

Yearly Overview

Topic Name and Curriculum Driver

Marvellous Me

**Where the Wild Things
are**

**Where the Wild Things
are**

**Weird, Wacky and
Wonderful**

Home and Away

Millom Miners

Year 2 National Curriculum Objectives

Spellings / Common Exception Words & Handwriting

Spellings

Year 2 spellings will be taught through Read Write Inc following the KS1 RWI Spelling programme of study.

The reading and spelling of the KS1 Common Exception words will be taught explicitly outside the RWI Spelling Programme. These are practised in school daily and at home.

Handwriting

- I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- I can form lower case letters of the correct size, relative to one another.
- I can use spacing between words that reflects the size of the letters.

READING

In Reception and KS1, reading and phonic skills are taught through Read Write Inc. We strive to foster a lifelong love of reading. Reading is a priority in our school and it is promoted across the curriculum. Children are given regular opportunities for independent reading and hearing quality texts are read aloud every day.

WRITING

Handwriting will be taught explicitly for the first 2 weeks of this half term.

Basic Skills

This is me!

Vocabulary, grammar & Punctuation:

- I can use the full range of punctuation taught at key stage 1 mostly correctly (capital letters, full stops)
- I can form sentences with different forms: (statement)
- I know what a verb is

**Instructions - making a pizza
Linked to A sweetcorn salad**

(T4W structure p69)

Vocabulary, grammar & Punctuation:

- I can use the present tense and the past tense mostly correctly and consistently.
- I can form sentences with different forms: questions
- I can use full stops, capital letters and

Poetry

The Wizards spell

Vocabulary, grammar & Punctuation :

- I can use apostrophes to mark singular possession.
 - I can use commas to separate a list
- #### Audience, purpose and structure
- I can write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.
 - I can use new vocabulary from my reading, my discussions about it (one- to-one and as a whole class) and from my wider experiences.

Letter Writing

*The day the crayons quit
(twinkl planning)*

Vocabulary, grammar & Punctuation:

- I can use the present tense and the past tense mostly correctly and consistently.
- I can form sentences with different forms: statement, question, exclamation, command.

Character description

Where the Wild Things are

Vocabulary, grammar & Punctuation:

- I can use the present tense and the past tense mostly correctly and consistently.
 - I can form sentences with different forms: statement, question, exclamation, command.
 - I can use some features of written Standard English
 - I can use co-ordination (or/and/but). I can use some subordination (when/if/that/because).
 - I can use expanded noun phrases to describe and specify (e.g. the blue butterfly). I can use commas to separate lists;
 - I can use adverb, verbs and adjectives
- #### Audience, purpose and structure
- I can write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.
 - I can use new vocabulary from my

Recount (afternoon tea)

Alice in Wonderland

Vocabulary, grammar & Punctuation:

- I can use the present tense and the past tense mostly correctly and consistently.
 - I can use co-ordination (or/and/but).
 - I can use some subordination (when/if/that/because).
 - I can use Adverb, verbs and adjectives
 - I can use the full range of punctuation taught at key stage 1 mostly correctly including:
 - capital letters, full stops, question marks and exclamation marks; commas to separate lists;
 - apostrophes to mark singular possession and contractions.
- #### Audience, purpose and structure
- I can write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.
 - I can use new vocabulary from my reading, discussions about it (one-to-one

Persuasive text -

Visit Haverigg Holiday leaflet

(T4W structure)

Vocabulary, grammar & Punctuation:

- I can use the full range of punctuation taught at key stage 1 mostly correctly (commas to separate a list)
 - I can use expanded noun phrases to describe and specify (e.g. the blue butterfly). I know what an adjective is.
- #### Audience, purpose and structure
- I can write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.

Explanation

How seeds and bulbs grow into a plant

Vocabulary, grammar & Punctuation:

Non-chronological report

Life during the Victorian times

Vocabulary, grammar & Punctuation:

- I can use the present tense and the past tense mostly correctly and consistently.
- I can form sentences with different forms: statement, question, exclamation, command.
- I can use some features of written Standard English
- I can use co-ordination (or/and/but).
- I can use some subordination (when/if/that/because).
- I can use expanded noun phrases to describe and specify (e.g. the blue butterfly).
- I can use the full range of punctuation taught at key stage 1 mostly correctly including:
 - capital letters, full stops, question marks and exclamation marks; commas to separate lists;

