



Warton St Paul's

Church of England Primary Academy

A member of **CDARI**

YEAR ONE AND TWO LONG TERM PLAN A


	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>GENERAL THEMES</p> <p><i>NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION</i></p> <p><i>WELL-BEING & BEHAVIOUR FOR LEARNING</i></p>	<p>UP, UP AND AWAY</p> <p>Animals around the world Continents and oceans Traditional Tales - <i>Inside the Villains</i> Moving vehicles</p>	<p>GLOBAL INSPIRATIONS</p> <p>Stories from other cultures - Pattan's pumpkin <i>All aboard for the Bobo road</i> Biographies Black History Month Yayoi Kusama - Dot artwork</p>	<p>CHINA</p> <p>Chinese New Year The Great Race story Dragons Food - tasting chinese food, making simple foods Animals around the world Comparison between UK and Non-European place Stories with familiar settings - <i>Mr Majeika</i></p>	<p>THE GREAT FIRE</p> <p>The Great Fire of London Guy Fawkes Festival of Light Fire safety Firefighters then and now Diary writing Poetry</p>	<p>MARVELLOUS MEDICINE</p> <p>Nurses Wartime Safety around medicine Healthy Humans Exercise and balanced diets Observing, drawing and sculpting humans</p>	<p>ENCHANTED WOODLAND</p> <p>Plants and growth Gardening Maps and aerial photographs of the school grounds and local areas Stories by the same author - <i>Anthony Browne</i> School Trip to Brockholes</p>

POSSIBLE TEXTS	Traditional Tales - <i>Jack and the Baked beanstalk</i> Non-Fiction Non chronological report Big Cats Little People, Big Dreams David Attenborough - <i>Non-Fiction</i> How to help a hedgehog and protect a polar bear (13 different habitats) - <i>Non-Fiction</i>	<i>David Attenborough Little People Big Dreams</i> <i>Greta Thunberg</i>	Stories with familiar settings - <i>Mr Majeika</i> How to catch a dragon - Caryl Hart <i>Non-Fiction Instructions</i>	Great fire of London - <i>Non-fiction text</i> Toby and the great fire of London <i>-Narrative</i> The Bonfire at Night - Enid Blyton - <i>Classic Poetry</i> London's burning rhyme - <i>Nursery Rhyme</i>	George's Marvellous Medicine - Roald Dahl Zog and the Flying Doctors - <i>Stories with a repetitive pattern</i> Florence Nightingale and Mary Seacole - <i>Non-Fiction non-chron reports and information</i>	The enchanted wood - Enid Blyton Stories by the same author - <i>Anthony Browne stories e.g. Gorilla , Willy and the cloud, What if?</i> Ten Seeds (seed dispersal) - <i>Non-Fiction Explanation</i>
THEME DAYS AND ENRICHMENT WEEKS	Remembrance Day Harvest Time Roald Dahl Day Maths Week	Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Hannukah Black History Month Remembrance day Road Safety World Space Week Children in Need Anti- Bullying Week	Chinese New Year LENT Valentine's Day Internet Safety Day Pirate Day World Book Day Reading Week	Easter time Mother's Day Queen's Birthday Science Week Easter Egg Hunt	Start of Ramadan Eid D-Day	Father's Day Sport/Healthy Eating Week World Environment Day Anniversary of the NHS School Trip Forest School Outdoor day

ASSESSMENT OPPORTUNITIES	Formative assessment Baseline opportunities in Phonics, Maths and Writing Half termly assessments in	Half termly assessments in Phonics, English and Maths Mock SAT's Papers for Reading, SPAG and maths	Half termly assessments in Phonics, English and Maths	Half termly assessments in Phonics, English and Maths Mock SAT's Papers for Reading, SPAG and maths	Half termly assessments in Phonics, English and Maths Phonics Screening Statutory Assessment	End of year summative assessments in English and Maths
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	Phonics, English and Maths				SAT's for reading, SPAG and maths	
PARENTAL INVOLVEMENT	Friday Open Afternoon Meet the Teacher Reading workshop	Friday Open Afternoon Nativity Maths workshop Parents Evening Book at Bedtime	Friday Open Afternoon Writing workshop Share a story Stay and Read morning	Friday Open Afternoon Parents Evening Art workshop / Gallery Share a story	Friday Open Afternoon Share a story Maths Morning – Look how far we have come!	Friday Open Afternoon Share a story Parents Evening Parent's Picnic

