

## Year 2 Long Term Planning Overview 2020-2021

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Time to Travel		China		At the Bottom of the Garden	
Subjects	Transport and travel		Chinese culture, animals, geography		Plants & gardens, insects/minibeasts, the local area and local history.	
<b>Spoken Language</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>☑ listen and respond appropriately to adults and their peers</li> <li>☑ ask relevant questions to extend their understanding and knowledge</li> <li>☑ use relevant strategies to build their vocabulary</li> <li>☑ articulate and justify answers, arguments and opinions</li> <li>☑ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>☑ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>☑ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>☑ speak audibly and fluently with an increasing command of Standard English</li> <li>☑ participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>☑ gain, maintain and monitor the interest of the listener(s)</li> <li>☑ consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>☑ select and use appropriate registers for effective communication.</li> </ul>		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>☑ listen and respond appropriately to adults and their peers</li> <li>☑ ask relevant questions to extend their understanding and knowledge</li> <li>☑ use relevant strategies to build their vocabulary</li> <li>☑ articulate and justify answers, arguments and opinions</li> <li>☑ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>☑ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>☑ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>☑ speak audibly and fluently with an increasing command of Standard English</li> <li>☑ participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>☑ gain, maintain and monitor the interest of the listener(s)</li> <li>☑ consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>☑ select and use appropriate registers for effective communication.</li> </ul>		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>☑ listen and respond appropriately to adults and their peers</li> <li>☑ ask relevant questions to extend their understanding and knowledge</li> <li>☑ use relevant strategies to build their vocabulary</li> <li>☑ articulate and justify answers, arguments and opinions</li> <li>☑ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>☑ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>☑ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>☑ speak audibly and fluently with an increasing command of Standard English</li> <li>☑ participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>☑ gain, maintain and monitor the interest of the listener(s)</li> <li>☑ consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>☑ select and use appropriate registers for effective communication.</li> </ul>	
<b>SPAG</b>	<p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>☑ 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</li> <li>☑ learn how to use: <ul style="list-style-type: none"> <li>☑ sentences with different forms: statement, question, exclamation, command</li> <li>☑ expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>☑ subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> </ul> </li> </ul>		<p>learning to spell more words with contracted forms</p> <ul style="list-style-type: none"> <li>☑ learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>☑ distinguishing between homophones and near-homophones</li> </ul> <p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>☑ 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)</li> <li>☑ learn how to use: <ul style="list-style-type: none"> <li>☑ sentences with different forms: statement, question, exclamation, command</li> <li>☑ expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>☑ the present and past tenses correctly and consistently including the progressive form</li> <li>☑ subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> </ul> </li> </ul>		<p>learning to spell more words with contracted forms</p> <ul style="list-style-type: none"> <li>☑ learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>☑ distinguishing between homophones and near-homophones</li> </ul> <p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>☑ 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)</li> <li>☑ learn how to use: <ul style="list-style-type: none"> <li>☑ sentences with different forms: statement, question, exclamation, command</li> <li>☑ expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>☑ the present and past tenses correctly and consistently including the progressive form</li> <li>☑ subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> </ul> </li> </ul>	
<b>Spelling</b>	<p>SpellingShed Scheme of work – Year 2</p> <ol style="list-style-type: none"> <li>1. The /j/ sound spelled –dge at the end of words. This spelling is used after the short vowel sounds.</li> <li>2. The /j/ sound spelled –ge at the end of words. This spelling comes after all sounds other than the ‘short vowels.’</li> </ol>		<p>SpellingShed Scheme of work – Year 2</p> <ol style="list-style-type: none"> <li>13. The long vowel ‘i’ spelled with a y at the end of words.</li> <li>14. Adding ‘-es’ to nouns and verbs ending in ‘y.’</li> <li>15. Adding ‘-ed’ to words ending in y. The y is changed to an i.</li> <li>16. Adding ‘-er’ to words ending in y. The y is changed to an i.</li> </ol>		<p>SpellingShed Scheme of work – Year 2</p> <ol style="list-style-type: none"> <li>25. The /ee/ sound spelled ‘-ey’</li> <li>26. Words with the spelling ‘a’ after w and qu.</li> <li>27. The /er/ and /or/ sound spelled with or or ar.</li> <li>28. The /z/ sound spelled s.</li> </ol>	

