take a photograph explain what I did to capture a digital photo Make choices when taking a photograph <ul style="list-style-type: none"> explain the process of taking a good photograph take photos in both landscape and portrait format explain why a photo looks better in portrait or landscape format Describe what makes a good photograph <ul style="list-style-type: none"> identify what is wrong with a photograph discuss how to take a good photograph improve a photograph by retaking it Decide how photographs can be improved <ul style="list-style-type: none"> explore the effect that light has on a photo 	Programming A – Robot algorithms Describe a series of instructions as a sequence <ul style="list-style-type: none"> follow instructions given by someone else choose a series of words that can be acted out as a sequence give clear instructions Explain what happens when we change the order of instructions <ul style="list-style-type: none"> use the same instructions to create different algorithms use an algorithm to program a sequence on a floor robot show the difference in outcomes between two sequences that consist of the same instructions Use logical reasoning to predict the outcome of a program <ul style="list-style-type: none"> follow a sequence predict the outcome of a sequence compare my prediction to the program outcome Explain that programming projects can have code and artwork <ul style="list-style-type: none"> explain the choices that made for a mat design identify different routes around my mat test the mat to make sure that it is usable 	Data and information – Pictograms Recognise that we can count and compare objects using tally charts <ul style="list-style-type: none"> record data in a tally chart represent a tally count as a total compare totals in a tally chart Recognise that objects can be represented as pictures <ul style="list-style-type: none"> enter data onto a computer use a computer to view data in a different format use pictograms to answer simple questions about objects Create a pictogram <ul style="list-style-type: none"> organise data in a tally chart use a tally chart to create a pictogram explain what the pictogram shows Select objects by attribute and make comparisons <ul style="list-style-type: none"> tally objects using a common attribute create a pictogram to arrange objects by an attribute answer 'more than'/'less than' and 'most/least' questions about an attribute Recognise that people can be described by attributes <ul style="list-style-type: none"> choose a suitable attribute to 	Creating Media – Digital Music Say how music can make us feel <ul style="list-style-type: none"> identify simple differences in pieces of music describe music using adjectives say likes and dislikes about a piece of music Identify that there are patterns in music <ul style="list-style-type: none"> create a rhythm pattern play an instrument following a rhythm pattern explain that music is created and played by humans Experiment with sound using a computer <ul style="list-style-type: none"> connect images with sounds use a computer to experiment with pitch relate an idea to a piece of music Use a computer to create a musical pattern <ul style="list-style-type: none"> identify that music is a sequence of notes explain how my music can be played in different ways refine musical pattern on a computer Create music for a purpose	Programming B – Programming Quizzes Explain that a sequence of commands has a start <ul style="list-style-type: none"> identify the start of a sequence identify that a program needs to be started show how to run program Explain that a sequence of commands has an outcome <ul style="list-style-type: none"> predict the outcome of a sequence of commands match two sequences with the same outcome change the outcome of a sequence of commands Create a program using a given design <ul style="list-style-type: none"> work out the actions of a sprite in an algorithm decide which blocks to use to meet the design build the sequences of blocks needed Change a given design <ul style="list-style-type: none"> choose backgrounds for the design choose characters for the design create a program based on the new design Create a program using own design

	<ul style="list-style-type: none"> list different uses of information technology talk about different rules for using IT say how rules can help keep me safe <p>Recognise that choices are made when using information technology</p> <ul style="list-style-type: none"> identify the choices that I make when using IT use IT for different types of activities explain the need to use IT in different ways 	<ul style="list-style-type: none"> experiment with different light sources explain why a picture may be unclear <p>Use tools to change an image</p> <ul style="list-style-type: none"> recognise that images can be changed use a tool to achieve a desired effect explain choices <p>Recognise that photos can be changed</p> <ul style="list-style-type: none"> apply a range of photography skills to capture a photo recognise which photos have been changed identify which photos are real and which have been changed 	<p>Design an algorithm</p> <ul style="list-style-type: none"> explain what algorithm should achieve create an algorithm to meet a goal use algorithm to create a program <p>Create and debug a written program</p> <ul style="list-style-type: none"> test and debug each part of the program plan algorithms for different parts of a task put together the different parts of program 	<p>compare people</p> <ul style="list-style-type: none"> collect the data needed create a pictogram and draw conclusions from it <p>Explain that we can present information using a computer</p> <ul style="list-style-type: none"> use a computer program to present information in different ways share findings using a computer give simple examples of why information should not be shared 	<ul style="list-style-type: none"> create a rhythm which represents an animal I've chosen create an animal's rhythm on a computer add a sequence of notes to rhythm <p>Review and refine our computer work</p> <ul style="list-style-type: none"> review work explain how work was changed listen to music and describe how it makes me feel 	<ul style="list-style-type: none"> choose the images for own design create an algorithm build sequences of blocks to match own design <p>Decide how own project can be improved</p> <ul style="list-style-type: none"> compare own project to own design improve own project by adding features debug own program
