



Subjects	Objectives/Learning intentions
Science  Move it	<p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>ask simple questions and recognise that they can be answered in different ways</li> <li>observe closely, using simple equipment</li> <li>perform simple tests</li> <li>identify and classify</li> <li>use observations and ideas to suggest answers to questions</li> <li>gather and record data to help answer questions</li> </ul> <p><b>Chemistry - Materials</b></p> <ul style="list-style-type: none"> <li>Find out how the shape of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> <li>Using a force to make something move.</li> </ul>
Music	<p><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>I know the Year 2 songs by heart</li> <li>I know some songs have a chorus or a response/answer part</li> <li>I know that songs have a musical style</li> <li>I can learn how songs can tell a story or describe an idea</li> <li>I can learn how to enjoy moving to music by dancing, marching, being animals or pop stars.</li> </ul> <p><b>Musical activities</b></p> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>I know that music has a steady pulse, like a heartbeat.</li> <li>I can find the pulse of the song on my own or with support.</li> <li>I know rhythms are different from the steady pulse</li> <li>I can clap the rhythm of my name, favourite colour etc.</li> <li>I can listen to a rhythm and clap back</li> <li>I know pitch is high and low sounds – we add them when we sing and play our instruments</li> <li>I can listen and sing back</li> </ul> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>I can sing our songs from memory and in unison</li> <li>I can learn about voices, singing notes in different pitches - high and low</li> <li>I can make different types of sounds with my voice – rapping or saying words in rhythm</li> <li>I can start and stop singing when following a leader</li> <li>I know that unison is everyone singing at the same time</li> <li>I know why we need to warm up our voices</li> </ul> <p><b>Playing</b></p> <ul style="list-style-type: none"> <li>I know the names of the notes in my part from memory or when written down</li> <li>I know the name of the untuned percussion instruments played in class</li> <li>I can play an instrumental part that matches my musical challenge – one-note, simple or medium</li> <li>I can play my part in time with the steady pulse</li> </ul> <p><b>Improvisation</b></p> <ul style="list-style-type: none"> <li>I know improvisation is making up your own tunes on the spot and it isn't written down – everyone can improvise!</li> <li>I can improvise – I can clap/sing my own answers, I can play my own answer, I can improvise with one or two notes</li> </ul>

	<p><b>Compositions</b></p> <ul style="list-style-type: none"> <li>• I know composing is like a story with music – everyone can compose.</li> <li>• I can help to compose three simple melodies using one, three or five different notes</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>• I know performances can be big or small and to any size of audience</li> <li>• I can perform a song and say how I felt about it</li> <li>• I can add my ideas to the performance</li> </ul>
PE	<p><b>To Acquire and Develop Skills</b></p> <p>Games</p> <ul style="list-style-type: none"> <li>• Use a range of rolling, hitting, running, jumping, catching and kicking skills in combination with control and accuracy.</li> <li>• Show a good awareness of others in running, chasing, and avoiding games, making simple decisions, about when and where to run.</li> </ul> <p>Athletics</p> <ul style="list-style-type: none"> <li>• Changes speed and direction whilst running.</li> <li>• Jumps from a standing position with accuracy.</li> <li>• Performs a variety of throws with increasing control and coordination.</li> </ul> <p>OAA</p> <ul style="list-style-type: none"> <li>• Use simple plans and diagrams of familiar environments</li> </ul> <p><b>To Select and Apply skills, tactics and compositional ideas</b></p> <p>Games</p> <ul style="list-style-type: none"> <li>• Vary skills and show some understanding of simple tactics</li> <li>• Lead others when appropriate</li> <li>• Choose and use tactics to suit different situations, react to situations in a way that helps their partners and makes it difficult for their opponents</li> <li>• Use the terms 'opponent' and 'team mate'.</li> </ul> <p>Athletics</p> <ul style="list-style-type: none"> <li>• Choose when to run and when to jump.</li> <li>• Select which throwing technique to use for accuracy and distance</li> </ul> <p>OAA</p> <ul style="list-style-type: none"> <li>• Use skills to solve a basic challenge or problem</li> </ul> <p><b>To improve and Evaluate</b></p> <ul style="list-style-type: none"> <li>• Talk about differences between their own and others' performance and suggest improvements.</li> </ul> <p><b>To have a knowledge and understanding of health and fitness</b></p> <ul style="list-style-type: none"> <li>• Understand how to exercise and describe how their bodies feel during different activities</li> <li>• Use equipment safely.</li> </ul>
PSHE	<p><b>Growing Up and Relationships</b></p> <ul style="list-style-type: none"> <li>• I know about the human life cycle and how people grow from old to young.</li> <li>• I know how our needs and bodies change as we grow up.</li> <li>• I can identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles).</li> <li>• I know about change as people grow up, including new opportunities and responsibilities.</li> <li>• I am prepared for my move to a new class and can set goals for next year.</li> <li>• I know the difference between happy surprises and secrets that make me feel uncomfortable or worried, and how to get help.</li> <li>• I know how to resist pressure to do something that feels uncomfortable or unsafe.</li> <li>• I know how to ask for help if I feel unsafe or worried and what vocabulary to use.</li> </ul>