<p>question marks.</p> <ul style="list-style-type: none"> I can use verbs. <p>Audience, purpose and structure</p> <ul style="list-style-type: none"> I can write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. I can use new vocabulary from my reading, my discussions about it (one- to-one and as a whole class) and from my wider experiences. <hr/> <p style="text-align: center;">Story</p> <p style="text-align: center;">The Papaya that spoke</p> <p>Vocabulary, grammar & Punctuation:</p> <ul style="list-style-type: none"> I can use the present tense and the past tense mostly correctly and consistently. I can use full stops, capital letters and question marks. I can form sentences with different forms: statement, question, exclamation, command. I can use verbs. <p>Audience, purpose and structure</p> <ul style="list-style-type: none"> I can write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. I can use new vocabulary from my reading, discussions about it (one-to-one and as a whole class) and from my wider experiences. I can read aloud what I have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> I can use expanded noun phrases to describe and specify (e.g. the blue butterfly). I can use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks. <p>Audience, purpose and structure</p> <ul style="list-style-type: none"> I can write for different purposes with an awareness of an increased amount of fiction and non-fiction structures <hr/> <p style="text-align: center;">Story</p> <p style="text-align: center;">Where the Wild Things are</p> <p style="text-align: center;"><i>(Talk through stories/ Talk for write)</i></p> <p>Vocabulary, grammar & Punctuation:</p> <p>I can use the present tense and the past tense mostly correctly and consistently.</p> <p>I can use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p> <p>I can use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks.</p> <p>I can use co-ordination (or/and/but).</p> <p>I can use some subordination (when if/ that/because).</p> <p>I can use adverbs in my writing</p> <p>Audience, purpose and structure</p> <ul style="list-style-type: none"> I can write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. I can use new vocabulary from my reading, discussions about it (one-to-one and as a whole class) and from my wider experiences. I can read aloud what I have written with appropriate intonation to make the meaning clear. <p>http://www.robcarpenter.org.uk/44/climbing-the-hill/post/15/where-the-wild-things-are-the-impact-of-pie-corbetts-approach-to-teaching-writing?fbclid=IwAR2CIRmpXcLQ-kpGnlh-xxW59Qpx gcU6PbyV-4tScivyLkOc4E4n6KI 9 Talk For write</p>	<p>reading, my discussions about it (one-to-one and as a whole class) and from my wider experiences.</p> <hr/> <p style="text-align: center;">Story</p> <p style="text-align: center;">The Tin forest</p> <p>Vocabulary, grammar & Punctuation:</p> <p>I can use the present tense and the past tense mostly correctly and consistently.</p> <p>I can form sentences with different forms: statement, question, exclamation, command.</p> <p>I can use some features of written Standard English</p> <p>I can use co-ordination (or/and/but).</p> <p>I can use some subordination (when/if/ that/because).</p> <p>I can use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p> <p>I can use commas to separate lists;</p> <p>I can use adverb, verbs and adjectives</p> <p>Audience, purpose and structure</p> <ul style="list-style-type: none"> I can write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. I can use new vocabulary from my reading, my discussions about it (one-to-one and as a whole class) and from my wider experiences. 	<p>and as a whole class) and from my wider experiences.</p> <hr/> <p style="text-align: center;">Poetry</p> <p style="text-align: center;">Tongue Twisters</p> <p>Vocabulary, grammar & Punctuation:</p> <ul style="list-style-type: none"> I can use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks; commas to separate lists I can use co-ordination (or/and/but). I can use some subordination (when/if/ that/because). <p>Audience, purpose and structure</p> <ul style="list-style-type: none"> I can write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. I can use new vocabulary from my reading, discussions about it (one-to-one and as a whole class) and from my wider experiences. 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I can use some features of written Standard English I can use co-ordination (or/and/but). I can use some subordination (when/if/ that/because). I can use expanded noun phrases to describe and specify (e.g. the blue butterfly). I can use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions. I can use Adverb, verbs and adjectives <p>Audience, purpose and structure</p> <ul style="list-style-type: none"> I can write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. I can use new vocabulary from my reading, discussions about it (one-to-one and as a whole class) and from my wider experiences. I can read aloud what I have written with appropriate intonation to make the meaning clear.
<p>Composition:</p>			<p>Handwriting:</p>		

- I can write narratives about personal experiences and those of others (real and fictional).
- I can write about real events.
- I can write simple poetry.
- I can plan what I am going to write about, including writing down ideas and/or key words and new vocabulary
- I can encapsulate what I want to say, sentence by sentence.
- I can make simple additions, revisions and corrections to my own writing by evaluating their writing with the teacher and other pupils.
- I can reread to check that my writing makes sense and that the correct tense is used throughout.
- I can proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).
- I can write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.
- I can use new vocabulary from my reading, my discussions about it (one- to-one and as a whole class) and from my wider experiences.
- I can read aloud what I have written with appropriate intonation to make the meaning clear.

