



# St Paul's CE Academy Curriculum Map 2023-24

## Year Two

Learning Journey Topic	Why does it matter where our food comes from?	Childhood Now and Then	How does the geography of Kampong Ayer compare with the geography of where I live?	The Great Fire of London	Why don't penguins need to fly?	Famous Queens
<b>WOW</b>	Eating vegetables that we have grown	Trip to Hastings Museum	Owl pellet dissection	Fire Station trip	Making an ice lolly	Herstmonceaux science centre
<b>Finale</b> <b>Linked curriculum areas</b>	Visit to Walled Garden (Summerfields Woods) TBC Geography, Science, Art, English	Perform in the Nativity Music, PE, RE- Nativity English, DT - Text	Art gallery to parents Science and Owl Pellets - English	Great Fire of London workshop Science, DT - Habitats English, History, Art - Great Fire of London	Share writing with parents	TBC History and English
<b>Discrete subjects</b>	Maths, PE, Music, RE, PSHE, Computing	Maths, PE, PSHE, Computing, Science, History	Maths, PE, Music, RE, PSHE, Computing, Geography	Maths, PE, Music, RE, PSHE, Computing	Maths, PE, Music, RE, PSHE, Computing, Geography	Maths, PE, Music, RE, PSHE, Computing,
	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Quality Texts</b>	Oliver's Vegetables Can I eat that? World of Food The Farm that Feeds Us Berry Song	The Great Explorer The Great Explorers A street through time So, you think you've got it bad Timelines of everything Town is by the Sea 101 ways to be an eco-hero Incredible ecosystems of planet Earth	The Dark The Fox in the Night The brilliant book of animal bones Saving Mr Hoot The owl who was afraid of the dark	Vlad and the Great Fire of London The Great Fire of London Why do we remember the Great Fire of London?	The wolfs secret Inside the villains Antarctica Wolves The Atlas of Adventures	The Pea and the Princess The Bee Book The Book of Bees A Bear's guide to bee keeping
<b>English - Writing outcomes</b>  <b>Handwriting and Presentation</b>	Recount - diary writing Instruction writing  Form lower-case letters of the correct size relative to one another  Use lead ins to join letters where appropriate.  Write capital letters and digits of correct size and orientation.  Use correct spacing between words.	Quest writing Non-chronological report	Voyage and return writing Explanation text	Narrative recount Factual account of a trip to the Fire Station	Structuring introduction Non-chronological report	Retelling from a different perspective Explanation text
<b>MATHS</b>	<b>Place value</b> • Read and write numbers to at least 100 in numerals and in words. • Recognise the place value of each digit in a two digit number (tens, ones) • Identify, represent and	<b>Addition and Subtraction</b> • Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. • Add and subtract numbers using concrete objects, pictorial representations, and	<b>Multiplication and Division</b> • Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. • Calculate mathematical statements for multiplication	<b>Fractions</b> • Recognise, find, name and write fractions 13, 14, 24 and 34 of a length, shape, set of objects or quantity. • Write simple fractions for example, 12 of 6 = 3 and recognise the equivalence of	<b>Geometry- properties of shape.</b> • Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. • Identify and describe the	<b>Measurement: Time</b> • 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. • Know the number of minutes in an hour and the number of

