

Woodlands Primary School Curriculum Framework Overview Year 2

CURRICULUM DRIVERS	Community	Enterprise	Possibilities	Diversity/Spirituality	Enquiry/Knowledge of the World	
Class Theme	<u>Super Shropshire</u> (our local area)	<u>Black History</u>	<u>Great and Ghastly Events</u>		<u>Australian Adventure</u>	
Visits	Oakengates Theatre- Pantomime Local area walk- Ironbridge		Chester Zoo- Australian animals (in prep for Summer)		Beach trip	
Subject area	AUTUMN TERM 1 st Half	AUTUMN TERM 2 nd Half	SPRING TERM 1 st Half	SPRING TERM 2 nd Half	SUMMER TERM 1 st Half	SUMMER TERM 2 nd Half
Writing	RWI Recount walk to Ironbridge.	Story Retell- Amazing Grace Character Description Personal fact File Rosa Park biography.	Poetry Instructions Non Chronological report Story retell Historical report	Recount Persuasive letter Short story Setting description Animal Fact File		
Geog/ History/	<p>Geographical field study- school grounds: draw and follow maps- revisit work on aerial photos and planned perspectives from Y1.</p> <p>Aerial photo of school, create plan perspective of school.</p> <p>Learn compass directions.</p> <p>Create a simple map of school grounds, including basic symbols in a key.</p> <p>Answer questions/give directions about location of features on the map using locational and directional lang.</p> <p>Extend: Aerial photos and plan perspective showing sch and Ironbridge. Walk to Ironbridge. Chn to create a simple map, including human and physical features.</p> <p>Substantive Geography concepts: <u>Location</u>, <u>Place and Space</u>, <u>Physical World</u>, <u>Human Environment Interdependence</u> and Sustainability, Cultural Understanding, <u>Scale</u></p>	<p>Revisit Chronology to date (based on Y1 learning). Add Rosa Parks- DOB, key events. Research Rosa Parks and why she was significant. What was life like for Black People in America. What did Rosa do? Why is this seen as so important? Following her protest, and that of other significant black Americans- how has life changed for black people? What still needs to change? (black History/anti bullying)</p> <p>Substantive concepts: Civilisation, <u>Conflict</u>, Monarchy, Power, Religion, <u>Society</u>, Invasion, <u>Culture</u>, Legacy, Achievement</p>	<p>Poetry Instructions Non Chronological report Story retell Historical report</p> <p>Historical timelines- chronology. Historical research- what was the plague? -when the plague happened?. What caused it? What life was like before and after? How was it cured? Links to COVID. Use a range of sources.</p> <p>Historical timelines- chronology. Historical research- when the Great Fire happened? What caused it? What life was like before and after? How was it started/ended? What changes occurred as a result? Links to modern Britain. Use a range of sources.</p> <p>Substantive concepts: Civilisation, <u>Conflict</u>, <u>Monarchy</u>, <u>Power</u>, Religion, <u>Society</u>, Invasion, Culture, <u>Legacy</u>, Achievement</p>			<p>Locational Knowledge Revise and name 7 continents, five oceans, UK and the 4 seas that surround the UK (English Channel, North Sea, Irish Sea, North Atlantic) on a World map. Learn the capital cities of the UK.</p> <p>Locate Australia on a map. Brief overview (general similarities and differences: Island, sizes, states and territories, capital city, beaches, oceans,)</p> <p>Focus on Cairns in Queensland. Similarities and differences to Telford. <u>Physical features: weather patterns/vegetation- rainforest and Barrier reef etc.</u> <u>Human features: landmarks and Houses</u></p> <p>Substantive Geography concepts: <u>Location</u>, <u>Place and Space</u>, <u>Physical World</u>, <u>Human Environment Interdependence</u> and Sustainability, Cultural Understanding, <u>Scale</u></p>

