

Year 2 Curriculum Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p><u>Focus Text: Goldilocks and the Three Bears</u></p> <p><u>Knowledge</u> Wanted posters, letters, retellings from another point of view, lists of rules, character descriptions.</p> <p><u>Skills</u> Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Use subordination (using when, if, that, because) and co-ordination (using or, and, but) Learn to spell common exception words</p> <p><u>Vocabulary</u> Capital letters, full stops, question marks, nouns, adjectives, verbs, suffixes,</p>	<p><u>Focus Text: The Journey Home</u></p> <p><u>Knowledge</u> Create fact files on endangered animals and write short persuasive pieces. Identify how a sentence types, including a question, a command, a statement or an exclamation.</p> <p><u>Skills</u> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Expanded noun phrases to describe and specify. Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p>	<p><u>Focus Text: Book: The Bear Under the stairs</u></p> <p><u>Knowledge</u> Children will learn that to write a story, you can use a combination of real and unreal facts. They will also learn the importance to using inference.</p> <p><u>Skills</u> The children will use narrative technique: they will write their own story of a child who is scared of something that might be in the house. Children will write using comparisons.</p> <p><u>Vocabulary</u> Capital letters, full stops, question marks, nouns, adjectives, verbs, suffixes, exclamation marks, past, present, conjunction, subordination, nonfiction, fiction, comma, apostrophe,</p>	<p><u>Focus Text: Owl and the Pussycat.</u></p> <p><u>Knowledge</u> Children will learn to write in rhymes to create a rhyming poem. They will consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence.</p> <p><u>Skills</u> Children use dictionaries, thesaurus, and their own knowledge to write in rhymes.</p> <p><u>Vocabulary</u> Subordinating conjunctions, prose, clauses, noun-phrases, adverbs, stanza, runcible spoon, contraction, statement, possessive pronouns, progressive tense, syllables,</p>	<p><u>Focus Text: Jim and the Beanstalk</u></p> <p><u>Knowledge</u> Children use their knowledge of the sequel to the classic Jack and the Beanstalk tale, to initially innovate and then create their own sequel to another well-known fairy tale, e.g. Auburn Hair and the Three Bears.</p> <p><u>Skills</u> Using -ing, -ed, -er and -est where no change is needed in the spelling of root words. Apply spelling rules and guidance, as listed in English Appendix 1 Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p> <p><u>Vocabulary</u></p>	<p><u>Focus Text: The Great Fire of London</u></p> <p><u>Knowledge</u> Look at non-fiction text incorporating different text types, including writing a non-chronological report, warning posters, and writing in role.</p> <p><u>Skills</u> Correct choice and consistent use of present tense and past tense throughout writing. Subordination (using when, if, that, because) and co-ordination (using or, and, but). Expanded noun phrases for description and specification. Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p><u>Vocabulary</u></p>

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<p>exclamation marks, past, present, conjunction, subordination, nonfiction, fiction, comma, apostrophe, common exception word,</p> <p><u>Focus Text: Cotton Rock</u></p> <p><u>Knowledge</u> Labelling, making lists, descriptions, diary entry, giving advice, letters, and writing an extended narrative story.</p> <p><u>Skills</u> Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones Learning to spell common exception words Learning to spell more words with contracted forms Apply spelling rules and guidance, as listed in English Appendix 1 Appropriately in discussing their writing and reading.</p>	<p>Correct choice and consistent use of present tense and past tense throughout writing. Commas to separate items in a list</p> <p><u>Vocabulary</u> Capital letters, full stops, question marks, nouns, adjectives, verbs, suffixes, exclamation marks, past, present, conjunction, subordination, nonfiction, fiction, comma, apostrophe,</p> <p><u>Cross-curricular Coverage: Science (Y2 Living things and their habitats)</u></p> <p><u>Focus Text: We are Water Protectors</u></p> <p><u>Knowledge</u> Skills Children explore the true story of the narrative, and produce descriptive non-fiction writing in different forms, such as writing</p>	<p>common exception word, contraction, homophone, apostrophe, suffix, statement, question, command, exclamation</p> <p><u>Focus Text: The Minpins</u></p> <p><u>Knowledge</u> Children will use their knowledge of planning to create a certain atmosphere in their writing. Skills Children will create character descriptions, retell the story and continue a story using their understanding and their vocabulary to make their writing interesting and atmospheric.