CHRISTIAN VALUES	Respect "Show respect for all people. Love the brothers and sisters of God's family. Respect God. Honour the king" Peter 2:17	Thankfulness "Give thanks in all circumstance; for this is God's will for you in Christ Jesus." Thessalonians 5:18	Friendship "A friend loves you all the time. A brother is always there to help you." Proverbs 17:17	Forgiveness "The Son paid for our sins, and in him we have forgiveness" Colossians 1:14	Truthfulness "Then you will know the truth. And the truth will make you free." John 8:32	Courage "Be strong and brave. Don't be afraid of them. Don't be frightened. The Lord your God will go with you. He will not leave you or forget you." Deuteronomy 31:6
BRITISH VALUES	Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected,	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and	Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected,	Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with	Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.







	<p>and celebrated.</p> <p>Democracy</p> <p>We all have the right to be listened to.</p> <p>We respect everyone and we value their different ideas and opinions.</p> <p>We have the opportunity to play with who we want to play with.</p> <p>We listen with intrigue and value and respect the opinions of others.</p>	<p>beliefs and for those without faith.</p>	<p>and celebrated.</p> <p>Rule of law</p> <p>We all know that we have rules at school that we must follow.</p> <p>We know who to talk to if we do not feel safe.</p> <p>We know right from wrong.</p> <p>We recognise that we are accountable for our actions.</p> <p>We must work together as a team when it is necessary.</p>	<p>We must work together as a team when it is necessary.</p>	<p>intrigue and value and respect the opinions of others.</p>	
PSHE	 My Happy Mind Curriculum Map.pdf					

YEAR ONE	<p>Phonics</p> <p>Red Rose Phonics Begin Phase 5a</p>	<p>Phonics</p> <p>Red Rose Phonics Begin Phase 5b</p>	<p>Phonics</p> <p>Red Rose Phonics Begin Phase 5c</p>	<p>Phonics</p> <p>Red Rose Phonics Continue 5c</p>	<p>Phonics</p> <p>Red Rose Phonics Continue 5c</p>	<p>Phonics</p> <p>Red Rose Phonics Consolidate Phase 5</p>
YEAR TWO	<p>Phonics Phase 5c consolidation</p> <p>No-Nonsense Spelling Scheme</p>	<p>Phonics No-Nonsense Spelling Scheme (Phase 6)</p>	<p>Phonics No-Nonsense Spelling Scheme (Phase 6)</p>	<p>Phonics No-Nonsense Spelling Scheme (Phase 6)</p>	<p>Phonics No-Nonsense Spelling Scheme (Phase 6)</p>	<p>Phonics No-Nonsense Spelling Scheme (Phase 6)</p>

	(Phase 6)					
ENGLISH WORD READING, COMPREHENSION, DEVELOPING A PASSION FOR READING Children will visit the library weekly	Colour LAPS Reading Planning for Progression - September 2016.pdf See LAP 1 Year One/Two		Colour LAPS Reading Planning for Progression - September 2016.pdf See LAP 2 Year One/Two		Colour LAPS Reading Planning for Progression - September 2016.pdf See LAP 3 Year One/Two	