	<ul style="list-style-type: none"> <li>3. The /j/ sound spelled with a g.</li> <li>4. The /s/ sound spelled c before e, i and y.</li> <li>5. The /n/ sound spelled kn and gn at the beginning of words.</li> <li>6. Challenge Words</li> <li>7. The /r/ sound spelled 'wr' at the beginning of words.</li> <li>8. The /l/ or /ul/ sound spelled '-le' at the end of words.</li> <li>9. The /l/ or /ul/ sound spelled '-el' at the end of words. This spelling is used after m, n, r, s, v, w and commonly s.</li> <li>10. The /l/ or /ul/ sound spelled '-al' at the end of words.</li> <li>11. Words ending in '-il.'</li> <li>12. Challenge Words</li> </ul>	<ul style="list-style-type: none"> <li>17. Adding 'ing' to words ending in 'e' with a consonant before it.</li> <li>18. Challenge Words</li> <li>19. Adding 'er' to words ending in 'e' with a consonant before it.</li> <li>20. Adding '-ing' to words of one syllable. The last letter is doubled to keep the short vowel sound.</li> <li>21. Adding '-ed' to words of one syllable. The last letter is doubled to keep the short vowel sound.</li> <li>22. The 'or' sound spelled 'a' before ll and ll</li> <li>23. The short vowel sound 'o.'</li> <li>24. Challenge Words</li> </ul>	<ul style="list-style-type: none"> <li>29. The suffixes '-ment' and '-ness'</li> <li>30. The suffixes '-ful' and '-less' If a suffix starts with a consonant letter. It is added straight onto most root words.</li> <li>31. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings</li> <li>32. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.</li> <li>33. Words ending in '-tion.'</li> <li>34. Contractions – the apostrophe shows where a letter or letters would be if the words were written in full.</li> <li>35. The possessive apostrophe (singular)</li> <li>36. Challenge Words</li> </ul>						
<b>Phonics</b>	(Post lockdown plan 2020 only) Revise phase 4 Revise phase 5 Phonics screening prep & checks Start phase 6	Phase 6	Phase 6						
<b>Reading</b>	Whole class shared texts Fiction – fantasy linked to travel, traditional tales/myths/fables Non-fiction – linked to transport/travel Poetry – linked to transport/travel/winter  Guided reading - carousel Fiction & non-fiction	Fiction – stories from other cultures/set in other countries Non-fiction – instructions, information texts on china (where possible) Poetry – poems about China  Guided reading - carousel Fiction & non-fiction	Fiction – Stories by the same author and traditional tales Non-fiction – Linked to artists, plants and insects Poetry – Garden/plant/summer/ minibeast poems  Guided reading - carousel Fiction & non-fiction						
<b>Writing</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;">           Fiction – fantasy (Oi! Get off our Train / The Magic Bed by John Burningham)            Non-fiction – postcards &amp; letters (Back to earth with a bump – Twinkl),            Poetry – songs and repetitive rhymes (On my Way to School I saw...)             Assessed piece: Letter             Handwriting – KS1 LTP         </td> <td style="width: 50%; vertical-align: top;">           Fiction – myth (The Crow's Tale by Naomi Howarth)            Non-fiction – Information texts (Transport) Poetry – traditional poems (winter poem)             Assessed piece: Narrative             Handwriting – KS1 LTP         </td> </tr> </table>	Fiction – fantasy (Oi! Get off our Train / The Magic Bed by John Burningham) Non-fiction – postcards & letters (Back to earth with a bump – Twinkl), Poetry – songs and repetitive rhymes (On my Way to School I saw...)  Assessed piece: Letter  Handwriting – KS1 LTP	Fiction – myth (The Crow's Tale by Naomi Howarth) Non-fiction – Information texts (Transport) Poetry – traditional poems (winter poem)  Assessed piece: Narrative  Handwriting – KS1 LTP	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;">           Fiction – stories from other cultures (dragon stories/Chinese New Year Zodiac Animals story)            Non-fiction – instructions (lanterns)            Recount            Poetry – poetry (China theme)             Handwriting – KS1 LTP         </td> <td style="width: 50%; vertical-align: top;">           Fiction – traditional stories from other cultures (China – The Magic Paintbrush)            Non-fiction – Information texts (All about China)            Poetry – China theme             Handwriting – KS1 LTP         </td> </tr> </table>	Fiction – stories from other cultures (dragon stories/Chinese New Year Zodiac Animals story) Non-fiction – instructions (lanterns) Recount Poetry – poetry (China theme)  Handwriting – KS1 LTP	Fiction – traditional stories from other cultures (China – The Magic Paintbrush) Non-fiction – Information texts (All about China) Poetry – China theme  Handwriting – KS1 LTP	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;">           Fiction – Stories by the same author (James Mayhew Katie stories)            Traditional tales (Jack and the Beanstalk).            Story writing – new adventures, new versions.            Non-fiction – Recount, book review            Poetry – Garden / plant poems             Handwriting – KS1 LTP         </td> <td style="width: 50%; vertical-align: top;">           Fiction – Mini-beast themed.            Non-fiction – information text, recounts            Poetry – Mini beast             Handwriting – KS1 LTP         </td> </tr> </table>	Fiction – Stories by the same author (James Mayhew Katie stories) Traditional tales (Jack and the Beanstalk). Story writing – new adventures, new versions. Non-fiction – Recount, book review Poetry – Garden / plant poems  Handwriting – KS1 LTP	Fiction – Mini-beast themed. Non-fiction – information text, recounts Poetry – Mini beast  Handwriting – KS1 LTP