P.E.	<p>Gymnastics</p> <ul style="list-style-type: none"> Safe preparation of gymnastics equipment Travelling with change of speed and direction The correct positioning for teddy bear and forward rolls How to perform movement sequences How to develop awareness through varying balances. Give reasons why physical activity is good for their health. Identify differences between theirs and other performances Link several movements together with control and coordination Show awareness of and ability to perform with others <p>Football</p> <p>Net/Team games</p> <ul style="list-style-type: none"> Kicking accurately towards a target Travelling whilst moving a ball with your feet/apparatus Knowledge of stronger and weaker sides of the body Dribbling around various cones and objects 	<p>Multi-Skills</p> <ul style="list-style-type: none"> Describe how their body feels during different activities Recognise change in body temperature, heart rate and breathing. Give reasons why physical activity is good for their health <p>Ball Control</p> <ul style="list-style-type: none"> Select and perform appropriate kicking, rolling, striking, throwing, catching and gathering techniques confidently using different parts of their body. To throw and catch accurately in a group situation or with a partner. To accurately aim an object or ball into a target <p>Invasion</p> <ul style="list-style-type: none"> Show a good awareness of others in running, chasing and avoiding games, making simple decisions about when, where and at what speed to run Move confidently in a range of ways safely negotiating space 	<p>Cricket</p> <p>Team games/Ball Control</p> <ul style="list-style-type: none"> Selecting cricket equipment How to hold the bat How to ball correctly. How to strike correctly. Aim and target the ball Confidently use skills and actions appropriately, apply them with control and coordination while travelling or in competitive situations Select and perform appropriate kicking, rolling, striking, throwing, catching and gathering techniques confidently using different parts of their body <p>Tactics</p> <ul style="list-style-type: none"> Choose and use tactics to suit different situations, and reacts in a way that makes it difficult for their opponents Aiming with accuracy into space to use skills against opponent's Understand how to score in a game Choose a good place to stand for receiving the ball and explain why 	<p>Dance</p> <ul style="list-style-type: none"> Demonstrate happy and energetic dynamics Use the space to create different formations Sequence a routine Perform individually, as part of a group and with a partner. <p>Football</p> <p>Net/Team games</p> <ul style="list-style-type: none"> Kicking accurately towards a target Travelling whilst moving a ball with your feet/apparatus Knowledge of stronger and weaker sides of the body Dribbling around various cones and objects Kicking the ball confidently with the inside of your foot How to pass a ball to a team member <p>Tactics</p> <ul style="list-style-type: none"> Understand how to score in a game. Recognise how to find space in a game Choose and use skills effectively for games and try to win by changing the way 	<p>Multi-Skills</p> <ul style="list-style-type: none"> Describe how their body feels during different activities Recognise change in body temperature, heart rate and breathing. Give reasons why physical activity is good for their health <p>Ball Control</p> <ul style="list-style-type: none"> Select and perform appropriate kicking, rolling, striking, throwing, catching and gathering techniques confidently using different parts of their body. To throw and catch accurately in a group situation or with a partner. To accurately aim an object or ball into a target <p>Invasion</p> <ul style="list-style-type: none"> Show a good awareness of others in running, chasing and avoiding games, making simple decisions about when, where and at what speed to run 	<p>Tennis</p> <ul style="list-style-type: none"> Aiming, striking & following through towards a target Hitting an object with varying power using a racket Hitting a ball or object towards a partner Complete a forearm strike. Work effectively with a partner. <p>Cricket</p> <ul style="list-style-type: none"> Selecting cricket equipment How to hold the bat How to ball correctly. How to strike correctly. Aim and target the ball Confidently use skills and actions appropriately, apply them with control and coordination while travelling or in competitive situations Select and perform appropriate kicking, rolling, striking, throwing, catching and gathering techniques confidently using different parts of their body <p>Tactics</p>