Maths	<p>1 week Number and Place Value: Targets 2, 3, (to 50),</p> <p>2 weeks Number and Place Value: Targets 4, 6 (to 50),</p> <p>1 week Number and Place Value: Targets 5, 7, (to 50)</p> <p>1.5 week Addition and Subtraction: Targets 1– 9 (to 50 – addition) MENTAL + WRITTEN FRIENDLY STRATEGIES</p> <p>1.5 week Addition and Subtraction: Targets 1– 9 (to 50 – addition) MENTAL + WRITTEN UNFRIENDLY STRATEGIES</p> <p>1 week Statistics: All targets (pictograms/tallies) IN SCIENCE</p>	<p>1.5 week Addition and Subtraction: Targets 1 – 9 (to 50 – subtraction) MENTAL + WRITTEN FRIENDLY STRATEGIES</p> <p>1.5 week Addition and Subtraction: Targets 1 – 9 (to 50 – subtraction) MENTAL + WRITTEN UNFRIENDLY STRATEGIES</p> <p>2 weeks Number and Place Value: Targets 2, 3, 4, 5, 6, 7(to 100)</p> <p>1.5 week Addition and Subtraction: All targets (to 100 – addition) MENTAL + WRITTEN UN/FRIENDLY STRATEGIES ASSESSMENTS</p>	<p>1 week Addition and Subtraction: All (to 100 – subtraction) MENTAL + WRITTEN UN/FRIENDLY STRATEGIES</p> <p>1 week Multiplication and Division: Targets 1 (just multiplication) (and 1 NPV) (to 100),</p> <p>2 weeks Multiplication and Division: Target 2, 3, 4 (multiplication)</p> <p>1 week Multiplication and Division: Targets 1 (division) (and 1 NPV) (to 100),</p> <p>1 week Multiplication and Division: Target 2, 3, 4 (division)</p>	<p>1 week Multiplication and Division: Target 2, 3, 4 (division)</p> <p>2 weeks Fractions: Targets 1 and 2, (length, shape, objects and quantities)</p> <p>2 weeks Shape: All and position 1</p> <p>ASSESSMENTS</p>	<p>1 week Measurement: Targets 1 length/temp/mass/capacity</p> <p>1 week Measurement: Targets 6, 7 and 8</p> <p>1 week Measurement: Targets 6, 7 and 8 SHAPE 1 – symmetry.</p> <p>1 week Measurement: Targets 3, 4 and 5</p> <p>SATS (Include revision week in afternoon sessions to recap PV and 4 ops)</p>	<p>1 week Measurement: Targets 2 length/temp/mass/capacity</p> <p>1 week Statistics: All targets (pictograms/tallies)</p> <p>1 week Position: 2 and statistics all (block/tables)</p> <p>General revision-using gaps identified from SATS</p>
Science	Living Things and Their Habitats Animals, including Humans		Everyday Materials (Link to building materials in GFoL		Animals Including Humans Plants	
Art Line Shape Colour Form Value Texture space	<p>Outcome: Colour & texture Autumn collage Type: Abstract Artist: Romare Bearden Skills Focus: Painting and mixed media</p> <ol style="list-style-type: none"> Colour Magic Texture Hunt Making Textures Collage Creations Developing Detail 	<p>Outcome: Abstract Map of local area Type: Abstract/Contemporary Artist: Susan Stockwell Skills Focus: Craft and Design</p> <ol style="list-style-type: none"> Creative Journey Making Felt Abstract Maps Gallery Experience 	<p>Outcome: Clay tile-Tudor house Type: Contemporary Artist: Rachael Whiteread Skills Focus: Sculpture and 3D</p> <ol style="list-style-type: none"> Exploring Clay Pinch Pots Applying Skill in Clay Designing a Tile House Tiles 		<p>Outcome: Draw a story book Type: Modern/Contemporary Artist: Quintin Blake Skills Focus: Drawing</p> <ol style="list-style-type: none"> Charcoal Mark Making Creating Texture Creating Characters Tell a Story 	
D & T Mechanisms Join Structure Material Functionality	Food: A balanced diet (linked to harvest) 1.Hidden sugar in drinks. 2. Taste testing combinations 3. Designing and making a wrap 4. Making and evaluating.		Textiles: Pouches (Plague pouch-drawstring bag) 1.Running stitch 2. Using a template 3. Making a pouch 4. Decorating a pouch		Mechanisms: Moving monster (Australian animal) 1.Pivots, levers and linkages 2. Making linkages 3. Designing my animal 4. Making my moving animal	
Computing Digital Literacy/O nline safety Hello! By Mathew Cordell	Digital Literacy <u>Digital Photography:</u> 1.Taking photos 2.Landscape or portrait 3.What makes a good photo? 4.Lighting 5.Effects 6.Is it real?	Digital Literacy <u>Making Music:</u> 1.How music makes us feel 2.Rhythms and patterns 3.How music can be used 4.Notes and tempo 5.Creating digital music 6.Reviewing and editing music	Information technology <u>IT around us:</u> 1.What is IT? 2.Where is IT in the home? 3.Where is tech in the world? 4.How does tech improve the world? 5.Safe use of tech 6.Using tech responsibly	Information technology <u>Pictograms:</u> 1.Counting and comparing 2.Enter the data 3.Creating pictograms 4.What is an attribute? 5.Comparing people 6.Presenting info	Computer Science <u>Robot Algorithms</u> 1.Giving instructions 2.Same but different 3.Making predictions 4.Maps and routes 5.Algorithm design 6.Debugging	Computer Science <u>Intro to quizzes</u> 1.Scratch Jr recap 2.Outcomes 3.Using a design 4.Changing a design 5.Designing & creating a program 6.Evaluating
Music	Charanga yr 2 unit 1 'Hands, Feet, Heart' – song providing an integrated approach to music where games (pulse, rhythm, pitch etc), singing and playing instruments are all linked. 6 x lessons		Charanga yr 2 unit 1 'Hands, Feet, Heart' – song providing an integrated approach to music where games (pulse, rhythm, pitch etc), singing and playing instruments are all linked. 6 x lessons		Charanga yr 2 unit 6 'Reflect, Rewind and Reply' – improvisation and composition. 6 x lessons across the term.	