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<b>Mathematics</b>	White Rose Maths Scheme of Learning Year 2 Autumn: <a href="https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/08/Year-2-Full-Autumn-Term-.pdf">https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/08/Year-2-Full-Autumn-Term-.pdf</a>  Number: Place Value  Number: Addition and Subtraction  Measurement: Money  Number: Multiplication and Division	White Rose Maths Scheme of Learning Year 2 Spring:  Number: Multiplication and Division Statistics Geometry: Properties of Shape  Revise – place value, addition	White Rose Maths Scheme of Learning Year 2 Summer:  Revise/recap: Addition, subtraction, multiplication, division, shape  Number: Fractions Measurement: Time Measurement: Length and Height Geometry: Position and Direction Measurement: Mass, capacity & temperature						
<b>Science</b>  Year 1 objectives on the KS1 science teacher assessment	<b>Seasons REVISE – Year 1</b> -observe changes across the four seasons -observe and describe weather associated with the seasons and how day length varies.  <b>Materials – Year 1 recap &amp; Year 2 objectives</b> -identify and compare the suitability of a variety of everyday materials, including	<b>Living things and their habitats</b> 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	<b>Plants</b> (including recap of Y1) -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.  <b>Animals including humans</b> (including recap of Y1)						

<p>framework included - revision due to Covid.</p>	<p>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> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>☑ asking simple questions and recognising that they can be answered in different ways</li> <li>☑ observing closely, using simple equipment</li> <li>☑ performing simple tests</li> <li>☑ identifying and classifying</li> <li>☑ using their observations and ideas to suggest answers to questions</li> <li>☑ gathering and recording data to help in answering questions.</li> </ul>	<p>other</p> <ul style="list-style-type: none"> <li>☑ identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>☑ 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.</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>☑ asking simple questions and recognising that they can be answered in different ways</li> <li>-identifying and classifying</li> <li>☑ using their observations and ideas to suggest answers to questions</li> </ul>	<p>- notice that animals, including humans, have offspring which grow into adults</p> <ul style="list-style-type: none"> <li>☑ find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>☑ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>☑ asking simple questions and recognising that they can be answered in different ways</li> <li>☑ observing closely, using simple equipment</li> <li>☑ performing simple tests</li> <li>☑ identifying and classifying</li> <li>☑ using their observations and ideas to suggest answers to questions</li> <li>☑ gathering and recording data to help in answering questions.</li> </ul>
<p><b>History</b></p>	<p>Transport through the ages</p> <p><b>LOs:</b></p> <ul style="list-style-type: none"> <li>• To find out the different ways in which travel and transport has changed from past to present.</li> <li>• To understand that boats have changed over time.</li> <li>• To retell the story of Christopher Columbus.</li> <li>• To find out about George Stephenson’s life and inventions.</li> <li>• History of the car</li> <li>• Flight - Hot air balloons and Wright Brothers</li> <li>• Emilia Earhart</li> <li>• Transport - Comparing past, present and future</li> </ul> <p><b>NC references:</b></p> <ul style="list-style-type: none"> <li>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>• 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]</li> <li>• 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]</li> </ul>	<p>Through China topic</p> <ul style="list-style-type: none"> <li>• Exploring life in China</li> <li>• Chinese New Year and other Chinese celebrations and traditions.</li> <li>• Learn about important people in Chinese history.</li> <li>• To understand the importance of the terracotta army in Chinese history.</li> </ul> <p>NC links</p> <ul style="list-style-type: none"> <li>• Events beyond living memory that are significant nationally or globally.</li> <li>• the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> </ul>	<p>Linked to At the Bottom of the Garden topic – local history</p> <p>LOs:</p> <p>Why is Stewartby a significant local place?</p> <ul style="list-style-type: none"> <li>• What are the Stewartby brickworks?</li> <li>• Why is Sir Stewart a significant person?</li> <li>• What is the history and the future of Stewartby Brickworks?</li> <li>• What happened to the clay pits?</li> </ul> <p>Why are Shortstown and the Cardington hangars significant local places?</p> <ul style="list-style-type: none"> <li>• I know what the air hangars have been / are used for.</li> <li>• I know the history of the airships built there.</li> </ul> <p>NC links</p> <ul style="list-style-type: none"> <li>• Significant historical events, people and places in their own locality</li> <li>• Events beyond living memory that are significant nationally or globally.</li> <li>• the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> </ul>