- Hand writing will be taught explicitly in the first 2 weeks of the Autumn term and then on a weekly basis throughout the year.
 - I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
 - I can form lower case letters of the correct size, relative to one another.
- I can use spacing between words that reflects the size of the letters.

MATHS

Number and Place Value

- I can count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- I can recognise the place value of each digit in a two-digit number (tens, ones)
- I can identify, represent and estimate numbers using different representations, including the number line
- I can compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs
- I can read and write numbers to at least 100 in numerals and in words
- I can use place value and number facts to solve problems

Properties of shape (Friday)

- I can compare and sort common 2-D and 3-D shapes and everyday objects
- I can identify 2-D shapes on the surface of 3-D shapes e.g. a circle on a cylinder and a triangle on a pyramid
- I can identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- I can identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line

Measurement Block week

- I can choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}$ C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels

Addition and subtraction

- I can solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- I can solve problems with addition and subtraction applying his/her increasing knowledge of mental and written methods
- I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- I can add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones
- I can add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens
- I can add and subtract numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers
- I can add and subtract numbers using concrete objects, pictorial representations, and mentally, including adding three one-digit numbers
- I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- I can recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems

Multiplication and division

- I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
 - I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs
 - I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
 - I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts
- ### **Measurement- Time (Friday)**
- I can 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
 - I can 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
 - I can remember the number of minutes in an hour and the number of hours in a day
 - I can compare and sequence intervals of time

Fractions

- I can recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity
 - I can write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$
- ### **Measurement-Time (Friday)**
- I can 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
 - I can 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
 - I can remember the number of minutes in an hour and the number of hours in a day
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 -

Geometry - Position and direction

- I can order and arrange combinations of mathematical objects in patterns and sequences
 - I can 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)
- ### **Measurement - Money**
- I can recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
 - I can find different combinations of coins that equal the same amounts of money
 - I can solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- ### **Measurement Block week**
- I can choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}$ C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
 - I can compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$

Revisit

- Addition and subtraction**
- Multiplication and Division**

- Properties of shape (Friday)**
- I can compare and sort common 2-D and 3-D shapes and everyday objects
 - I can identify 2-D shapes on the surface of 3-D shapes e.g. a circle on a cylinder and a triangle on a pyramid
 - I can identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
 - I can identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line

GEOGRAPHY

- Geography**
- I can name, place and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas **Use simple compass directions: North, South, East and West**
 - I can understand geographical similarities and differences through study the human and physical geography of a small area of the United Kingdom, and a small contrasting non-European country. **Use ariel photographs to recognise landmarks and the human / physical features of surrounding areas.**
Devise a simple map with simple symbols and a key.
Location of school, where we live
Local Areas Studies:
Haverigg, Bootle, Silecroft, Millom, School, beach, local amenities
- Where we live. Studying our local area. Walk around Haverigg, following a map and identifying landmarks*

- Geography**
- I can name, place and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
Use simple compass directions: North, South, East and West
 - I can name and place the worlds 7 continents and five oceans.
(World maps, atlases, globes)
 - I can identify seasonal and daily weather patterns in the United Kingdom and the locations of two and cold areas of the world in relation to the Equator and North and South Poles
- Local Links:
Daily Weather chart
Link Haverigg & Millom within England to Antarctica
Max and real explorers discovering the world
Animals and their habitats around the world in different climates (hot and cold countries)

- Geography**
- I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small contrasting non-European country.
Use ariel photographs to recognise landmarks and the human / physical features of surrounding areas.
- Australia compared with Haverigg BEACH SCHOOLS*

HISTORY

- I can ask and answer questions about key features of an event
 - I can understand how we can find out about the past - Describe significant historical events, people and places (locally).
Remembrance Day
- How have explorers changed the world?
- I know 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
Explorers (Christopher Columbus, Ernest Shakleton)

- How were Haverigg and Millom different in the past?
History
- I know 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 (Queen Victoria)
 - I know about significant historical events, people and places in their own locality (*Millom miners*)
 - I can describe where people and events fit within a timeline
 - I can use common words and phrases linked to the passing of

time

Millom now and Millom during Schools in the past Homes in the past Millom Miners and Iron works Iron works walk Museum

[Local Walk: Around the Sea Wall, Haverigg and Millom Pier](#)

How has my highstreet changed from the 1950's?