	Narrative: Traditional tales with a twist Non-Fiction: Non chronological report Poetry: Animal Riddles WAC: Diary entry Letter home Setting description	Narrative: Stories from other cultures Non-Fiction: Meerkat Christmas (Postcards) WAC: Weather report from around the world	Narrative: Stories with familiar settings Non-Fiction: Instructions/persuasive advert WAC: Postcard from China	Narrative: Animal stories Non-Fiction: Diary writing Poetry: Classic Poems WAC: Historical recount/biography of The Great Fire	Narrative: Stories by the same author Non-Fiction: Non-Chronological reports/information leaflets WAC: Non-Chronological report about staying healthy	Narrative: Stories with repetitive patterns Non-Fiction: Explanations WAC: A leaflet for an area of interest from fieldwork
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WRITING	Mono LAPS Writing Planning for Progression - September 2016.pdf See LAP 1 Year One/Two Y2 Traditional Tales with a Twist.docx Y2 Non-chronological reports.docx Y2 Poems with a Structure- Riddles.docx	Mono LAPS Writing Planning for Progression - September 2016.pdf See LAP 2 Year One/Two Y2 Stories with Familiar Settings.docx Y2 Instructions.docx Y2 Animal Adventure Stories.docx Y2 Classic Poems.docx	Mono LAPS Writing Planning for Progression - September 2016.pdf See LAP 3 Year One/Two Y2 Stories by the Same Author1.docx

MATHS	GUIDED REASONING WILL BE PLANNED FOR EVERY FRIDAY RELATED TO THE OBJECTIVES LEARNT DURING THE WEEK WITH A FOCUS ON USING MATHEMATICAL LANGUAGE, PROBLEM SOLVING AND REASONING. OPPORTUNITIES TO PRACTICE SAT'S STYLE QUESTIONS TO BE PLANNED FOR DURING THIS TIME.					
	 Year 1 and 2 ...	 Year 1 and 2 ...	 Year 1 and 2 ...	 Year 1 and 2 ...	 Year 1 and 2 Ma...	 Year 1 and 2...

SCIENCE	DURING YEARS 1 AND 2, PUPILS SHOULD BE TAUGHT TO USE THE FOLLOWING PRACTICAL SCIENTIFIC METHODS, PROCESSES AND SKILLS THROUGH THE TEACHING OF THE PROGRAMME OF STUDY CONTENT: ASKING SIMPLE QUESTIONS AND RECOGNISING THAT THEY CAN BE ANSWERED IN DIFFERENT WAYS OBSERVING CLOSELY, USING SIMPLE EQUIPMENT PERFORMING SIMPLE TESTS IDENTIFYING AND CLASSIFYING USING THEIR OBSERVATIONS AND IDEAS TO SUGGEST ANSWERS TO QUESTIONS GATHERING AND RECORDING DATA TO HELP IN ANSWERING QUESTIONS.
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	<p>Animals, including humans Focus on Animals Pupils should be taught to:</p> <ul style="list-style-type: none"> -notice that animals, including humans, have offspring which grow into adults -find out about and describe the basic needs of animals, including humans, for survival (water, food and air) <p>In this unit children will:</p> <ol style="list-style-type: none"> 1.Be able to explain that animals have offspring which grow into adults. 2.Be able to talk about the changes of young animals to adults. 3.Be able to identify the basic needs of animals. 4.Be able to talk about why animals need water, food and air to survive. 	<p>Living things and their habitats Pupils should be taught to:</p> <ul style="list-style-type: none"> -explore and compare the differences between things that are living, dead, and things that have never been alive -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 plants, and how they depend on each other -identify and name a variety of plants and animals in their habitats, including microhabitats -describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. <p>In this unit children will:</p> <ol style="list-style-type: none"> 1.Be able to give examples of things that are living, dead and have never been alive. 2.Be able to compare things that are living, dead and have never been alive and talk about ways to identify them. 3.Be able to explain what a habitat is. 4.Be able talk about the habitats that particular animals and plants live in and how they are suited to them. 5.Be able to identify microhabitat and talk about how it is different to a habitat. 6.Understand that animals get their food from plants and other animals. 7.Be able to complete a simple food chain. 	<p>Uses of everyday materials Pupils should be taught to:</p> <ul style="list-style-type: none"> - identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses -find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <p>In this unit children will:</p> <ol style="list-style-type: none"> 1.Be able to describe the properties of different everyday materials. 2.Be able to identify which materials suit a 	<p>Animals, including humans Focus on Humans Pupils should be taught to:</p> <ul style="list-style-type: none"> -notice that animals, including humans, have offspring which grow into adults -find out about and describe the basic needs of animals, including humans, for survival (water, food and air) -describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p>In this unit children will:</p> <ol style="list-style-type: none"> 1.Be able to explain that humans have offspring which grow into adults. 2.Be able to talk about the changes of babies to adults. 3.Be able to identify the basic needs of humans and talk about why they need water, food and air to survive. 4.Be able to describe the importance of exercise and its effects on the body. 5. Be able to talk about a healthy balanced diet and the importance of good hygiene. 	<p>Plants Pupils should be taught to:</p> <ul style="list-style-type: none"> -observe and describe how seeds and bulbs grow into mature plants -find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p>In this unit children will:</p> <ol style="list-style-type: none"> 1.Be able to describe how seeds or bulbs grow into mature plants. 2.Be able to use simple tests to find out how plants need water, light and a suitable temperature to grow. 3.Be able to describe what happens to plants that are not kept
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			particular purpose and confirm this using simple tests. 3.Be able to test and discuss how some solid materials can be changed.		in the correct environment to grow.
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GEOGRAPHY AND HISTORY	<p>Geography - Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>History - Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented</p>					
	<p>Geography Locational knowledge -name and locate the world's seven continents and five oceans <i>Locating areas of the world and what its is like to live there throughout the year - focus on other places in the world.</i></p> <p>Geography: Style of maps - find land/sea on globe. Use teacher drawn base maps. Use large scale OS maps. Use Google maps. Scale/ Distance - begin to spatially match places (e.g recognise UK on a small scale and larger scale maps) Using maps - Use an infant</p>	<p>History Pupils should be taught about: -the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods <i>David Attenborough and Greta Thunberg</i></p> <p>History: Range & depth of historical knowledge - recognise why people did things, why events happened and</p>	<p>Geography Place knowledge -understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <i>Learn about a small province in China</i></p> <p>Geography: Geographical enquiry - children encouraged to ask simple geographical</p>	<p>History Pupils should be taught about: -changes within living memory – where appropriate, these should be used to reveal aspects of change in national life. -the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods <i>The Great Fire of London</i></p> <p>History: Chronological understanding - sequence artefacts</p>	<p>History Pupils should be taught about: -changes within living memory – where appropriate, these should be used to reveal aspects of change in national life. -the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods <i>Florence Nightingale and Mary Seacole</i> <i>Wartime medicine</i></p> <p>History: Historical enquiry - Use a source to answer questions about the past on the basis of simple</p>	<p>Geography Human and Physical Geography Pupils should be taught: -Basic geographical vocabulary to refer to: -Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather -Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>