</p> <p><u>Vocabulary</u> Capital letters, full stops, question marks, nouns, adjectives, verbs, suffixes, exclamation marks, past, present, conjunction, subordination, nonfiction, possessive apostrophe, suffix,</p>	<p><u>Focus Text: Tadpole's Promise</u></p> <p><u>Knowledge</u> Retell a known story and create their own version, as well as using information from the text to create an explanation text.</p> <p><u>Skills</u> Sentences with different forms: statement, question, exclamation, command Expanded noun phrases to describe and specify [The present and past tenses correctly and consistently Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p><u>Vocabulary</u> Capital letters, full stops, question marks, nouns, adjectives, verbs, suffixes, exclamation marks, past, present, conjunction, subordination, nonfiction, apostrophe, suffix,</p>	<p>Capital letters, full stops, question marks, nouns, adjectives, verbs, suffixes, root word, exclamation marks, past, present, conjunction, subordination, nonfiction, fiction, comma, apostrophe,</p> <p><u>Cross-curricular Coverage: Science (Plants): Observe and describe how seeds and bulbs grow into mature plants</u></p> <p><u>Focus Text: The Dragon Machine</u></p> <p><u>Knowledge</u> Create a guide, exploring descriptive and positional language.</p> <p><u>Skills</u> Formation of nouns using suffixes such as -ness, -er and by compounding Subordination and co-ordination conjunctions</p>	<p>Capital letters, full stops, question marks, nouns, adjectives, verbs, suffixes, exclamation marks, past, present, conjunction, subordination, nonfiction, fiction, comma, apostrophe,</p> <p><u>Cross-curricular Coverage: History (Y2: Events beyond living memory that are significant nationally or globally): The Great Fire of London</u></p> <p><u>Focus Text: Rosie Revere, Engineer</u></p> <p><u>Knowledge</u> Write short explanations, writing in role, reports, adverts, and a leaflet.</p> <p><u>Skills</u> Use Subordination and co-ordination in their written work. Learn how the grammatical patterns in</p>
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	<p><u>Vocabulary</u> Capital letters, full stops, question marks, nouns, adjectives, verbs, suffixes, exclamation marks, past, present, conjunction, subordination, nonfiction, fiction, comma, apostrophe, common exception word, contraction, apostrophe, suffix, statement, question, command, exclamation</p> <p><u>Cross-curricular Coverage:</u> <u>Design and Technology</u></p>	<p>the life-cycle of water, identifying environmental issues, researching Native American tribes and creating a campaign to look after a local water.</p> <p><u>Vocabulary</u> Capital letters, full stops, question marks, nouns, adjectives, verbs, suffixes, exclamation marks, past, present, conjunction, subordination, nonfiction, fiction, comma, apostrophe, common exception word, contraction, apostrophe, suffix, statement, question, command, exclamation</p> <p><u>Cross-curricular Coverage:</u> <u>Geography, Science, History,</u></p>	<p>statement, question, command, exclamation.</p> <p><u>Cross-curricular coverage:</u></p>	<p>statement, question, command, exclamation fiction, comma, apostrophe,</p> <p><u>Cross-curricular Coverage: Science (Animals including humans): Notice that animals, including humans, have offspring which grow into adults_</u></p>	<p>Expanded noun phrases for description and specification How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list.</p> <p><u>Vocabulary</u> Capital letters, full stops, question marks, nouns, adjectives, verbs, suffixes, root word, exclamation marks, past, present, conjunction, subordination, nonfiction, fiction, comma, apostrophe, apostrophe, suffix, statement, question, command, exclamation</p> <p><u>Cross-curricular Coverage: Geography (Geographical skills and fieldwork)</u></p>	<p>a sentence indicate its function as a statement, question, exclamation or command. Use apostrophes for contraction and singular possession. Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Writing for different purposes. Planning or saying out loud what they are going to write about. Proof-reading to check for errors in spelling, grammar and punctuation.</p> <p><u>Vocabulary</u> Capital letters, full stops, question marks, nouns, adjectives, verbs, suffixes, exclamation marks, past, present, conjunction, subordination, nonfiction, fiction, comma, apostrophe, apostrophe, suffix,</p>
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						<p>statement, question, command, exclamation</p> <p><u>Cross Curricular Coverage:</u> Science, Materials, Art & Design, Design & Technology, Geography, History</p>