SCIENCE

ON GOING THROUGH ALL TOPICS

WORKING SCIENTIFICALLY

- *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

KEY SKILLS

- *Ask simple questions
- *Recognise that questions can be answered in different ways
- *Observe closely, using simple equipment
- *Perform simple tests
- Identify and classify
- *Record and communicate their findings in a range of ways and begin to use simple scientific language
- *Gather and record data to help answer questions
- *Use their observations and ideas to suggest answers to simple questions

Animals including Humans

- I can explain that animals, inc. humans, have babies which grow into adults
- I can explain the needs of animals, inc. humans, for survival (water, food and air)
- I can explain the importance of exercise, eating healthy and keeping clean

Vocabulary

- Being born and growing: Young, offspring, live young, grow, develop, change, hatch, lay, fly, crawl, talk.
- Young and adult names: e.g. lamb and sheep, kitten and cat, duckling and duck.
- Life cycle stages: e.g. baby, toddler, child, teenager, adult; frogspawn, tadpole, froglet, frog.
- Survival and staying healthy: basic needs, survive, food, air, exercise, diet, nutrition, healthy, balanced diet, hygiene, germs, water

Food groups: fruit and vegetables, proteins, dairy and alternatives, carbohydrates, oil and spreads, fat, salt, sugar,

Materials

- I can Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Making a boat for max to travel in.
Clothing to keep him warm

Vocabulary

Changing shape: squash, bend, twist, stretch.
Properties of materials: e.g. strong, flexible, light, hard-wearing, elastic.
Other: suitability, recycle, pollution.

Living things and their environments

- I can explain the differences between things that are living, dead, and things that were never alive
- I can explain that most living things live in habitats which suit them and depend on each other
- I can name some plants and animals in their habitats including micro – habitats I can explain how animals get their food from plants and other animals using a simple food chain

Vocabulary

Living or dead: living, dead, never living, not living, alive, never been alive, healthy.
Habitats including microhabitats: depend, shelter, safety, survive, suited, space, minibeast, air.
Life processes: movement, sensitivity, growth, reproduction, nutrition, excretion, respiration.
Food chains: food sources, food, producer, consumer, predator, prey.
Names of habitats and microhabitats: e.g. under leaves, woodland, rainforest, sea shore, ocean, urban, local habitat.

Plants

- I can explain how seeds and bulbs grow into plants
- I can describe how plants need water, light and a sustainable temperature to grow and stay healthy

Growing plants in different places investigation.

Vocabulary

Water transportation: transport, evaporate, nutrients, absorb, anchor.
Life cycle of flowering plants: pollination (insect/wind), self-pollination, pollen, nectar, pollinator, seed formation, seed dispersal (animal/wind/water), reproduce, fertilisation, fertilise, stamen, anther, filament, carpel (pistil), stigma, style, ovary, ovule, sepal, carbon dioxide oxygen, chlorophyll, photosynthesis, pores,

Previously introduced vocabulary: life cycle.

Plants

- I can explain how seeds and bulbs grow into plants
- I can describe how plants need water, light and a sustainable temperature to grow and stay healthy

Growing plants

Vocabulary

Water transportation: transport, evaporation, evaporate, nutrients, absorb, anchor.
Life cycle of flowering plants: pollination (insect/wind), self-pollination, pollen, nectar, pollinator, seed formation, seed dispersal (animal/wind/water), reproduce, fertilisation, fertilise, stamen, anther, filament, carpel (pistil), stigma, style, ovary, ovule, sepal, carbon dioxide oxygen, chlorophyll, photosynthesis, pores,

Previously introduced vocabulary: life cycle.

Living things and their environments

- I can name some plants and animals in their habitats including micro – habitats cactus, bee orchard, sand dunes, pond, beach -
- I can explain that most living things live in habitats which suit them and depend on each other

Vocabulary

Habitats including microhabitats: depend, shelter, safety, survive, suited, space, minibeast, air.
Life processes: movement, sensitivity, growth, reproduction, nutrition, excretion, respiration.
Food chains: food sources, food, producer, consumer, predator, prey.
Names of habitats and microhabitats: e.g. under leaves, woodland, rainforest, sea shore, ocean, urban, local habitat.

