



Subjects	Objectives/Learning intentions
Science Healthy Me	<p>Working Scientifically</p> <ul style="list-style-type: none"> ask simple questions and recognise that they can be answered in different ways observe closely, using simple equipment perform simple tests identify and classify use observations and ideas to suggest answers to questions gather and record data to help answer questions <p>Animals including humans</p> <ul style="list-style-type: none"> describe how animals, including humans, have offspring which grow into adults, using the appropriate names for the stages. measure/observe how animals, including humans grow. state the basic needs of animals, including humans, for survival. state the importance for humans of exercise, eating the right amounts of different types of food and hygiene. name foods in each section of the Eatwell Guide. show what they know about looking after by/animal by creating a parenting/pet owners' guide. explain how development and health might be affected by differing conditions and needs being met/not met.
Computing	<p>Digital Literacy</p> <ul style="list-style-type: none"> Understand the age rules for sites Know the importance of keeping personal information private Know where to go for help and support when they have concerns about content or contact online Explain that we can present information using a computer Explain how information technology benefits us Recognise that choices are made when using information technology Say how rules for using information technology can help us Give simple examples of why some information should not be shared <p>Information Technology</p> <p>DIGITAL PHOTOGRAPHY</p> <ul style="list-style-type: none"> Understand that photographs can be saved and viewed later Take photographs in both landscape and portrait formats View photographs on a digital device Recognise features of 'good' photographs Identify how photographs can be improved
Music	<p>Listen and Appraise</p> <ul style="list-style-type: none"> I know the Year 2 songs by heart I know some songs have a chorus or a response/answer part I know that songs have a musical style I can learn how songs can tell a story or describe an idea I can learn how to enjoy moving to music by dancing, marching, being animals or pop stars.

Musical activities

Games

- I know that music has a steady pulse, like a heartbeat.
- I can find the pulse of the song on my own or with support.
- I know rhythms are different from the steady pulse
- I can clap the rhythm of my name, favourite colour etc.
- I can listen to a rhythm and clap back
- I know pitch is high and low sounds – we add them when we sing and play our instruments
- I can listen and sing back

Singing

- I can sing our songs from memory and in unison
- I can learn about voices, singing notes in different pitches - high and low
- I can make different types of sounds with my voice – rapping or saying words in rhythm
- I can start and stop singing when following a leader
- I know that unison is everyone singing at the same time
- I know why we need to warm up our voices

Playing

- I know the names of the notes in my part from memory or when written down
- I know the name of the untuned percussion instruments played in class
- I can play an instrumental part that matches my musical challenge – one-note, simple or medium
- I can play my part in time with the steady pulse

Improvisation

- I know improvisation is making up your own tunes on the spot and it isn't written down – everyone can improvise!
- I can improvise – I can clap/sing my own answers, I can play my own answer, I can improvise with one or two notes

Compositions

- I know composing is like a story with music – everyone can compose.
- I can help to compose three simple melodies using one, three or five different notes

Performance

- I know performances can be big or small and to any size of audience
- I can perform a song and say how I felt about it
- I can add my ideas to the performance

PE

To Acquire and Develop Skills

Games

- Use a range of rolling, hitting, running, jumping, catching and kicking skills in combination with control and accuracy.
- Show a good awareness of others in running, chasing, and avoiding games, making simple decisions, about when and where to run.

OAA

- Use simple plans and diagrams of familiar environments

To Select and Apply skills, tactics and compositional ideas

Games

- Vary skills and show some understanding of simple tactics
- Lead others when appropriate
- 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
- Use the terms 'opponent' and 'team mate'.

OAA

- Use skills to solve a basic challenge or problem

	<p>To improve and Evaluate</p> <ul style="list-style-type: none"> Talk about differences between their own and others' performance and suggest improvements. <p>To have a knowledge and understanding of health and fitness</p> <ul style="list-style-type: none"> Understand how to exercise and describe how their bodies feel during different activities Uses equipment safely.
<p>PSHE</p> <p>(Anti-bullying week)</p>	<p>Back to school</p> <ul style="list-style-type: none"> Class rules, being polite to others, sharing and taking turns. Behaviour expectations of both classroom and all school. <p>Getting on with everyone</p> <ul style="list-style-type: none"> I can name strategies for positive play with friends e.g. joining in, including others etc I can recognise, and ask for help, when I am feeling lonely or unhappy or to help someone else. I know how to work and play cooperatively in different groups and situations. I can share my ideas and listen to others, take part in discussions, and give a reason for my views. I can recognise hurtful behaviour, including online. I can say what to do and whom to tell if I see or experience hurtful behaviour, including online. I know what bullying is and different types of bullying. I can explain how someone might feel if they are being bullied. <p>Dealing with feelings (mental wellbeing)</p> <ul style="list-style-type: none"> I can describe and share a range of feelings. I can name ways to feel good, calm down or change my mood e.g. playing outside, listening to music, spending time with others. I know how to manage big feelings including those associated with anger, worry and conflict. I know when and how to ask for help, and how to help others, with their feelings. I know routines and habits for maintaining good mental health.
<p>RE</p>	<p>Creation</p> <p>Who made the world?</p> <ul style="list-style-type: none"> What is the sequence of the creation story? How can we show the story in different ways? What does the story of Genesis 1 tell Christians about what God is like? Where does the creation story fit in the big picture? How do Christians thank God for his creation? Why and how should Christians care for the world? <p><u>Outcomes</u></p> <ul style="list-style-type: none"> Retell the story of creation from Genesis 1:1-2 simply. Recognise that creation is the beginning of the Big Story of the Bible. Say what the story tells Christians about God, creation and the world. <p>Incarnation</p> <p>Why does Christmas matter to Christians?</p> <ul style="list-style-type: none"> What is Christmas and Advent? Who do Christians believe Jesus is? What is the birth narrative? What is incarnation?

	<ul style="list-style-type: none"> • How do Christians explore the birth narrative in art (Christmas cards)? • How do Christians explore the birth narrative through music (including hymns)? <p><u>Outcomes</u></p> <ul style="list-style-type: none"> • Recognise that incarnation is part of the 'big story' of the Bible. • Tell the story of the birth of Jesus and recognise the link with incarnation – Jesus is 'God on earth'. • Give at least two examples of ways in which Christians use the nativity story, in churches and at home, to celebrate Jesus' birth. Eg. using nativity scenes and cards
Cultural Capital	Black History month Anti-Bullying week
English	Ugly Five by Julia Donaldson The Day the Crayons Quit by Drew Daywalt George's Marvellous Medicine by Roald Dahl