<p><b>Geography</b></p>	<p><b>Linked to Time to travel topic</b></p> <ul style="list-style-type: none"> <li>-identify hot and cold areas of the world and use a map/atlas to find countries.</li> <li>-identify the seven continents.</li> <li>-identify the five oceans.</li> <li>-identify features on a map/aerial photograph.</li> <li>-identify physical and human features on a map / aerial photograph.</li> <li>-use compass directions.</li> </ul> <p><b>NC reference:</b></p> <p><b>Locational knowledge</b></p>	<p><b>Linked to China topic</b></p> <ul style="list-style-type: none"> <li>• using a map/atlas to identify countries – China</li> <li>• Identify the features of a map/atlas.</li> <li>• Map drawing</li> <li>• Comparing life in China with life in the UK.</li> <li>• Comparing our school with a school in China.</li> </ul> <p><b>NC reference:</b></p> <p><b>Place knowledge</b></p>	<p><b>Linked to At the Bottom of the Garden topic</b></p> <p>LOs:</p> <p>What are the countries and capital cities of the UK?</p> <p>What are the features and characteristics of the countries of the UK?</p> <p>What is our local area like?</p> <p>How are compass points used to navigate a map?</p> <p>To plan perspectives to devise a simple map.</p> <p>To map a route around the local area.</p> <p>To draw a map of the local area.</p> <p><b>NC reference:</b></p>

	<ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>-key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> </ul> </li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> <li>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</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> </ul> </li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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.</li> </ul>	<p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> </ul> </li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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.</li> </ul>
<p><b>D&amp;T</b></p>	<p><b>Linked to the topic Time to Travel</b></p> <p><b>LOs:</b></p> <ul style="list-style-type: none"> <li>-design a toy vehicle</li> <li>-make moving vehicle</li> <li>-evaluate a product.</li> </ul> <p><b>NC reference:</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products evaluate their ideas and products against design criteria</li> </ul>	<p>Linked to China topic</p> <p><b>LOs:</b></p> <ul style="list-style-type: none"> <li>To identify and evaluate Chinese foods.</li> <li>To plan a healthy meal and say where the food comes from.</li> <li>To prepare a healthy spring roll.</li> <li>To evaluate my Chinese food.</li> <li>To research joins that move.</li> <li>To plan a moving picture by making a mock up design.</li> <li>To make a moving picture for a Chinese item.</li> </ul> <p><b>NC reference:</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and</li> </ul>	<p>Linked to At the Bottom of the Garden topic</p> <p><b>LOs:</b></p> <ul style="list-style-type: none"> <li>To find out about the life and work of a famous designer.</li> <li>To design and make a decorative flower pot/vase.</li> <li>To design and make a healthy fruit snack.</li> <li>To evaluate my work.</li> </ul> <p><b>NC reference:</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul>

	<p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>		<p>ingredients, according to their characteristics</p> <p>Evaluate</p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria</li> </ul> <p>Technical knowledge</p> <ul style="list-style-type: none"> <li>build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> <li>use the basic principles of a healthy and varied diet to prepare dishes</li> <li>understand where food comes from.</li> </ul>		<p>Evaluate</p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria</li> </ul> <p>Technical knowledge</p> <ul style="list-style-type: none"> <li>build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> <li>use the basic principles of a healthy and varied diet to prepare dishes.</li> <li>understand where food comes from.</li> </ul>	
<p><b>Art &amp; Design</b></p>	<p><b>Linked to the Time to Travel topic – hot air balloons, vehicles, boats (narrow and Viking)</b></p> <p><b>LOs:</b></p> <ul style="list-style-type: none"> <li>To experiment with paint effects.</li> <li>To use paint appropriately to create a variety of effects (create a background using ombre painting and wax/paint)</li> <li>To plan a collage.</li> <li>To create a collage of a galleon ship.</li> <li></li> <li>about weaving and use this to create a basket</li> <li>understand about printing and use to make a hot air balloon design.</li> <li>compare weaving and printing. To compare their work to an artist’s work.</li> </ul> <p><b>NC Reference:</b></p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>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.</li> </ul>		<p>Linked to China topic</p> <p><b>LOs:</b></p> <ul style="list-style-type: none"> <li>To use textiles to create a Chinese dragon picture.