<p><u>TAPS Record</u></p> <p>I can collect and record data to help answer questions</p> <p>Can children observe closely to find objects made of different materials?</p> <p>Can children record their findings?</p> <p>Germ investigation with bread – The best thing for washing hands</p>	<p><u>TAPS Evaluate</u></p> <p>I can use my observations and ideas to suggest answers to questions</p> <p><u>TAPS</u></p>	<p>Previously introduced vocabulary: senses, carnivore, herbivore, omnivore, seed, water, names of materials.</p> <p><u>TAPS Set up enquiry</u></p> <p>I can perform simple comparative tests</p> <p>I can communicate my ideas, what I do and what I find in a variety of ways</p> <p>Rocket Mice</p>	<p><u>TAPS Asking Q'S and planning enquiry</u></p> <p>I can ask questions and know they can be answered in different ways</p> <p>Waterproof experiment</p>	<p><u>TAPS Observe and measure</u></p> <p>I can look closely, using equipment</p> <p>I can collect and record data to help answer questions</p> <p><u>Compare growth</u></p> <p>Can children observe closely, noticing differences and similarities?</p> <p>Can children measure and compare the height of plants?</p>	<p><u>TAPS Interpret and report</u></p> <p>I can name and group</p> <p>Nature spotters</p> <p>Can children use spotter sheets to identify plants/animals?</p> <p>Can children classify the types of plants/animals they have found?</p>
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ART

<p>Focus Artists</p> <ul style="list-style-type: none"> James Rizzi – liked to get busy! <p>Focus Artwork</p> <ul style="list-style-type: none"> Happy Rizzi houses Haverigg layered landscapes <p>Focus Techniques</p> <ul style="list-style-type: none"> Drawing and markmaking -Create different tones by using coloured pencils, pencils, chalk, oil pastels or charcoal, ink, pen Painting and colour - Paint things that are seen, remembered or imagined Painting and colour - Remember the primary colours and be able to name the secondary colours Printing - Use different printing techniques - Press printing, Use objects to create prints (e.g. classroom objects, sponges, fruit) 	<p>Focus Artists</p> <ul style="list-style-type: none"> Maurice Sendak – illustrator Jon Burgerman – had a big burger van Graphic artist <p>Focus Artwork</p> <ul style="list-style-type: none"> Wild things and wild places illustrations Burgerman characters – everyday objects brought to life Printed Christmas cards <p>Focus Techniques</p> <ul style="list-style-type: none"> Revisit YEAR 1 Drawing - Use lots of different drawing tools to create lines of different thicknesses: straight, wavy, zig zag, curved. Revisit YEAR 1 Drawing - Draw things seen and imagined using lines. Printing - Use different printing techniques - Press printing, 	<p>Focus Artists</p> <ul style="list-style-type: none"> Maurice Sendak <p>Focus Artwork</p> <ul style="list-style-type: none"> Carnival bird masks and costumes <p>Focus Techniques</p> <ul style="list-style-type: none"> 3D and sculpture -Add texture to a sculpture using different tools (marks/lines) 	<p>Focus Artists</p> <ul style="list-style-type: none"> Pablo Picasso – had a big hairy toe! Friedrich Hundertwasser – flew spaceships for Nasa <p>Focus Artwork</p> <ul style="list-style-type: none"> Picasso inspired self portraits Hundertwasser Haverigg wacky landscapes and lollypop trees. <p>Focus Techniques</p> <ul style="list-style-type: none"> Drawing and markmaking - Create different tones by using coloured pencils, pencils, chalk, oil pastels, charcoal, ink. Collage - Make collages by folding crumpling, tearing and layering materials Painting (Y3) Know and talk about colour tones; warm colours; cold colours) 		<p>Focus Artists</p> <p>Focus Artwork</p> <ul style="list-style-type: none"> Millom miners paper heads Silhouette mining landscapes. <p>Focus techniques</p> <ul style="list-style-type: none"> 3D and sculpture - Experiment with simple tools on rigid and flexible materials Add texture to a sculpture using different tools (marks/lines)
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R. S. E: My Happy Mind