	<ul style="list-style-type: none"> • Kicking the ball confidently with the inside of your foot • How to pass a ball to a team member <p>Tactics</p> <ul style="list-style-type: none"> • Understand how to score in a game. • Recognise how to find space in a game • Choose and use skills effectively for games and try to win by changing the way they use skills in response to an opponent's actions • Choose and use tactics to suit different situations and reacts in a way that makes it difficult for their opponents • Choose a good place to stand for receiving the ball and explain why • Compete with self and others 	<ul style="list-style-type: none"> • Move smoothly from a controlled balance to a different controlled balance or a travelling movement <p>Tactics</p> <ul style="list-style-type: none"> • Manage equipment necessary for activity confidently and carefully • Understand and know the basic rules of games and know what is required to win them • Play a role in a group situation over a sustained period of time • Basic understanding of tactics and use these in a game situation. 	<p>Yoga</p> <ul style="list-style-type: none"> • Give reasons why physical activity is good for their health. • Confidently use skills and actions appropriately, apply them with control and coordination while travelling or in competitive situations • Experiment with dynamics, levels, directions and actions in response to a variety of stimuli • Identify differences between theirs and other performances • Describe what makes good dance phrase and use their observations about how performances are similar/different to others to improve their own performance 	<p>they use skills in response to an opponent's actions</p> <ul style="list-style-type: none"> • Choose and use tactics to suit different situations and reacts in a way that makes it difficult for their opponents • Choose a good place to stand for receiving the ball and explain why • Compete with self and others 	<ul style="list-style-type: none"> • Move confidently in a range of ways safely negotiating space • Move smoothly from a controlled balance to a different controlled balance or a travelling movement • Manage equipment necessary for activity confidently and carefully 	<ul style="list-style-type: none"> • Choose and use tactics to suit different situations, and reacts in a way that makes it difficult for their opponents • Aiming with accuracy into space to use skills against opponent's • Understand how to score in a game • Choose a good place to stand for receiving the ball and explain why
	<p>Invasion</p> <ul style="list-style-type: none"> • Show a good awareness of others in running, chasing and avoiding games, making simple decisions about when, where and at what speed to run • Move confidently in a range of ways safely negotiating space • Move smoothly from a controlled balance to a different controlled balance or a travelling movement • Manage equipment necessary for activity confidently and carefully 	<p>Gymnastics</p> <ul style="list-style-type: none"> • Safe preparation of gymnastics equipment • Travelling with change of speed and direction • The correct positioning for teddy bear and forward rolls • How to perform movement sequences • How to develop awareness through varying balances. • Give reasons why physical activity is good for their health. • Identify differences between theirs and other performances • Link several movements together with control and coordination • Show awareness of and ability to perform with others 	<p>Multi-Skills</p> <ul style="list-style-type: none"> • Describe how their body feels during different activities • Recognise change in body temperature, heart rate and breathing. • Give reasons why physical activity is good for their health <p>Ball Control</p> <ul style="list-style-type: none"> • Select and perform appropriate kicking, rolling, striking, throwing, catching and gathering techniques confidently using different parts of their body. • To throw and catch accurately in a group situation or with a partner. • To accurately aim an object or ball into a target <p>Invasion</p> <ul style="list-style-type: none"> • Show a good awareness of others in running, chasing and avoiding games, making simple decisions about when, 	<p>Invasion</p> <ul style="list-style-type: none"> • Show a good awareness of others in running, chasing and avoiding games, making simple decisions about when, where and at what speed to run • Move confidently in a range of ways safely negotiating space • Move smoothly from a controlled balance to a different controlled balance or a travelling movement • Manage equipment necessary for activity confidently and carefully 	<p>Tactics</p> <ul style="list-style-type: none"> • Understand and know the basic rules of games and know what is required to win them • Play a role in a group situation over a sustained period of time • Basic understanding of tactics and use these in a game situation. 	<p>Athletics</p> <ul style="list-style-type: none"> • Running in a coordinated and fluent way over obstacles • Gain an awareness of throwing for distance. • Gain an awareness of jumping for distance and height

			<p>where and at what speed to run</p> <ul style="list-style-type: none"> • Move confidently in a range of ways safely negotiating space • Move smoothly from a controlled balance to a different controlled balance or a travelling movement • Manage equipment necessary for activity confidently and carefully <p>Tactics</p> <ul style="list-style-type: none"> • Understand and know the basic rules of games and know what is required to win them • Play a role in a group situation over a sustained period of time • Basic understanding of tactics and use these in a game situation. 			
LOtC		Christmas Production Forest School	RNLI Visit	The Beacon Museum Whitehaven Bassenfell Manor Residential		Forest School Lowther Castle Little Lifers First Aid Training Hindu Workshop

SEATON ACADEMY