	<p>map to locate places. Map knowledge - Identify significant places and environments. Identify locations and discuss what has been previously learnt.</p> <p>In this unit, pupils will be taught: 1 - To understand what a continent is and name all seven. 2 - To know the difference between a sea and an ocean and name all five. 3 - To locate the seven continents and five oceans on a map/globe. 4 - Understand key geographical features of each continent and their relative sizes. 5 - To know which continent we live in.</p>	<p>what happened as a result. Identify differences between ways of life at different times.</p> <p>In this unit, pupils will be taught: 1 - To know key events from David Attenborough's life. 2- To know key events from Greta Thunberg's life. 3 - Why are these two individuals significant? 4 - What differences can you identify between David Attenborough and Greta Thunberg's lives? 5 - How have David Attenborough and Greta Thunberg influenced life today?</p>	<p>questions; Where is it? What's it like? Use books, stories, atlases, pictures/photos and the internet as sources of information. Investigate their surroundings. Make appropriate observations about why things happen. Make simple comparisons between features of different places.</p> <p>In this unit, pupils will be taught: 1 - To locate China on a World Map. 2 - To research what life is like in Beijing. 3 - To compare what life is like in Beijing and Warton. 4 - To learn about Chinese culture and compare this to British culture. 5 - To learn about key geographical features in Beijing.</p>	<p>closer together in time. Sequence photographs from different periods of their life. Describe memories of key events in their own and other's lives. Interpretation of history - compare two versions of a past event. Compare pictures and photographs of people and events in the past.</p> <p>In this unit, pupils will be taught: 1 - Where do these events fit on our timeline? 2 - Why were these events significant? 3 - How can we find out about them? 4 -Who was involved? Where did it take place? 5 - Did things change as a result of these events?</p>	<p>observations.</p> <p>In this unit, pupils will be taught: 1 - To know who Florence Nightingale was and when she was alive. 2- To know who Mary Seacole was and when she was alive. 3 - Why are these two individuals significant? 4 - To compare aspects of life in different periods for the two women. 5 - How have Florence Nightingale and Mary Seacole influenced life today?</p>	<p>Geography: Fieldwork: Observing and labelling key human and physical features.</p> <p>In this unit, pupils will be taught: 1 - What are the key physical features of a countryside? 2 - What are the key physical features of a city? 3 - What are the key physical features of the seaside? 4 - To draw a map of our local coast line. 5 - To follow a route on a map.</p>
	<p>Which stories are special and why? Rosh Hashanah Yom Kippur Sukkot All Saints Day</p>	<p>Which people are special and why? Diwali Hannukah Christmas</p>	<p>What places are special and why? Epiphany Ash Wednesday / Shrove Tuesday St David's Day Shivaratri</p>	<p>What times are special and why? Holi Palm Sunday Passover Easter Start of Ramadan</p>	<p>Being special: where do we belong? Eid Shavuot</p>	<p>What is special about our world? Summer Solstice</p>