	rhythm, pitch etc), singing and playing instruments are all linked. 6 x lessons Cross Curricular: Literacy – Halloween song lyrics/composition		Cross Curricular: Literacy – Halloween song lyrics/composition		Cross Curricular Geography - Aboriginal music/stories	
Physical Education	Fundamental movement skills Multi sports Term 1	Functional fitness Gymnastics	Dance-Olympics Multi skills	Games Functional fitness	Fundamental movement skills Multi skills	Athletics Multi sports Term 2
Personal development	<u>Families and relationships</u> Lesson 1-Families offer stability and love. Lesson 2-Families are all different Lesson 3-Other peoples' feelings Lesson 4-Unhappy friendships Lesson 5-Intro manners & courtesy Lesson 6-Change and loss Lesson 7-Gender stereotypes: careers and jobs.	<u>Health & Wellbeing</u> Lesson 1-Experiencing different emotions Lesson 2-Being active Lesson 3-Relaxation: Breathing exercise Lesson 4-Steps to success Lesson 5-Developing a growth mindset Lesson 6-Healthy diet Lesson 7- Looking after our teeth	<u>Safety & the changing body</u> Lesson 1-Introduction to the internet Lesson 2-Communication online Lesson 3-Secrets and surprises Lesson 4-Appropriate contact: My private parts Lesson 5-Appropriate contact:My private are private. Lesson 6-Road safety Lesson 7- Crossing roads safely Lesson 8-Staying safe with medicine.	<u>Citizenship</u> Lesson 1-Rules beyond school Lesson 2-Our school environment Lesson 3- Our local environment Lesson 4-Job roles in our local community Lesson 5-Similar yet different: My local community Lesson 6- School council Lesson 7-Giving my opinion	<u>Economic Wellbeing</u> Lesson 1-Where my money comes from Lesson 2-Needs and wants Lesson 3-Wants and needs Lesson 4-Looking after money Lesson 5-Jobs *Extend the unit, or ask some parents/ members of the community to come in to talk about their jobs.	<u>Transition</u> Lesson 1- Change
Secrets of Success	Work hard Try New things	Concentrate Push yourself	Imagine – focus on aspirations, inspirational role models and possibilities for your future.	Improve	Understand others	Don't give up
RE Substantive Concepts Celebrations/festivals ↓ Ethics and moral code Caring Forgiveness ↓ Community ↓ Peace Sacrifice/suffering	Unit 9. Respect for everyone: What does that mean?	Unit 10: Symbols of Belonging – Christian and Sikh	Unit 11: Holy Words: Why do religious people love their scriptures?	Unit 12: Beginning to learn from Islam: Muslims and Mosques in Telford and Wrekin.		