<p>Meet the brain</p> <p>We are learning:</p> <p>What their brain looks like and that it is fully grown by the age 6.</p> <ul style="list-style-type: none"> That our brain helps us to make good decisions and remember what we have learnt. That the Amygdala causes them to Flight, Fight or Freeze. Children will be asked to reflect and think of examples of how they use each of Team 	<p>Celebrate</p> <p>We are learning:</p> <ul style="list-style-type: none"> About the same 5-character strengths as Year 1, but they will be asked to think about what each strength means and some examples of the strengths in action. That when we use our Character Strengths, we can be our very best selves and that we all have our own unique set of strengths, and we are all different. What Neuroplasticity is and how we can grow 	<p>Appreciate</p> <p>We are learning:</p> <ul style="list-style-type: none"> That being thankful or having Gratitude are other words for appreciating. What the Wheel of Gratitude is and that it is important to focus on all parts of the Wheel of Gratitude; themselves, others, and experiences. That when we show Gratitude to someone it makes them feel good. When we make someone feel good, it makes us feel good 	<p>Relate</p> <p>We are learning:</p> <ul style="list-style-type: none"> That we Relate to different people in different ways and that different people Relate differently, too. How their Character Strengths can help them get along with other people. They will learn that we all have different strengths, which is okay. That it is okay that some people react differently to them and that just because their reaction is different to theirs, it isn't wrong. How to spot 	<p>Engage</p> <p>We are learning:</p> <p>Children in Year 2 will learn:</p> <ul style="list-style-type: none"> When they feel good, they do good. Goal Setting is a good way to help us achieve what we want. If we set goals, we are more likely to achieve them. The 3 steps to set a goal and practice setting goals as a class. How Happy Breathing can help when goals are tricky 	
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<p>H-A-P.</p> <ul style="list-style-type: none"> That when we learn something new, our brain remembers it and grows. They'll learn about Neuroplasticity and think of examples of how they can use it to help them. How they can use Happy Breathing to help Team H-A-P work as a team, but also how Happy Breathing can help with Neuroplasticity <p>Vocab: Brain, cells, Team H-A-P, Hippocampus, Amygdala, Prefrontal Cortex, Happy Breathing, Neuroplasticity, grow, Fight, Flight, Freeze</p>	<p>our strengths if we practice using them.</p> <ul style="list-style-type: none"> About how to recognise the strengths in themselves. How to think about which strengths they would like to grow or use more of <p>Vocab: Character Strengths, Love and Kindness, Bravery and Honesty, Exploring and Learning, Teamwork and Friendship, Love of Life and our World, unique, special, Strength Spotting, Neuroplasticity, GrowYear 2 Celebrate overview</p>	<p>too. This is because a special chemical gets released into our brains which makes us feel amazing.</p> <ul style="list-style-type: none"> That Team H-A-P loves it when we Appreciate ourselves, so it is important to be kind to ourselves and others. How being grateful for ourselves can be hard and Happy Breathing can help us. <p>Vocab: Appreciate, Grateful, Thankful, Wheel of Gratitude, Ourselves, Others, Experiences, Team H-A-P, Happy Breathing</p>	<p>the characteristics of a good friend and recognise this in themselves.</p> <ul style="list-style-type: none"> How to Actively Listen and why this helps them to get along with others. They will look at what happens if they don't Actively Listen and how this can affect their ability to get along with others. That Team H-A-P feels happy when we Actively Listen because we are using all parts of the team. How to 'Stop, Understand and Consider' and why it is important to do this before responding. How Happy Breathing can help them with friendship issues by keeping them calm. <p>Vocab: Character Strengths, Relate, Get Along, People, Active Listening, Team H-A-P, Happy Breathing, 'Stop, Understand, Consider', Friendships, Relationships, Differences</p>	<p>Vocab: Engage, Activity, Goal, Perseverance, Goal Setting, Feel Good, Do Good, Believe to Achieve, Happy Breathing, habits</p>	
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DESIGN TECHNOLOGY

<p>Food Technology</p> <ul style="list-style-type: none"> I can understand the need for a variety of food in a diet I can say why vitamins A,B and c are important and give examples of foods that contain them I know about the 5 main food groups and can give examples of these I understand that food gives me energy as I digest it I can use a wider range of cookery techniques to prepare food safely 		<p>Food Technology</p> <ul style="list-style-type: none"> I can understand that food has to be farmed, grown or caught I can use a wider range of cookery techniques to prepare food safely <p>Sliders and Levels (Moving rainforest pictures)</p> <ul style="list-style-type: none"> I can select from and use a range of tools and equipment to perform practical tasks e.g cutting, shaping, joining & finishing (Y1) I can use a range of simple tools to cut, join and combine materials and components safely. (Y1) I can explore and use mechanisms such as levers, sliders, wheels and axles in a product 		<p>Freestanding Structures (a chair for your bear)</p> <ul style="list-style-type: none"> I can build structures exploring how they can be made stronger, stiffer and more stable I can investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable 	
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COMPUTING AND ONLINE SAFETY

<p>What is a computer?</p> <ul style="list-style-type: none"> Use logical reasoning to predict the behaviour of simple programs (CS) Use technology purposefully to create, organise, store, manipulate and retrieve digital content (DL) Recognise common uses of information technology beyond school (IT) 	<p>KIDSAFE</p> <p>Online Safety</p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content (DL) Recognise common uses of information technology beyond school (IT) 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 (DL) 	<p>Algorithms and debugging</p> <ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions (CS) Create and debug simple programs (CS) Use logical reasoning to predict the behaviour of simple programs (CS) 	<p>International Space Station</p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content (DL) 		<p>Scratch JR</p> <ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions (CS) Create and debug simple programs (CS) Use logical reasoning to predict the behaviour of simple programs (CS) Use technology purposefully to create, organise, store, manipulate and retrieve digital content (DL)
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PE

ONGOING THROUGHOUT THE YEAR
Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.