MUSIC	KEY STAGE 1 PUPILS SHOULD BE TAUGHT TO: USE THEIR VOICES EXPRESSIVELY AND CREATIVELY BY SINGING SONGS AND SPEAKING CHANTS AND RHYMES, PLAY TUNED AND UNTUNED INSTRUMENTS MUSICALLY, LISTEN WITH CONCENTRATION AND UNDERSTANDING TO A RANGE OF HIGH-QUALITY LIVE AND RECORDED MUSIC EXPERIMENT WITH CREATE, SELECT AND COMBINE SOUNDS USING THE INTER-RELATED DIMENSIONS OF MUSIC.
	<p>Hullabaloo Scheme of work</p> <p>WHOLE-SCHOOL-SATELLITE-VIEW-1.pdf</p>

ART AND DESIGN TECHNOLOGY <i>Children to produce a piece of artwork each half term to be displayed for 'Celebration wall' for school / parents to show how drawings have developed - lots of links to Fine Motor Skills. Children to explain their work to others.</i>	Design and Technology Design- design purposeful, functional, appealing products for themselves and other users based on design criteria Make -Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Evaluate -evaluate their ideas and products against design criteria Technical knowledge -explore and use	Art and Design Pupils should be taught: -about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <i>Andy Goldsworthy - collage at Forest School.</i> Collage - Experiments with creating mood, feelings and movement.	Design and Technology Food Design -design purposeful, functional, appealing products for themselves and other users based on design criteria Make -select from and use a range of tools and equipment to perform practical tasks for example, cutting. Evaluate -explore and evaluate a range of existing products evaluate their ideas and products against	Design and Technology Design -Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make -Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	Art and Design Pupils should be taught: -to use a range of materials creatively to design and make products -to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. <i>Sculptures of humans</i>	Art and Design Pupils should be taught: -to use drawing and painting to develop and share their ideas, experiences and imagination -to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. <i>Drawings of landscapes (school grounds or local areas).</i> Printing - Explore images by recreating
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	<p>mechanisms,wheels and axles, in their products.</p> <p><i>Vehicles to explore the world, including a vehicle with wheels and axles.</i></p> <p>In this unit children will:</p> <ol style="list-style-type: none"> 1.Explore and create prototypes of wheels and axles in different products. 2.Design and label a vehicle using a design criteria. 3.Use a range of tools and materials to create a moving vehicle. 4.Evaluate their model against the design criteria. 	<p>Textiles - Weaving using strong wool through card and paper. Use colours to create pattern.</p> <p>Evaluating - Identify what they would do different next time. Generate a written evaluation.</p> <p>In this unit children will:</p> <ol style="list-style-type: none"> 1.Explore the work of Andy Goldsworthy sharing their opinions and exploring the materials/techniques used. 2.Explore replicating Andy Goldsworthy collages using the same materials and techniques. 3.Use the work of Andy Goldsworthy to inspire a piece of artwork and talk about the techniques they have used. 	<p>design criteria</p> <p><i>Chinese food -no bake Spring Rolls</i></p> <p>Working with tools - Follow safe procedures for food safety and hygiene.</p> <p>In this unit children will:</p> <ol style="list-style-type: none"> 1.Evaluate existing products and say what they like or dislike about them. 2.Plan and design a Spring roll using a given design criteria. 3.Use chopping, grating, rolling and peeling techniques. 4.Evaluate their product against the design criteria. 	<p>-Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><i>Make an insulated sandwich bag (sewing)</i></p> <p>In this unit children will:</p> <ol style="list-style-type: none"> 1.Design a sandwich bag, create a mock up and talk through their ideas with others. 2.Choose appropriate materials after evaluating effectiveness of each against the design criteria. 3.Use running stitch to join the material together. 4.Evaluate their product against the design criteria. 	<p>3D work - Able to create texture and specific effects using a range of tools.</p> <p>Evaluating - Identify what they would do differently next time. Generate a written evaluation.</p> <p>In this unit children will:</p> <ol style="list-style-type: none"> 1.Use drawing, painting and sculpture to plan their end product. 2.Decide which materials they will use to create their sculpture. 3.Create textures and detail using a range of tools. 4. Evaluate their work saying what they would do differently next time. 	<p>texture using wallpaper, string, polystyrene.</p> <p>Drawing - Uses line and tone (light/dark lines) in drawings that show a controlled range of marks.</p> <p>Painting - Represents things observed, remembered or imagined using colour.</p> <p>Colour - Mix colours and know which Primary Colours make Secondary Colours.</p> <p>In this unit children will:</p> <ol style="list-style-type: none"> 1. Use drawing and painting to plan their landscape. 2.Experiment with different materials to print. 3.Mix colours and be able to identify which primary colours make secondary colours. 4.Use lines and tone to add details to the landscape.
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COMPUTING	<p>KEY STAGE 1 PUPILS SHOULD BE TAUGHT TO: UNDERSTAND WHAT ALGORITHMS ARE; HOW THEY ARE IMPLEMENTED AS PROGRAMS ON DIGITAL DEVICES; AND THAT PROGRAMS EXECUTE BY FOLLOWING PRECISE AND UNAMBIGUOUS INSTRUCTIONS' CREATE AND DEBUG SIMPLE PROGRAMS USE LOGICAL REASONING TO PREDICT THE BEHAVIOUR OF SIMPLE PROGRAMS, USE TECHNOLOGY PURPOSEFULLY TO CREATE, ORGANISE, STORE, MANIPULATE AND RETRIEVE DIGITAL CONTENT, RECOGNISE COMMON USES OF INFORMATION TECHNOLOGY BEYOND SCHOOL USE TECHNOLOGY SAFELY AND RESPECTFULLY, KEEPING PERSONAL INFORMATION PRIVATE; IDENTIFY WHERE TO GO FOR HELP AND SUPPORT WHEN THEY HAVE CONCERNS ABOUT CONTENT OR CONTACT ON THE INTERNET OR OTHER ONLINE TECHNOLOGIES.</p>