<p>Maths</p>	<p><u>Place Value</u> Recognise the place value of each digit in a two-digit number and compare and order numbers. Partition two-digit numbers into different combinations of tens and ones.</p> <p><u>Vocabulary</u> Tens, ones, same, more, less, partition, compare, order, numbers to one hundred Partition,</p> <p><u>Addition and Subtraction</u> Add and subtract a two-digit number and ones, tens, another two-digit number. Add 3 one-digit numbers. Recognise and use inverse relationships between addition and subtraction. Use this to check calculations and solve missing number problems.</p> <p><u>Vocabulary</u> Addition, add, more, make, sum, total, altogether, double,</p>	<p><u>Money</u> Recognise and use symbols for pounds (£) and pence (p). Combine amounts to make a particular value and find different combinations of coins that equal the same amounts of money.</p> <p><u>Vocabulary</u> Money, pence, pound, note, coin, equal, amount,</p> <p><u>Multiplication & Division</u> Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables. Use arrays, repeated addition and multiplication and division sentences. Recognise the relationships between addition and subtraction and rewrite addition</p>	<p><u>Statistics</u> Make different charts, including tally charts, pictograms, and block diagrams. Use their data to explain what they have found, using mathematical vocabulary.</p> <p><u>Vocabulary</u> Tally chart, pictogram, block diagram, more, less, all together, graph, represent group, set list, table label, title, most popular, most common least popular, least common</p>	<p><u>Shape</u> Name basic 2D and 3D shapes. Describe the properties of shapes, including lines of symmetry. Sort shapes into different categories and solve puzzles and problems.</p> <p><u>Vocabulary</u> 2D, 3D, Shape, sides, vertices, edges, faces, square, circle, rectangle, pentagon, hexagon, heptagon, octagon, cylinder, sphere, cube, cuboid,</p> <p><u>Fractions</u> Recognising a half, a quarter and a third. Understand unit and non-unit fractions before discovering simple equivalent fractions.</p> <p><u>Vocabulary</u></p>	<p><u>Length and Height</u> Choose and use appropriate standard units to estimate and measure length/height. Read scales in divisions of ones, twos, fives and tens, and where not all numbers on the scale are given.</p> <p><u>Vocabulary</u> centimetre, metre length, height, width, depth, long, short, tall high, low wide, narrow thick, thin longer, shorter, taller, higher, longest, shortest, tallest, highest,</p> <p><u>Position and Direction</u> Order and arrange combinations of mathematical objects in patterns and</p>	<p><u>Time</u> Learn how to 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.</p> <p><u>Vocabulary</u> Time, clock, quarter to/past, draw, hour, hands, minutes,</p> <p><u>Mass, Capacity & Temperature</u> Choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using scales, thermometers and measuring vessels.</p> <p><u>Vocabulary</u></p>

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	<p>near, double, one more, two more, ten more, subtract, takeaway, fewer, smaller, inverse, check, solve, difference, between, equal, number bonds</p>	<p>statements as simplified multiplication statements.</p> <p><u>Vocabulary</u> Multiplication, division, share, times, lots of, groups of, multiple groups, repeated addition, groups of, equally,</p>		<p>Fraction, quarter, half, third, equal parts, fraction equivalent fraction mixed number numerator, denominator equal part equal grouping equal sharing parts of a whole half, two halves one of two equal parts quarter, two quarters, three quarters one of four equal parts one third, two thirds one of three equal parts sixths, sevenths, eighths, tenths</p>	<p>sequences. 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).</p> <p><u>Vocabulary</u> Anticlockwise, clockwise, right angles, quarter, half quarter, rotation, patterns, direction, position</p>	<p>Temperature, capacity, mass, kg, grams, litres, ml, scales, unit, thermometers, vessels, measure,</p>
Science	<p><u>Materials</u></p> <p><u>Prior learning</u> The children have learnt to distinguish between an object and the material from which it is made. They can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. They will be able to describe the simple physical properties of a variety of everyday materials. They can compare and group together a variety</p>	<p><u>Animals Including Humans</u></p> <p><u>Prior learning</u> Children will be able to identify and name a variety of common animals including fish, amphibians, reptiles, mammals, and birds. They will identify and name a variety of common animals that are carnivores, herbivores, and omnivores. They will identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. They will learn to describe and</p>	<p><u>Living things and their habitats</u></p> <p><u>Prior learning</u> In year 1, the children will have identified different types of animals and what they eat.</p> <p><u>Knowledge</u> Explore and compare the differences between living, dead and things that have</p>	<p><u>Plants</u></p> <p><u>Prior learning</u> Children will identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. They will be able to identify and describe the basic structure of a variety of common flowering plants, including tree.</p> <p><u>Knowledge</u> Observe and describe how seeds and bulbs grow into mature plants</p>		