</li> <li>To be able to design my Chinese dragon picture.</li> <li>To evaluate my final product.</li> <li>To find out more about Willow Pattern</li> <li>To create my own Willow Pattern clay pot.</li> <li>To use wool and chalk to create a dragon showing good luck for the Chinese New Year.</li> </ul> <p><b>NC Reference:</b></p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>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.</li> </ul>		<p>Linked To At the Bottom of the Garden topic:</p> <p><b>LOs:</b></p> <ul style="list-style-type: none"> <li>Who is Vincent van Gogh and why is he famous?</li> <li>To practise sketching and blending oil pastels.</li> <li>To create a sunflower for a piece of collaborative art.</li> <li>Who is Georgia O’Keefe and why is she famous?</li> <li>To draw a flower in the style of Georgia O’Keefe.</li> <li>To use watercolours to paint a flower.</li> <li>To compare my work to that of famous artists.</li> <li>To sculpt a flower.</li> </ul> <p><b>NC Reference:</b></p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>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.</li> </ul>	
<p><b>Music</b></p>	<p><b>Elements of Music Unit</b></p> <p>Also: Transport sounds and journeys</p> <p><i>KeyStage 1 Listening and Context he/she can explain to another which of two sounds is higher or lower.</i></p> <p><b>Ongoing LOs:</b></p> <ul style="list-style-type: none"> <li>identify loud and quiet sounds</li> <li>keep a steady pulse</li> </ul>	<p><b>Music Repertoire Unit</b></p> <p><i>NC reference:</i></p> <ul style="list-style-type: none"> <li>use voices expressively and creatively by singing songs and speaking chants and rhymes (NOT PERMITTED under current Covid restrictions)</li> <li>play tuned and untuned</li> </ul>	<p><b>World Music Unit</b></p> <p>Also: Classifying instruments Pentatonic scale</p> <p><u>Half term Focus:</u></p> <ul style="list-style-type: none"> <li>sort instruments into groups.</li> <li>explore different music and instruments from around the world</li> </ul>	<p><b>Composition and Performance Unit</b></p> <p><i>Linked to China topic</i></p> <p><u>Half term focus :</u></p> <ul style="list-style-type: none"> <li>make sounds using different instruments and name instruments.</li> <li>use symbols to represent sounds in music.</li> <li>use instrument symbols to compose a piece of music</li> </ul>	<p><b>Music Repertoire Unit (2)</b></p> <p>Recorders (2) See Y1 plans for progression (Dependent upon Covid restrictions)</p> <p>Peter and the Wolf – Prokofiev</p> <p>Use music to tell a story</p> <p><i>To link actions/creatures with</i></p>	<p><b>Composition and Performance Unit (2)</b></p> <p><b>Timings dependent upon COVID restrictions.</b></p> <p><i>CLASSROOM MUSIC [3 weeks] led by Music for Bedford Borough</i></p> <p><i>Minibeast Musical</i></p> <p><i>To identify the mood of a piece of music.</i></p>

	<ul style="list-style-type: none"> <li>➤ identify tempo in music</li> <li>➤ identify pitch in music</li> <li>➤ identify long and short notes (duration)</li> <li>➤ create different timbres with textures with instruments</li> <li>➤ recognise simple musical notation</li> </ul> <p>TOPIC RELATED LISTENING:</p> <ul style="list-style-type: none"> <li>➤ Lumbye – Copenhagen Steam Railway Galop</li> <li>➤ Those Magnificent Men in their Flying Machine</li> <li>➤ Yellow Submarine – Beatles</li> <li>➤ Chitty Chitty Bang Bang</li> </ul>	<p><i>instruments musically</i></p> <ul style="list-style-type: none"> <li>➤ <b>listen with concentration and understanding to a range of high-quality live and recorded music</b></li> <li>➤ <i>experiment with, create and select sounds</i> and combine sounds using the interrelated dimensions of music</li> </ul> <p>⇒ <i>Listening: Tchaikowsky Waltz of the Flowers and Russian Dance/ Nutcracker Suite BBC Ten Pieces*</i></p>	<p><b>Ongoing LOs:</b></p> <ul style="list-style-type: none"> <li>➤ identify loud and quiet sounds</li> <li>➤ keep a steady pulse</li> <li>➤ identify tempo in music</li> <li>➤ identify pitch in music</li> <li>➤ identify long and short notes (duration)</li> <li>➤ create different timbres with textures with instruments</li> <li>➤ recognise simple musical notation</li> </ul>	<ul style="list-style-type: none"> <li>• <i>compose a piece of music in traditional Chinese style</i></li> <li>• <i>perform a piece of music</i></li> </ul> <p>NC reference</p> <ul style="list-style-type: none"> <li>➤ <i>experiment with, create and select sounds</i> and combine sounds using the interrelated dimensions of music</li> </ul> <p>KeyStage 1 Composing he/she use short given patterns in his/her compositions</p> <p>Use of graphic score KeyStage 1 Composing he/she can use given symbols to record long and short sounds</p>	<p>sounds.</p> <p><i>To combine sounds to represent a creature</i></p> <p><i>I can listen with concentration and comment on music I have heard.</i></p> <p>Go on a musical walk through the story using percussive sounds and voice</p>	<p><i>I can work in a group.</i></p> <p><i>I can play tuned and un-tuned instruments.</i></p> <p><i>I can use tempo (speed), pitch (high/low), duration (length of notes), timbre (quality of tone/colour), texture, structure, notation)</i></p> <p><i>To perform to an audience.</i></p> <p>KeyStage 1 Composing he/she can say what they like and do not like about others' performances</p> <p>LISTENING IDEAS <i>BBC Ten Pieces</i> <i>Lark Ascending , by Vaughan Williams</i></p>