	<p><b>Being Safe</b></p> <ul style="list-style-type: none"> <li>• I can respond if there is an accident and someone is hurt.</li> <li>• I know whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say.</li> <li>• I can recognise risk in everyday situations e.g. road, water and rail safety.</li> <li>• I can identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger.</li> <li>• I know how to respond safely and appropriately to adults I might meet who I don't know (in all contexts, including online).</li> <li>• I can explain why sleep and rest are important for growth and keeping healthy.</li> <li>• I know that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies.</li> <li>• I can explain the importance of, and routines for, brushing teeth and visiting the dentist.</li> </ul> <p><b>Money and work (Non-Statutory)</b></p> <ul style="list-style-type: none"> <li>• I know that people are paid money for the job they do.</li> <li>• I know what money is and its different forms, and ways of paying for things.</li> <li>• I know how money can be kept and looked after.</li> <li>• I can explain getting, keeping and spending money.</li> <li>• I know how to recognise the difference between needs and wants.</li> <li>• I know that people make choices about spending money, including thinking about needs and wants.</li> </ul>
RE	<p><b>Gospel</b></p> <p><b>What is the good news that Jesus brings?</b></p> <ul style="list-style-type: none"> <li>• Who were Jesus' friends and why did he choose them?</li> <li>• How is peace 'good news' for Christians?</li> <li>• How do Christians put these beliefs of friendship and peace into practice?</li> <li>• Where can we find peace and friendliness?</li> </ul> <p><u>Outcomes</u></p> <ul style="list-style-type: none"> <li>• Tell stories from the Bible and recognize a link with a concept of Gospel or good news.</li> <li>• Give clear, simple accounts of what Bible texts mean to Christians.</li> <li>• Recognise that Jesus gives instructions to people about how to behave.</li> <li>• Give at least 2 examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless</li> <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 exploring different ideas.</li> </ul> <p><b>Courageous Advocacy</b></p> <p><b>How can I make a difference in the world?</b></p> <ul style="list-style-type: none"> <li>• Why is it important for people of faith to care for the world?</li> <li>• What does Matthew 7:12 mean?</li> <li>• What does the story of the Good Samaritan tell us about who Christians should help?</li> <li>• What can we learn from the story of the widow's mite?</li> <li>• What could St Michael's/Year 2 give Kananga Primary School and what might we receive from them?</li> <li>• How could you care and show kindness to the people around you?</li> </ul> <p><u>Outcomes</u></p> <ul style="list-style-type: none"> <li>• Respond to values about caring, expressed through faith stories.</li> <li>• Consider how they can give and care for others and how they may do this.</li> <li>• Consider how Christians can give and care for others referring to religious texts.</li> </ul>

	<ul style="list-style-type: none"> <li>Describe other communities and how people in religious communities and non-religious communities show care.</li> </ul>
<b>Cultural Capital</b>	Money week
<b>English</b>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Non-chronological report about hedgehogs</li> <li>Year 2 recount</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>'The Hodgeheg' by Dick King-Smith</li> </ul>