	<p>estimate numbers using different representations including the number line.</p> <ul style="list-style-type: none"> <li>• Compare and order numbers from 0 up to 100; use <math>&lt;</math>, <math>&gt;</math> and <math>=</math> signs.</li> <li>• Use place value and number facts to solve problems.</li> <li>• Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.</li> </ul>	<p>mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers.</p> <ul style="list-style-type: none"> <li>• Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</li> <li>• Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.</li> <li>• Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> </ul>	<p>and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (<math>=</math>) signs.</p> <ul style="list-style-type: none"> <li>• Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.</li> <li>• Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>• Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</li> <li>• Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</li> <li>• Ask and answer questions about totalling and comparing categorical data.</li> </ul>	<p>24 and 12.</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>properties of 3-D shapes, including the number of edges, vertices and faces.</p> <ul style="list-style-type: none"> <li>• Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.]</li> <li>• Compare and sort common 2-D and 3-D shapes and everyday objects.</li> </ul> <p><b>Position and direction</b></p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• Order and arrange combinations of mathematical objects in patterns and sequences</li> </ul> <p><b>Measurement: Money</b></p> <ul style="list-style-type: none"> <li>• Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</li> <li>• Find different combinations of coins that equal the same amounts of money.</li> <li>• Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</li> </ul> <p><b>Measurement: Length, height, mass and capacity</b></p> <ul style="list-style-type: none"> <li>• Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (<math>^{\circ}</math>C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring</li> </ul>	<p>hours in a day.</p> <ul style="list-style-type: none"> <li>• Compare and sequence intervals of time.</li> </ul> <p>Consolidation of concepts and pre-teaching for year 3</p>
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					vessels <ul style="list-style-type: none"> <li>Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li> </ul>	
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<b>Science</b>	<p><b>Animals including Humans</b> Animals and their offspring, basic needs for survival, diet and exercise</p> <p>I can explain importance of exercise, healthy eating and keeping clean</p> <p>I know that animals have babies grow into adults.</p> <p>I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p> <p><b>Animals including Humans</b> Animals and their offspring, I know basic needs for survival, diet and exercise</p> <p>I can explain importance of exercise, healthy eating and keeping clean</p>	<p><b>Uses of everyday materials</b> Suitability of materials for different purposes, changing materials</p> <p>I can say why I would choose a material for a job</p> <p>I can explain how objects made from some materials can be changed</p>	<p><b>Animals including Humans</b> I can explain the differences between things that are living, things that are dead and things that were never living</p> <p><b>Animals including Humans</b> Animals and their offspring, basic needs for survival, diet and exercise</p> <p>I can explain importance of exercise, healthy eating and keeping clean</p> <p>I know that animals have babies grow into adults.</p> <p>I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p>	<p><b>Living things and their habitats</b> Living and non-living, habitats and simple food chains. (seashore, forest, barrier reef, rock pool)</p> <p>I can explain most things live in habitats which suit them and depend on each other</p>	<p><b>Plants</b> Seeds, bulbs and conditions for growth</p> <p>I can identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>I can observe and describe how seeds and bulbs grow into mature plants</p> <p>I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>	<p><b>A minimum of three outdoor learning sessions.</b></p> <p>ask their own questions about what they notice</p> <p>use different types of scientific enquiry to gather and record data, using simple equipment where appropriate to answer questions including:</p> <ul style="list-style-type: none"> <li>observing changes over time</li> <li>noticing similarities, differences and patterns</li> <li>grouping and classifying things</li> <li>carrying out simple comparative tests</li> <li>finding things out using secondary sources of information</li> </ul> <p>communicate their ideas, what they do and what they find out in a variety of ways</p>
<b>Computing</b>	<p>Programming (robot algorithms)</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> </ul>	<p>Computing systems and networks - IT around us</p> <ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</li> <li>Recognise common uses of information technology beyond school</li> <li>Use technology safely and respectfully, keeping</li> </ul>	<p>Creating media (digital music)</p> <ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</li> </ul>	<p>Data and information (pictograms)</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</li> </ul>	<p>Creating media (digital photography)</p> <ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</li> <li>Recognise common uses of information technology beyond school</li> <li>Use technology safely and respectfully, keeping</li> </ul>	<p>Programming (programming quizzes)</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> </ul>

	<ul style="list-style-type: none"> <li>Use logical reasoning to predict the behaviour of simple programs</li> </ul>	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		when they have concerns about content or contact on the internet or other online technologies	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	<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> </ul>
<b>ICT Skills</b>	Programming a robot to follow instructions	Navigating the internet, searching for a website, debugging systems	Navigating the internet, searching for a website, programming a website	Navigating the internet, searching for a website, inputting data	Use a camera to take a photo download, save, copy and paste, photo editing	Navigating the internet, searching for a website, debugging systems