<p><b>Computing</b></p>	<p><b>Unit - IT Around Us</b></p> <ul style="list-style-type: none"> <li>• To recognise the uses and features of information technology</li> <li>• To identify information technology in the home</li> <li>• To identify information technology beyond school</li> <li>• To explain how information technology benefits us</li> <li>• To show how to use information technology safely</li> <li>• To recognise that choices are made when using information technology</li> </ul> <p><b>Unit 2.2 – Online Safety</b></p> <ul style="list-style-type: none"> <li>• To know how to refine searches using the Search tool. To know how to share work electronically using the display boards.</li> <li>• To have some knowledge and understanding about sharing work on Purple Mash and the Internet.</li> <li>• To use 2Email to write to 2Respond characters. To understand how we talk to</li> </ul>	<p><b>Unit 2.1 Coding</b></p> <ul style="list-style-type: none"> <li>• introduce algorithms.</li> <li>• use Repeat and Timer commands.</li> <li>• Debugging.</li> <li>• explore the possible actions of different types of objects.</li> <li>• create a more complex program to retell a story, using 2Code.</li> </ul> <p><b>NC reference:</b></p> <ul style="list-style-type: none"> <li>• understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>• create and debug simple programs</li> <li>• use logical reasoning to predict the behaviour of simple programs</li> <li>• use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul>	<p><b>Unit 2.1 Coding continued</b></p> <p><b>Unit 2.3 – Spreadsheets</b></p> <ul style="list-style-type: none"> <li>• Reviewing prior use of spreadsheets</li> <li>• Copying and Pasting Totalling tools</li> <li>• Using a spreadsheet to add amounts</li> <li>• Creating a table and block graph</li> </ul> <p><b>NC reference:</b></p> <ul style="list-style-type: none"> <li>• use logical reasoning to predict the behaviour of simple programs</li> <li>• use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>• 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.</li> <li>• recognise common uses of information technology beyond school</li> </ul>	<p><b>Unit 2.4 – Questioning</b></p> <ul style="list-style-type: none"> <li>• To show that the information provided on pictograms is of limited use beyond answering simple questions.</li> <li>• To use yes/no questions to separate information.</li> <li>• To construct a binary tree to separate different items.</li> <li>• To use 2Question (a binary tree) to answer questions.</li> <li>• To use a database to answer more complex search questions. To use the Search tool to find information.</li> </ul> <p><b>Unit 2.5 – Effective Searching</b></p> <ul style="list-style-type: none"> <li>• To understand the terminology associated with searching.</li> <li>• To gain a better understanding of searching on the Internet.</li> <li>• To create a leaflet to help someone search for information on the Internet.</li> </ul> <p><b>Unit 2.8 – Presenting ideas</b></p> <ul style="list-style-type: none"> <li>• To explore how a story can be presented in different ways.</li> <li>• To make a quiz about a story or class topic.</li> <li>• To make a fact file on a non-fiction topic.</li> <li>• To make a presentation to the class.</li> </ul> <p><b>NC reference:</b></p> <ul style="list-style-type: none"> <li>• understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>• create and debug simple programs</li> <li>• use logical reasoning to predict the behaviour of simple</li> </ul>		

	<p>others when they aren't there in front of us.</p> <p><b>NC reference:</b></p> <ul style="list-style-type: none"> <li>recognise common uses of information technology beyond school</li> <li>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.</li> </ul>				<p>programs</p> <ul style="list-style-type: none"> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>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.</li> </ul>	
<p>R.E <i>The RE Agreed Syllabus, 2018–2023</i> <i>Bedford Borough, Central Bedfordshire and Luton</i></p>	<p><b>9 How do we show we care for others? Why does it matter?</b></p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>To recognise that every person is unique and important.</li> <li>To understand the golden rule.</li> <li>To retell a story about friendship.</li> <li>To understand how Muslims and Jews show care for others.</li> <li>To identify people who have been inspired to care for others.</li> <li>To recognise how we can help others.</li> </ul> <p><u>Learning outcomes:</u></p> <p><b>Make sense of belief</b></p> <ul style="list-style-type: none"> <li>identify a story or text that says something about each person being unique and valuable</li> <li>give an example of a key belief some people find in one of these stories (e.g. that God loves all people)</li> </ul> <p><b>Understand the impact</b></p> <ul style="list-style-type: none"> <li>give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories</li> <li>give examples of how religious teaching encourages care for other people</li> </ul> <p><b>Make connections</b></p> <ul style="list-style-type: none"> <li>think, talk and ask questions about what difference believing in God makes to how people treat each other</li> <li>give good reasons why everyone (religious and non-religious) should care for others</li> </ul>	<p><b>7 How and why do we celebrate significant times? What makes some celebrations sacred to believers?