YEAR 2 CURRICULUM OBJECTIVES:

ENGLISH	<p><u>Reading – word reading</u> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading.</p> <p><u>Reading – comprehension</u> develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p><u>Writing – transcription</u> Spelling - spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly apply spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p><u>Handwriting</u> form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined write 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> <p><u>Writing – composition</u> develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) writing about real events</p>
---------	--

	<p>writing poetry</p> <p>writing for different purposes</p> <p>consider what they are going to write before beginning by:</p> <p>planning or saying out loud what they are going to write about</p> <p>writing down ideas and/or key words, including new vocabulary</p> <p>encapsulating what they want to say, sentence by sentence</p> <p>make simple additions, revisions and corrections to their own writing by:</p> <p>evaluating their writing with the teacher and other pupils</p> <p>re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p> <p>read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p><u>Writing – vocabulary, grammar and punctuation</u></p> <p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <p>learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>learn how to use:</p> <p>sentences with different forms: statement, question, exclamation, command</p> <p>expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>the present and past tenses correctly and consistently including the progressive form</p> <p>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>the grammar for year 2 in English Appendix 2</p> <p>some features of written Standard English</p> <p>use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p>
MATHEMATICS	<p><u>Number – number and place value</u></p> <p>count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</p> <p>recognise the place value of each digit in a two-digit number (tens, ones)</p> <p>identify, represent and estimate numbers using different representations, including the number line</p> <p>compare and order numbers from 0 up to 100; use <, > and = signs</p> <p>read and write numbers to at least 100 in numerals and in words</p> <p>use place value and number facts to solve problems.</p> <p><u>Number – addition and subtraction</u></p> <p>solve problems with addition and subtraction:</p> <p>using concrete objects and pictorial representations, including those involving numbers, quantities and measures</p> <p>applying their increasing knowledge of mental and written methods</p> <p>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <p>a two-digit number and ones</p> <p>a two-digit number and tens</p> <p>two two-digit numbers</p> <p>adding three one-digit numbers</p> <p>show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</p> <p>recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> <p><u>Number – multiplication and division</u></p> <p>recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p> <p>calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs</p> <p>show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</p> <p>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p> <p><u>Number – fractions</u></p> <p>recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ of a length, shape, set of objects or quantity</p> <p>write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$</p> <p><u>Measurement</u></p>

	<p>choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <p>compare and order lengths, mass, volume/capacity and record the results using >, < and =</p> <p>recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</p> <p>find different combinations of coins that equal the same amounts of money</p> <p>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p> <p>compare and sequence intervals of time</p> <p>tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</p> <p>know the number of minutes in an hour and the number of hours in a day.</p> <p><u>Geometry – properties of shapes</u></p> <p>identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</p> <p>identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</p> <p>identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</p> <p>compare and sort common 2-D and 3-D shapes and everyday objects.</p> <p><u>Geometry – position and direction</u></p> <p>order and arrange combinations of mathematical objects in patterns and sequences</p> <p>use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</p> <p><u>Statistics</u></p> <p>interpret and construct simple pictograms, tally charts, block diagrams and simple tables</p> <p>ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p> <p>ask and answer questions about totalling and comparing categorical data</p>
SCIENCE	<p><u>Living things and their habitats</u></p> <p>explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>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</p> <p>identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>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> <p><u>Plants</u></p> <p>observe and describe how seeds and bulbs grow into mature plants</p> <p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p><u>Animals, including humans</u></p> <p>notice that animals, including humans, have offspring which grow into adults</p> <p>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p><u>Uses of everyday materials</u></p> <p>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p><u>Working scientifically *****</u></p> <p>asking simple questions and recognising that they can be answered in different ways</p> <p>observing closely, using simple equipment</p> <p>performing simple tests</p> <p>identifying and classifying</p> <p>using their observations and ideas to suggest answers to questions</p> <p>Gathering and recording data to help in answering questions.</p>
PE	<p>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</p> <p>participate in team games, developing simple tactics for attacking and defending</p> <p>perform dances using simple movement patterns.</p>
GEOGRAPHY	<p><u>Locational knowledge</u></p> <p>name and locate the world's seven continents and five oceans</p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><u>Place knowledge</u></p>