<b>E-Safety</b> Lesson plans saved on planning  Thinkuknow website	<p>I can explain how other people's identity online can be different to their identity in real life.</p> <p>I can describe ways in which people might make themselves look different online.</p> <p>I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; I can give examples of how I might get help.</p> <p>I can explain how information put online about me can last for a long time.</p>	<p>I can use the internet to communicate with people I don't know well (e.g. email a pen pal in another school/ country).</p> <p>I can give examples of how I might use technology to communicate with others I don't know well.</p>	<p>I can give examples of bullying behaviour and how it could look online.</p> <p>I understand how bullying can make someone feel.</p> <p>I can talk about how someone can/would get help about being bullied online or offline.</p>	<p>I can use keywords in search engines.</p> <p>I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).</p> <p>I can explain what <b>voice activated searching</b> is and how it might be used (e.g. Alexa, Google Now, Siri).</p> <p>I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.</p> <p>I can explain why some information I find online may not be true.</p>	<p>I can explain simple guidance for using technology in different environments and settings.</p> <p>I can say how those rules/guides can help me.</p>	<p>I can describe how online information about me could be seen by others.</p> <p>I can describe and explain some rules for keeping my information private.</p> <p>I can explain what passwords are and can use passwords for my accounts and devices.</p> <p>I can explain how many devices in my home could be connected to the internet and can list some of those devices.</p> <p>I can describe why other people's work belongs to them.</p> <p>I can recognise that content on the internet may belong to other people.</p>
<b>History</b>		<b>Childhood Now and Then</b> <ul style="list-style-type: none"> <li>I can recall what toys were played with from the past</li> <li>I can sequence children's interests over time.</li> <li>I can place the style of</li> </ul>		<b>The Great Fire of London</b> <ul style="list-style-type: none"> <li>I can place the event on a timeline and understand what time period it happened in.</li> <li>I can order the events of the GFOL in time order.</li> </ul>		<b>Famous Queens</b> <ul style="list-style-type: none"> <li>I can chronologically sequence different monarchs' reigns on a timeline.</li> <li>I can place the Tudor time</li> </ul>