</b></p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>To understand why the story of Rama and Sita is important to Hindus.</li> <li>To know how Diwali is celebrated.</li> <li>To know the story of Moses and Passover.</li> <li>To know how Passover is celebrated.</li> <li>To know why and how Eid-al-Fitr is celebrated.</li> <li>To recognise similarities between celebrations.</li> </ul> <p><u>Learning outcomes:</u></p> <p><b>Make sense of belief</b></p> <ul style="list-style-type: none"> <li>recognise a special time pupils celebrate and explain simply what celebration means</li> <li>identify and name at least three different religious festivals, giving two facts about each one</li> <li>identify a belief that connects to a festival, e.g. 'they do it because they believe ...'</li> </ul> <p><b>Understand the impact</b></p> <ul style="list-style-type: none"> <li>give simple examples of the ways a festival makes a difference, e.g. to emotions, to families</li> <li>talk about features in festival stories that made people feel happy or sad and compare them with pupils' own experiences</li> <li>notice and suggest a meaning for some symbols used in the celebrations they learn about, e.g. light, water, signs of togetherness</li> </ul> <p><b>Make connections</b></p> <ul style="list-style-type: none"> <li>think, talk and ask good questions about</li> </ul>	<p><b>8 What can we learn from sacred books and stories?</b></p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>To recognise how Christians show respect for the Bible.</li> <li>To know stories from the Bible and recognise their meaning.</li> <li>To recognise how Jews show respect for the Torah.</li> <li>To be able to retell a story from the Torah and explore its meaning.</li> <li>To recognise how Muslims show respect for the Qur'an.</li> <li>To be able to retell and story from the Qur'an and explore its meaning.</li> </ul> <p><u>Learning outcomes:</u></p> <p><b>Make sense of belief</b></p> <ul style="list-style-type: none"> <li>identify a belief about God linked to what a holy book says</li> <li>recognise that sacred texts contain stories which are special to many people and should be treated with respect</li> <li>identify at least three symbols of respect used by members of a religion when they use their holy book</li> </ul> <p><b>Understand the impact</b></p> <ul style="list-style-type: none"> <li>recognise how different religions express their respect for their scriptures, using symbols and by doing what the scriptures say</li> </ul>	<p><b>12 What is the 'good news' Christians believe Jesus brings?</b></p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>To identify the good news that Jesus brings.</li> <li>What news does Jesus bring to Christians about forgiveness?</li> <li>To understand how Jesus brings Christians peace.</li> <li>How do Christians follow Jesus' teachings and bring good news to others?</li> <li>To identify what others can learn from Jesus' good news.</li> </ul> <p><u>Learning outcomes:</u></p> <p><b>Make sense of belief</b></p> <ul style="list-style-type: none"> <li>tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'</li> <li>give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians</li> <li>recognise that Jesus instructs people about how to behave</li> </ul> <p><b>Understand the impact</b></p> <ul style="list-style-type: none"> <li>give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace and bringing good news to the friendless</li> <li>give at least two examples of how Christians put these beliefs into practice in the Church</li> </ul>	<p><b>10 How do we show we care for the Earth? Why does it matter?</b></p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>To appreciate the beauty of the earth.</li> <li>To recall the Christian Creation story.</li> <li>To understand what "khalifah" means to Muslims.</li> <li>To recognise the message in the story The Boy who Threw Stones at Trees.</li> <li>To understand how Jews show care for the earth.</li> <li>To understand why harvest is important to Christians.</li> <li>To identify ways that I can help look after the Earth.</li> </ul> <p><u>Learning outcomes:</u></p> <p><b>Make sense of belief</b></p> <ul style="list-style-type: none"> <li>identify a story or text that says something about the beautiful Earth</li> <li>give an example of a key belief some people find in one of these stories (e.g. that God loves the world because it is God's creation)</li> <li>give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world</li> </ul> <p><b>Understand the impact</b></p> <ul style="list-style-type: none"> <li>give an example of how people can show that they care for the Earth, making a link to a creation story</li> </ul>	<p><b>11 Who is an inspiring person? What stories inspire Christian, Muslim and/or Jewish people?</b></p> <p><u>Learning outcomes:</u></p> <p><b>Make sense of belief</b></p> <ul style="list-style-type: none"> <li>identify at least three people from religions who are admired as good followers of God</li> <li>describe stories that are told by and about special people in two religions</li> <li>identify a belief about a religious leader</li> </ul> <p><b>Understand the impact</b></p> <ul style="list-style-type: none"> <li>understand why some people inspire others</li> <li>identify the characteristics in inspiring people in religions, local leaders and people who influence the pupils themselves</li> <li>give simple examples of inspiration, for example, 'Moses/Jesus/Muhammad inspired people to ... by ...'</li> </ul> <p><b>Make connections</b></p> <ul style="list-style-type: none"> <li>think, talk and ask good questions about leadership and inspiration</li> <li>notice and find out about the different ways leaders are admired in different religions</li> <li>talk about links between the work and the question: who inspires me?</li> </ul>