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	<p>Purple Mash Unit 2.1 Coding <i>Create and debug simple programs.</i> Computer Science To explain that an algorithm is a set of instructions to complete a task. When designing simple programs, children show an awareness of the need to be precise with their algorithms so that they can be successfully converted into code. To create a simple program that achieves a specific purpose. They can also identify and correct some errors. To identify the parts of a program that respond to specific events and initiate specific actions. For example, they can write a cause and effect sentence of what will happen in a program.</p>	<p>Purple Mash Unit 2.2 Online Safety <i>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</i> Computer Science To know the implications of inappropriate online searches. Children begin to understand how things are shared electronically.</p>	<p>Purple Mash Unit 2.3 Spreadsheets <i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i> Information Technology To demonstrate an ability to organise data using, for example, a database. Unit 2.5 Effective Searching <i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i> <i>Recognise common uses of information technology beyond school.</i> Digital Literacy To effectively retrieve relevant, purposeful digital content using a search engine. They can apply their learning of effective searching beyond</p>	<p>Purple Mash Unit 2.4 Questioning <i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i> Information Technology To demonstrate an ability to organise data using, for example, a database.</p>	<p>Purple Mash Unit 2.6 Creating pictures <i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i> Information Technology To demonstrate an ability to organise data using, for example, a database. Unit 2.7 Making Music Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Information Technology To demonstrate an ability to organise data using, for example, a database.</p>	<p>Purple Mash Unit 2.8 <i>Presenting ideas</i> <i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i> Information Technology To demonstrate an ability to organise data using, for example, a database.</p>
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			the classroom. They can share this knowledge.			
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PHYSICAL EDUCATION	PUPILS SHOULD BE TAUGHT TO: MASTER BASIC MOVEMENTS INCLUDING RUNNING, JUMPING, THROWING AND CATCHING, AS WELL AS DEVELOPING BALANCE, AGILITY AND CO-ORDINATION, AND BEGIN TO APPLY THESE IN A RANGE OF ACTIVITIES PARTICIPATE IN TEAM GAMES, DEVELOPING SIMPLE TACTICS FOR ATTACKING AND DEFENDING PERFORM DANCES USING SIMPLE MOVEMENT PATTERNS.					
	Year 2 Gymnastics Gymnastics Perform fundamental movement skills at a developing level and start to master some basic movements in: Travelling skills Perform body actions with control and coordination. In this unit children will: 1.Show awareness of opponents and team-mates when playing games. 2.Perform basic skills of rolling, striking and kicking with more confidence. 3.Apply these skills in a variety of simple games. 4.Make choices about appropriate targets, space and equipment. 5.Work well with a partner and in a small group to improve their skills.	Year 2 - Games - Piggy in the Middle Games Perform fundamental movement skills at a developing level and start to master some basic movements in: Travelling skills. Sending skills. Receiving skills In this unit children will: 1.Show awareness of opponents and team-mates when playing games. 2.Perform basic skills of rolling, striking and kicking with more confidence. 3.Apply these skills in a variety of simple games. 4.Make choices about appropriate targets, space and equipment. 5.Use a variety of	Year 2 Dance Moving Along Dance Perform fundamental movement skills at a developing level and start to master some basic movements Perform body actions with control and coordination and perform short dances, showing an understanding of expressive qualities. In this unit children will: 1.Consistently perform a range of body actions correctly. 2.Use different parts of the body singly and in combination fluently. 3.Show a sense of dynamic, expressive	Year 2 FMS Playground games in the 20th Century Games Perform fundamental movement skills at a developing level and start to master some basic movements in: Travelling skills. Sending skills. Receiving skills In this unit children will: 1.Show awareness of opponents and team-mates when playing games. 2.Perform basic skills of rolling, striking and kicking with more confidence. 3.Apply these skills in a variety of simple games. 4.Make choices about appropriate targets, space and equipment. 5.Use a variety of simple tactics.	Year 2 - Games - Striking and Fielding Games Perform fundamental movement skills at a developing level and start to master some basic movements in: Travelling skills. Sending skills. Receiving skills In this unit children will: 1.Show awareness of opponents and team-mates when playing games. 2.Perform basic skills of rolling, striking and kicking with more confidence. 3.Apply these skills in a variety of simple games. 4.Make choices about appropriate targets, space and equipment. 5.Use a variety of simple tactics. 6.Describe how their bodies work and feel when playing games.	Year 2 Athletics Athletics Perform fundamental movement skills at a developing level and start to master some basic movements. In this unit children will: 1.Run at fast, medium and slow speeds, changing speed and direction. 2.Link running and jumping activities with fluency, control and consistency. 3.Make up and repeat a sequence of linked jumps. 4.Take part in a relay activity, remembering when to run and what to do. 5.Throw various