		houses to a simple time period. <ul style="list-style-type: none"> <li>I can place styles of schooling into a simple time period.</li> </ul>				period on a timeline. <ul style="list-style-type: none"> <li>I can place the Victorian period on a timeline.</li> </ul>
<b>Geography</b>	<p><b>Why does it matter where my food comes from?</b></p> <ul style="list-style-type: none"> <li>Recognise that all the food we eat comes from either plants or animals and that a farm is an area of land and buildings where those plants and animals are produced;</li> <li>Compare and contrast the average annual weather conditions in Devon with those of the United Kingdom as a whole;</li> <li>Identify the top 10 most popular fruits in the United Kingdom and understand why half of these are imported;</li> <li>Explain why Costa Rica is a good location for farmers to grow bananas and how exported bananas reach the United Kingdom;</li> </ul>		<p><b>How does the geography of Kampong Ayer compare with the geography of where I live?</b></p> <ul style="list-style-type: none"> <li>During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:</li> <li><b>Identify and describe</b> the location of where they live in the UK, within Europe and the world and in relation to the Equator and north and south poles;</li> <li><b>Compare</b> their own location with the location of Kampong Ayer in the country of Brunei within Asia and also both locations in relation to the Equator and the north and south poles;</li> <li><b>Identify and describe</b> the structure of typical tropical rainforest in Brunei;</li> <li><b>Compare and contrast</b> the structure of a tropical rainforest with a wood in the local area;</li> <li>Use <i>Google Earth</i> to <b>identify, locate</b> and begin to <b>explain</b> the distribution of the human and physical geographical features of Kampong Ayer and compare these with the local area.</li> </ul>		<p><b>Why don't penguins need to fly?</b></p> <ul style="list-style-type: none"> <li>During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:</li> <li><b>Identify, recognise and describe</b> the key geographical features of the Antarctic environment;</li> <li><b>Identify</b> countries in Africa which lie within the Sahara Desert;</li> <li><b>Identify, recognise and describe</b> the key geographical features of the Sahara Desert;</li> <li><b>Explain</b> why Antarctica is a desert despite being the coldest place on Earth;</li> <li><b>Describe</b> ways that the Arctic region and North Pole is similar to and different from (<b>compare and contrast</b>) Antarctica and the South Pole and offer <b>reasons</b> for such differences;</li> <li><b>Identify and describe</b> 3 geographical features of a South American country that Peter the Polar Bear visits on his journey to Antarctica;</li> </ul>	
<b>Art</b>	<p><b>Art and Design</b>  <b>Drawing - still life</b>  <b>Painting</b></p> <p>Artists -Natural forms- Rosie James, Alice Fox  Still life - Michelangelo Caravaggio,(1571-1610)  Paul Cezanne( 1839-1906)  Luis Melendez-1716-1780)</p>	<p><b>Art and Design- Enrichments</b></p> <p>Trip to the Hastings Museum? - History link.  Plastic bag weaving linked to science materials  Artists/range of examples including different cultures  Use weaving to create a pattern.  Join materials using glue and/or a</p>	<p><b>Art and Design Sculpture - Hasbaks weblog</b>  <b>Tracey Purkis</b></p> <p>Artist study-  Looking at the water settlements in Southeast Asia-near the Bornean Rainforest  largest settlements on stilts bright painted architecture. From 2-d to 3-d.</p>	<p><b>Enrichment -Art and Design -</b>  Painting fire and crayon</p>	<p><b>Enrichment- Art and Design.</b>  Drawing with pastels and wax crayons- botanical artists-</p>	<p><b>Art and Design</b>  Printing/ Collage -portraits  Artist study-  Picasso  Monoprinting-  Xgaoc'o X'are, Leonardo Di Vinci  Collage jewellery.</p>

	Use thick and thin brushes. Mix primary colours to make secondary colours. Add white to make tints and black to make tones. Create colour wheels.  The Big Draw event 1-31 October- drawing with senses	stitch. Use plaiting.  Christmas cards and Christmas hoops.	Card and natural found wood- glued panels - coloured/ painted . collaborative work Drawing - architectural designs- colourful pastels and crayons- over wash with ink or paint.  Use a combination of shapes. Include lines and texture. Use rolled-up paper, straws, paper, card and clay as materials. Use techniques such as rolling, cutting, moulding and carving.			
Design Technology		Exploration vehicles		Design a Habitat	Making a lolly	