		<p>big days in different religions</p> <ul style="list-style-type: none"> <li>• talk about links between how people celebrate today and old stories</li> <li>• notice and find out about simple similarities: special or sacred food, music, stories, gatherings prayers or gifts</li> </ul>	<ul style="list-style-type: none"> <li>• give simple examples of ‘hidden messages’ in faith stories, or wise sayings</li> </ul> <p><b>Make connections</b></p> <ul style="list-style-type: none"> <li>• talk about what they like in the stories from sacred texts that they hear</li> <li>• think, talk and ask good questions about messages within sacred texts and the values, behaviour and attitudes of people</li> <li>• suggest feelings and reactions of characters at key points in faith stories, and suggest meanings in the stories</li> <li>• ask and suggest answers to questions arising fro</li> </ul>	<p>community and their own lives (for example: charity, confession)</p> <p><b>Make connections</b></p> <ul style="list-style-type: none"> <li>• think, talk and ask questions about whether Jesus’ ‘good news’ is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas</li> </ul>	<ul style="list-style-type: none"> <li>• give examples of how Christians and Jews can show care for the Earth</li> <li>• say why Christians and Jews might look after the natural world</li> </ul> <p><b>Make connections</b></p> <ul style="list-style-type: none"> <li>• think, talk and ask questions about what difference believing in God makes to how people treat the natural world</li> <li>• give good reasons why everyone (religious and non-religious) should look after the natural world</li> </ul>	
<b>PE</b>	<p><b>Games (passing – attacking/defending)</b> <b>Dance (creation of a routine)</b></p> <p>To perform the basic dance actions e.g. travel and change direction, turn, jump, gesture, balance/stillness, change of size and shape</p> <p>To copy short motifs (a short phrase, movement or gesture that is repeated.)</p> <p>To link two or more actions together</p> <p>To stop a ball with his/her feet before passing it</p>	<p><b>Games (throwing and catching – moving into space)</b> <b>Gym (travel)</b></p> <p>To copy stretching movements for different parts of the body</p> <p>To travel in different ways e.g. Jumping, skipping, walking, leaping, hopping etc.</p> <p>To throw a ball underarm, over arm and use a bounce pass</p> <p>To move into a given space to catch a ball</p>	<p><b>Racket skills (attacking skills)</b> <b>Dance (expressive dance)</b></p> <p>To perform the basic dance actions e.g. travel and change direction, turn, jump, gesture, balance/stillness, change of size and shape</p> <p>To copy short motifs (a short phrase, movement or gesture that is repeated.)</p> <p>To link two or more actions together</p> <p>To move into a given space within a game</p> <p>To begin to understand where to stand to make a game more difficult for an opponent</p>	<p><b>Multi-skills (athletics – running, jumping)</b> <b>Gym (shapes and balances)</b></p> <p>To copy stretching movements for different parts of the body</p> <p>To create different shapes when balancing e.g. thin, wide, twisted, curled.</p> <p>To run 100m</p> <p>To jump: side to side; both feet together; one foot to the other</p>	<p><b>Dance (linked to theme)</b> <b>Cricket</b></p> <p>To hit a ball with a tennis style bat or racket</p> <p>To move into a given space to catch a ball</p> <p>To move into a given space within a game</p> <p>To begin to understand where to stand to make a game more difficult for an opponent</p>	<p><b>Gym (linking travel and balances)</b> <b>Athletics (throwing/aiming overarm)</b></p> <p>To throw a ball underarm and over arm</p> <p>To use over arm and underarm throws to throw items in a straight line</p>
<b>PSHE</b>	<p>Theme – Feelings and Emotions (2020 plan due to Covid-19 – review in 2021 to avoid duplication between year groups)</p> <ul style="list-style-type: none"> <li>• Worry</li> <li>• Anger</li> <li>• Grief</li> </ul> <p>Theme – Keeping/ Staying Healthy</p> <ul style="list-style-type: none"> <li>• Washing Hands (covered in Y1 but cover 2020 due to Covid)</li> <li>• Brushing teeth</li> </ul>	<p>Theme – Relationships</p> <ul style="list-style-type: none"> <li>• Body language</li> </ul> <p>Theme - Being Responsible</p> <ul style="list-style-type: none"> <li>• Helping someone in need</li> </ul>	<p>Theme – Our World (carried over from Spring term 2021)</p> <ul style="list-style-type: none"> <li>• Growing in our world</li> <li>• Living in our world</li> </ul> <p>Theme – Relationships</p> <ul style="list-style-type: none"> <li>• Touch</li> </ul> <p>Theme - Being Responsible</p> <ul style="list-style-type: none"> <li>• Stealing</li> </ul> <p>Theme – Our World</p> <ul style="list-style-type: none"> <li>• Working in our world</li> <li>• Looking after our world</li> </ul>			