		<p>simple tactics.</p> <p>6.Describe how their bodies work and feel when playing games.</p> <p>7.Work well with a partner and in a small group to improve their skills.</p>	<p>and rhythmic qualities in their own dance whilst performing singly and in combination.</p> <p>4.Choose appropriate movements for different dance ideas and perform them.</p> <p>5.Remember and repeat dance phrases and simple dances.</p> <p>6.Move with control and coordination.</p>	<p>6.Describe how their bodies work and feel when playing games.</p> <p>7.Work well with a partner and in a small group to improve their skills.</p>	<p>7.Work well with a partner and in a small group to improve their skills.</p>	<p>objects, changing their action for accuracy and distance.</p> <p>6.Recognise when their heart rate, temperature and breathing rate have changed.</p>
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RELIGIOUS EDUCATION	TAKEN FROM RE SYLLABUS FOR CHURCH SCHOOLS WRITTEN BY BLACKBURN DIOCESE.					
	The Bible <i>Why is the Bible such a special book?</i> <i>Do people of all world faiths have holy books?</i> Islam, Judaism, Sikhism	Christmas <i>Why was the birth of Jesus such good news?</i>	Jesus <i>Why did Jesus welcome everyone?</i>	Easter <i>How do symbols help us to understand the Easter story?</i>	Ascension and Pentecost <i>What happened at the Ascension and Pentecost?</i> The Church <i>Why is the church a special place for Christians?</i> <i>Why are holy buildings important to people of faith?</i> Hinduism, Islam, Judaism	
	Which stories are special and why? Rosh Hashanah Yom Kippur Sukkot All Saints Day	Which people are special and why? Diwali Hannukah Christmas	What places are special and why? Epiphany Ash Wednesday / Shrove Tuesday St David's Day Shivaratri	What times are special and why? Holi Palm Sunday Passover Easter Start of Ramadan	Being special: where do we belong? Eid Shavuot	What is special about our world? Summer Solstice