	<p>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</p> <p>Human and physical geography</p> <p>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Geographical skills and fieldwork</p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>
HISTORY	<p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>events beyond living memory that are significant nationally or globally. [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <p>significant historical events, people and places in their own locality.</p>
DESIGN AND TECHNOLOGY	<p>Design</p> <p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make</p> <p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate</p> <p>explore and evaluate a range of existing products</p> <p>evaluate their ideas and products against design criteria</p> <p>Technical knowledge ** Project homework-building a Tudor house</p> <p>build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>Nutrition</p> <p>use the basic principles of a healthy and varied diet to prepare dishes</p> <p>understand where food comes from.</p>
ART	<p>to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>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.</p>
MUSIC	<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>play tuned and untuned instruments musically</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>
COMPUTING	<p>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>create and debug simple programs</p> <p>use logical reasoning to predict the behaviour of simple programs</p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>recognise common uses of information technology beyond school</p> <p>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>

PSHE	<p><u>Developing confidence and responsibility and making the most of their abilities</u></p> <ul style="list-style-type: none"> a. to recognise what they like and dislike, what is fair and unfair, and what is right and wrong; b. to share their opinions on things that matter to them and explain their views; c. to recognise, name and deal with their feelings in a positive way; d. to think about themselves, learn from their experiences and recognise what they are good at; e. how to set simple goals. <p><u>Preparing to play an active role as citizens</u></p> <ul style="list-style-type: none"> a. to take part in discussions with one other person and the whole class; b. to take part in a simple debate about topical issues; c. to recognise choices they can make, and recognise the difference between right and wrong; d. to agree and follow rules for their group and classroom, and understand how rules help them; e. to realise that people and other living things have needs, and that they have responsibilities to meet them; f. that they belong to various groups and communities, such as family and school; g. what improves and harms their local, natural and built environments and about some of the ways people look after them; h. to contribute to the life of the class and school; i. to realise that money comes from different sources and can be used for different purposes. <p><u>Developing a healthy, safer lifestyle</u></p> <ul style="list-style-type: none"> a. how to make simple choices that improve their health and wellbeing; b. to maintain personal hygiene; c. how some diseases spread and can be controlled; d. about the process of growing from young to old and how people's needs change; e. the names of the main parts of the body; f. that all household products, including medicines, can be harmful if not used properly; g. rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe. <p><u>Developing good relationships and respecting the differences between people</u></p> <ul style="list-style-type: none"> a. to recognise how their behaviour affects other people; b. to listen to other people, and play and work cooperatively; c. to identify and respect the differences and similarities between people; d. that family and friends should care for each other; e. that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying. a. take and share responsibility (for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well); b. feel positive about themselves (for example, by having their achievements recognised and by being given positive feedback about themselves); c. take part in discussions (for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from'); d. make real choices (for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly); e. meet and talk with people (for example, with outside visitors such as religious leaders, police officers, the school nurse); f. develop relationships through work and play (for example, by sharing equipment with other pupils or their friends in a group task); g. consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues); h. ask for help (for example, from family and friends, midday supervisors, older pupils, the police.)
------	--