<p>Gymnastics</p> <ul style="list-style-type: none"> Use start & finish shapes. Power in jumping. Levels and speed. Rhythm in performing. Body management in a range of actions. <p>Arabesque, bridge, japana.</p> <p>Send & Return</p> <ul style="list-style-type: none"> Identify the dominant and non-dominant side. Use basic serving rules in a game. Able to self-feed a ball to a partner using a racquet. Develop agility in isolated challenges. Develop the ready position to receive a ball. Play a variety of roles in a simple game. Throw into space to make it difficult for opponent to return. Play out a point from a serve. 	<p>Dance</p> <ul style="list-style-type: none"> Describe and explain how performers can transition and link shapes and balances. Perform basic actions with control and consistency at different speeds and on different levels. Challenge themselves to move imaginatively responding to music. Work as part of a group to create and perform short movement sequences to music. Perform using more sophisticated formations as well as an individual. Explore relationships through different dance formations. Explain the importance of emotion and feeling in dance. Use the stimuli to copy, repeat and create dance actions and motifs. Dance in solo and duet. Explore creative footwork. Discuss how a dance can develop. Respond to visual stimulus. Comment on contrasting actions. Use the theme of a clock face to develop a dance. Perform 'freestyle' moves. Perform a motif to music. Explore movement pathways. <p>OAA</p> <ul style="list-style-type: none"> Use equipment in unconventional ways. Build on speed stack skills. Compose a small group movement pattern. Participate in blindfold activities. Introduce the principle of map keys and use in a simple way 	<p>Hit Catch Run</p> <ul style="list-style-type: none"> Hit with bats (some still hitting with hands). Use kicking to send a ball and score points. Use underarm bowling. Play as part of a team. Run to 'safety'. Outwit bowler and hot to space. Move in line to stop ball. <p>Attack Defend Shoot</p> <ul style="list-style-type: none"> Kick with inside of foot and stop ball with feet. Control a ball. Bounce the ball to send it. Bounce a ball to begin to dribble. Throw/send a variety of equipment. Pass and move. Intercepting in a game. Play goalkeeper 	<p>Gymnastics</p> <ul style="list-style-type: none"> Use start & finish shapes. Power in jumping. Levels and speed. Rhythm in performing. Body management in a range of actions. Arabesque, bridge, japana. <p>Attack Defend Shoot</p> <ul style="list-style-type: none"> Kick with inside of foot and stop ball with feet. Control a ball. Bounce the ball to send it. Bounce a ball to begin to dribble. Throw/send a variety of equipment. Pass and move. Intercepting in a game. <p>Play goalkeeper</p>	<p>Dance</p> <ul style="list-style-type: none"> Describe and explain how performers can transition and link shapes and balances. Perform basic actions with control and consistency at different speeds and on different levels. Challenge themselves to move imaginatively responding to music. Work as part of a group to create and perform short movement sequences to music. Perform using more sophisticated formations as well as an individual. Explore relationships through different dance formations. Explain the importance of emotion and feeling in dance. Use the stimuli to copy, repeat and create dance actions and motifs. Dance in solo and duet. Explore creative footwork. Discuss how a dance can develop. Respond to visual stimulus. Comment on contrasting actions. Use the theme of a clock face to develop a dance. Perform 'freestyle' moves. Perform a motif to music. Explore movement pathways. <p>Run Jump Throw</p> <ul style="list-style-type: none"> Aware of others when running in space. Create more power with legs and apply to agility test. Select best throw for conditioned games. Perform some static and dynamic balances. Explore their emotions around different challenges. Attempt more accuracy in throws. Perform under pressure. Explore breathing techniques 	<p>Hit Catch Run (Haverigg Cricket)</p> <ul style="list-style-type: none"> Hit with bats (some still hitting with hands). Use kicking to send a ball and score points. Use underarm bowling. Play as part of a team. Run to 'safety'. Outwit bowler and hot to space. Move in line to stop ball. <p>Run Jump Throw</p> <ul style="list-style-type: none"> Aware of others when running in space. Create more power with legs and apply to agility test. Select best throw for conditioned games. Perform some static and dynamic balances. Explore their emotions around different challenges. Attempt more accuracy in throws. Perform under pressure. Explore breathing techniques
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RE