END OF THE YEAR EXPECTATIONS FOR YEAR TWO

READING	WRITING	MATHS	SCIENCE
<p>Year 2 Teacher Assessment Framework Expected Standard The pupil can:</p> <ul style="list-style-type: none"> • read accurately most words of two or more syllables • read most words containing common suffixes • read most common exception words <p>In age-appropriate books, the pupil can:</p> <ul style="list-style-type: none"> • read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words • sound out most unfamiliar words accurately, without undue hesitation. <p>In a book that they can already read fluently, the pupil can:</p> <ul style="list-style-type: none"> • check it makes sense to them, correcting any inaccurate reading • answer questions and make some inferences • explain what has happened so far in what they have read. 	<p>Year 2 Teacher Assessment Framework Expected Standard The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • write simple, coherent narratives about personal experiences and those of others (real or fictional) • write about real events, recording these simply and clearly • demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • use present and past tense mostly correctly and consistently • use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that /because) to join clauses • segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically-plausible attempts at others • spell many common exception words • form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters. 	<p>Year 2 Teacher Assessment Framework Expected Standard The pupil can:</p> <ul style="list-style-type: none"> • read scales* in divisions of ones, twos, fives and tens • partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus • add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$) • recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$) • recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary • identify $1/4, 1/3, 1/2, 2/4, 3/4$, of a number or shape, and know that all parts must be equal parts of the whole • use different coins to make the same amount • read the time on a clock to the nearest 15 minutes • name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry. 	<p>Year 2 Teacher Assessment Framework Expected Standard Working scientifically The pupil can, using appropriate scientific language from the national curriculum:</p> <ul style="list-style-type: none"> • ask their own questions about what they notice • use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions: <ul style="list-style-type: none"> observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, finding things out using secondary sources of information • communicate their ideas, what they do and what they find out in a variety of ways. <p>Science content The pupil can:</p> <ul style="list-style-type: none"> • name and locate parts of the human body, including those related to the senses [year 1], and describe the importance of exercise, a balanced diet and hygiene for humans [year 2] • describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults [year 2] • describe the basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants [year 2]

			<ul style="list-style-type: none">• identify whether things are alive, dead or have never lived [year 2]• describe and compare the observable features of animals from a range of groups [year 1]• group animals according to what they eat [year 1], describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships [year 2]• describe seasonal changes [year 1]• name different plants and animals and describe how they are suited to different habitats [year 2]• distinguish objects from materials, describe their properties, identify and group everyday materials [year 1] and compare their suitability for different uses [year 2].
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