<b>Music</b> Compose Perform Evaluate	Listen to and repeat a short, simple melody by ear.  Invent and improvise simple rhythms for others to copy. Recognise timbre changes in music they listen to  Recognise structural features in music they listen to.  Listen to and recognise instrumentation.  Copy longer rhythmic patterns on untuned percussion instruments, keep a steady pulse.	Use their voices expressively when singing, include the use of basic dynamics (loud and quiet).  Sing short songs from memory, with melodic and rhythmic accuracy.  Identify melodies that move in steps.  Perform expressively use dynamics and timbre to alter sounds as appropriate.  Sing back short melodic patterns by ear and play short melodic patterns from letter notation.	Create simple melodies from five or more notes.  Successfully combine and layer several instrumental and vocal patterns within a given structure.  Recognise structural features in music they listen to.  Listen to and recognise instrumentation.	Successfully combine and layer several instrumental and vocal patterns within a given structure.  *Choose appropriate dynamics, tempo and timbre for a piece of music.  Use letter name and graphic notation to represent the details of their composition.  Copy longer rhythmic patterns on untuned percussion instruments, keep a steady pulse.	Select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.  Create simple melodies from five or more notes.  *Choose appropriate dynamics, tempo and timbre for a piece of music.  Use their voices expressively when singing, include the use of basic dynamics (loud and quiet).  Sing short songs from memory, with melodic and rhythmic accuracy.	Select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.  Create simple melodies from five or more notes.  *Choose appropriate dynamics, tempo and timbre for a piece of music.  Use their voices expressively when singing, include the use of basic dynamics (loud and quiet).  Sing short songs from memory, with melodic and rhythmic accuracy.
<b>Religious Education</b>	<b>Who do Christians say made the world?</b> <ul style="list-style-type: none"> <li>Think, talk and ask questions about living in an amazing world.</li> <li>Give a reason for the ideas they have and the connections they make between the Jewish/Christians Creation story and the world they live in.</li> <li>Retell the story of creation from Genesis 1:1 - 2:3 simply.</li> </ul>	<b>Why does Christmas matter to Christians?</b> <ul style="list-style-type: none"> <li>Think, talk and ask questions about Christmas form people who are Christians and for people who are not.</li> </ul> Decide what they personally have to be thankful for, giving a reason for their ideas. <ul style="list-style-type: none"> <li>Recognise that stories about Jesus' life come from the Gospels.</li> </ul> Give a clear, simple account of the story of Jesus' birth and why	<b>Who is Jewish and how do they live?</b> <ul style="list-style-type: none"> <li>Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas.</li> <li>Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them.</li> <li>Recognise the words of the Shema as a Jewish prayer.</li> </ul>	<b>Why does Easter matter to Christians?</b> <ul style="list-style-type: none"> <li>Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.</li> <li>Recognise that Incarnation and Salvation are part of a</li> </ul>	<b>What does it mean to belong to a faith community?</b> <ul style="list-style-type: none"> <li>Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences.</li> <li>Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good</li> </ul>	<b>What is the good news Christians believe Jesus brings?</b> <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> <li>Tell stories form the Bible and recognise a link with the concept of 'Gospel' or 'good news'.</li> </ul>

	<ul style="list-style-type: none"> <li>Recognise that 'Creation' is the beginning of the 'big story' of the Bible.</li> <li>Say what the story tells Christians about God, Creation and the world.</li> <li>Give at least one example of what Christians do to say 'thank you' to God for Creation</li> </ul>	<p>Jesus is important for Christians. Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas</p>	<ul style="list-style-type: none"> <li>Retell simply some stories used in Jewish celebrations (e.g. Chanukah).</li> <li>Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like.</li> <li>Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)</li> <li>Make links between Jewish ideas of God found in the stories and how people live.</li> <li>Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)</li> </ul>	<p>'big story' of the Bible. Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).</p> <p>Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</p>	<p>reason for their ideas.</p> <ul style="list-style-type: none"> <li>Recognise that loving others is important in lots of communities.</li> <li>Say simply what Jesus and one other religious leader taught about loving other people.</li> <li>Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean.</li> <li>Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious).</li> </ul>	<ul style="list-style-type: none"> <li>Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. Recognise that Jesus gives instructions to people about how to behave.</li> </ul>
<b>PE</b>	<p>Multi skills and OAA</p> <p>Basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Participate in team games, developing simple tactics for attacking and defending</p>	<p>Gymnastics</p> <p>Extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. gymnastics sequence tournament</p>	<p>Dance</p> <p>Describe and explain how performers can transition and link shapes and balances</p> <p>Perform basic actions with control and consistency at different speeds and levels</p> <p>Challenge themselves to move imaginatively responding to music</p>	<p>Hit, Catch, Run</p> <p>To develop hitting skills with a variety of bats</p> <p>Practice feeding/bowling skills</p> <p>Hit and run to score points in games</p> <p>Work on a variety of ways to score runs in a different hit, catch, run game</p> <p>Work in teams to field</p> <p>Begin to play the role of wicket keeper or back stop</p>	<p>Run, Jump, Throw</p> <p>Develop power, agility, coordination and balance in a variety of activities</p> <p>Can throw and handle a variety of objects including bean bags, balls, hoops</p> <p>Can negotiate obstacles showing increased control</p>	<p>Send and Return</p> <p>Be able to track the path of a ball over a net and move towards it</p> <p>Begin to hit and return a ball using hands and rackets with some consistency</p> <p>Play modified net/wall games throwing, catching and sending over a net</p>
<b>RSE</b>	<p>Pupils can recognise and celebrate their strengths and achievements and set simple but challenging goals.</p>	<p>Pupils can recognise how they grow and will change as they become older.</p>	<p>Pupils can recognise different types of teasing and bullying, and understand that these are wrong and unacceptable.</p>	<p>Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another them</p>	<p>Pupils can judge what kind of physical contact is acceptable, comfortable, uncomfortable and how to respond.</p>	<p>Pupils know the difference between secrets and surprises, and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid.</p>
<b>PSHE</b>	<p><b>Hopes and fears for the year</b></p> <p>I can identify some of my hopes and fears for this year</p> <p>Rights and responsibilities I understand the rights and</p>	<p><b>Boys and Girls</b></p> <p>I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)</p>	<p><b>Goals to success</b></p> <p>I can choose a realistic goal and think about how to achieve it</p> <p>My learning strengths I can persevere even when I find</p>	<p><b>Being healthy</b></p> <p>I know what I need to keep my body healthy</p> <p>Being relaxed I can show or tell you what</p>	<p><b>Families</b></p> <p>I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate</p>	<p><b>Life cycles in nature</b></p> <p>I can recognise cycles of life in nature</p> <p>Growing from young to old I can tell you about the natural</p>