	<p>What does it mean to belong to Buddhism?</p> <p>Multi Faith Week Planning Documents</p> <p>What is the Holy Book? What are the Symbols, What are the Place of Worship? Artefacts / Clothes, Beliefs</p> <p>Christmas celebrations</p> <ul style="list-style-type: none"> Think about what we celebrate and how we celebrate. Recount the Christmas story. How some Christians celebrate Christmas. How Christmas is celebrated by Christians around the world. 			<p>Plan Bee Unit: Who was Buddha?</p> <ul style="list-style-type: none"> Understand how Siddhartha Gautama came to be known as 'the Buddha'. Recognise Buddhist symbols which explain why Buddha was special. Explain the meaning of a Buddhist parable. Explain what Buddha taught Buddhists about how to live their lives. Recognise where and how Buddhists worship <p>Vocabulary God, Christianity, Jesus, Christmas, celebrate, church, traditions, gift, tree, religion, family,</p>	
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- Explain the importance of Christmas to Christians
 - Recap and summarise what we have learnt about Christmas.
- Vocabulary
Buddhism, Buddhism, belong, symbols, lotus flower, Dharma wheel, Siddhartha, Gautama, suffering, meditation, belief, temple

belong

Music

On this Island: British Songs and Sounds - Teacher

National Curriculum

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- listen with concentration and understanding to a range of high-quality live and recorded music
- play tuned and untuned instruments musically
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key Skills

- Listening to and recognising instrumentation.
- Beginning to use musical vocabulary to describe music.
- Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.
- Successfully combining and layering several instrumental and vocal patterns within a given structure.
- Choosing appropriate dynamics, tempo and timbre for a piece of music.
- Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).
- Singing short songs from memory, with melodic and rhythmic accuracy.
- Performing expressively using dynamics and timbre to alter sounds as appropriate.

Key Knowledge:

- To know that folk music represents the traditions or culture of a place and is often passed on by being played rather than written down.
- To know that ‘duration’ means how long a note, phrase or whole piece of music lasts.
- To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music.

Vocabulary:

Composition, duration, dynamics, inspiration, pitch, structure, tempo, texture, timbre

West African Call and Response Song - Ruth

National Curriculum

- Play tuned and untuned instruments musically.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.
- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

Key Skills

- Recognising timbre changes in music they listen to.
- Recognising structural features in music they listen to.
- Listening to and recognising instrumentation.
- Beginning to use musical vocabulary to describe music.
- Listening to and repeating a short, simple melody by ear.
- Suggesting improvements to their own and others’ work.
- Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.
- Choosing appropriate dynamics, tempo and timbre for a piece of music.
- Using letter name and graphic notation to represent the details of their composition.
- Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).
- Singing short songs from memory, with melodic and rhythmic accuracy.
- Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.
- Performing expressively using dynamics and timbre to alter sounds as appropriate.

Key Knowledge:

- To know that dynamics can change the effect a sound has on the audience.
- To know that the long and short sounds of a spoken phrase can be represented by a rhythm.
- To understand that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song.
- To understand that the tempo of a musical phrase can be changed to achieve a different effect.
- To understand that an instrument can be matched to an animal noise based on its timbre.

Vocabulary:

Timbre dynamics tempo call and response rhythm structure

Traditional Western Stories (Orchestral Instruments) - Ruth

National Curriculum

- listen with concentration and understanding to a range of high-quality live and recorded music’
- use their voices expressively and creatively by singing songs and speaking chants and rhyme
- experiment with, create, select and combine sounds using the inter related dimensions of music’

Key Skills

- Recognising timbre changes and structural features in music they listen to.
- Listening to and recognising instrumentation.
- Beginning to use musical vocabulary to describe music.
- Suggesting improvements to their own and others’ work.
- Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.
- Choosing appropriate dynamics, tempo and timbre for a piece of music.
- Performing expressively using dynamics and timbre to alter sounds as appropriate.

Key Knowledge:

- To know that musical instruments can be used to create ‘real life’ sound effects.
- To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece.
- To know that stringed instruments, like violins, make a sound when their strings vibrate.
- To know that a brass instrument is played by vibrating your lips against the mouthpiece.
- To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.

Vocabulary:

Orchestra, instruments, strings, woodwind, brass, percussion, vocals, sound effect, timbre, dynamics, tempo