	<p>responsibilities for being a member of my class and school</p> <p>Rewards and consequences I understand the rights and responsibilities for being a member of my class I can listen to other people and contribute my own ideas about rewards and consequences</p> <p>Our Learning charter I understand how following the Learning Charter will help me and others learn</p> <p>Owning our Learning Charter I understand how following the Learning Charter will help me and others learn</p>	<p>I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)</p> <p>Why does Bullying happen? I understand that bullying is sometimes about difference</p> <p>Standing up for myself and others I can recognise what is right and wrong and know how to look after myself</p> <p>Making a new friend I know some ways to make new friends</p> <p>Celebrating differences and still being friends I can tell you some ways I am different from my friends</p>	<p>tasks difficult</p> <p>Learning with others I can recognise who it is easy for me to work with and who it is more difficult for me to work with</p> <p>A group challenge I can work cooperatively in a group to create an end product</p> <p>Celebrating our achievement I can explain some of the ways I worked cooperatively in my group to create the end product I know how to share success with other people</p>	<p>relaxed means and I know some things that make me feel relaxed and some that make me feel stressed</p> <p>Medicine safety I understand how medicines work in my body and how important it is to use them safely</p> <p>Healthy Eating I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy I can decide which foods to eat to give my body energy</p> <p>The healthy me café I can make some healthy snacks and explain why they are good for my body</p>	<p>Keeping safe (exploring physical contact) I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not</p> <p>Friends and conflict I can identify some of the things that cause conflict with my friends</p> <p>Secrets I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</p> <p>Trust and appreciation I recognise and appreciate people who can help me in my family, my school and my community</p> <p>Celebrating - My special relationships I can express my appreciation for the people in my special relationships</p>	<p>process of growing from young to old and understand that this is not in my control</p> <p>The changing me I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old</p> <p>Boys and girls bodies I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private</p> <p>Assertiveness I understand there are different types of touch and can tell you which ones I like and don't like</p> <p>Looking ahead I can identify what I am looking forward to when I am in Year 3</p>
<p><b>Community links</b></p> <p>Wider community</p>	<p>Select school council</p>	<p>Anti - bullying week Writing letters to Care Homes</p>		<p>Fire safety talk Year 2 Fundraising - Run to Pudding Lane</p>		
<p><b>Outdoor Learning</b></p>	<p>Visit Bohemia Walled Garden/nature study of Summerfields Woods</p>	<p>Museum visit - toys in the past</p>		<p>Fire Station visit GFOL workshop</p>	<p>Habitat Visits Bug Hunts (science)</p>	