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<p>of everyday materials based on their simple physical properties.</p> <p><u>Knowledge</u> Children will be learning to identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. They will be describing how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p><u>Skills</u> Questioning Carry out simple tests Sorting and grouping Read and use simple vocabulary Gather and record information from observations and tests Make simple observations and discuss what they show</p> <p><u>Key Vocabulary</u> Names of materials: wood, plastic, glass, metal, water, rock, brick, paper, fabric, card, rubber, suitable/unsuitable, use/useful, hard/soft, stretchy/stiff. Rigid/flexible, waterproof/absorbent, strong/weak, rough/smooth, transparent/opaque, shape, push/pushing, pull/pulling,</p>	<p>compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p><u>Knowledge</u> Children learn that animals, including humans, have offspring which grow into adults. Children will learn to describe the basic needs of animals, including humans, for survival (water, food and air). They will learn to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p><u>Skills</u> Questioning Carry out simple tests Sorting and grouping Read and use simple vocabulary Gather and record information from observations and tests Make simple observations and discuss what they show</p> <p><u>Key Vocabulary</u> Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, reptile, amphibian, mammal, omnivore, carnivore, herbivore, all senses.</p> <p>In year 3 they will go on to identify that animal including humans, need the right types and amount of nutrition, and that</p>	<p>been alive. Identify that most living things live in habitats. Describe how different habitats provide the basic needs for animals and plants. Identify and name a variety of plants and animals in their habitats including micro-habitats. 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><u>Skills</u> Questioning Carry out simple tests Sorting and grouping Read and use simple vocabulary Gather and record information from observations and tests Make simple observations and discuss what they show</p> <p><u>Key vocabulary</u> Living, dead, food chain, never alive, micro-habitats, leaf litter, under bushes, sunny path, shelter,</p>	<p>Describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p><u>Skills</u> Questioning Carry out simple tests Sorting and grouping Read and use simple vocabulary Gather and record data and information from observations and tests Make simple observations and discuss what they show</p> <p><u>Key Vocabulary</u> Grow, healthy, water, light, suitable, temperature, germination, reproduction. Wild, plants, garden, plants, deciduous, evergreen, leaves, bud, flowers, blossom, petals, stem, trunk, branches, leaf, root, fruit, vegetables, bulb, seed.</p> <p>In year 3 they will go on to identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>
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	<p>twist/twisting, squash/squashing, bend/bending, stretch/stretching.</p> <p>Cross curricular link: DT,</p>	<p>they cannot make their own food; they get nutrition from what they eat. They will also identify that human and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Cross curricular link: PSHE, science, PE, geography,</p>	<p>seashore, ocean, rainforest, conditions, woodland healthy.</p> <p>In year 3 the children will look more closely at animals' skeleton and muscle make up.</p> <p>Cross curricular link: science, geography,</p>	
<p>Art</p>	<p><u>Drawing and Painting (Lowry)</u></p> <p><u>Prior learning</u> Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk, and other dry media to represent objects in lines.</p> <p><u>Knowledge</u> Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. Research relevant artists and place them in time period. Know facts about chosen artists/paintings.</p> <p><u>Skills</u> Explore background and foreground using variety of artistic techniques. Experiment with tones using pencils, chalk, or charcoal. Begin to select different patterns for purpose and continue to explore the use of light/dark lines, patterns and shapes. Name tones (e.g. bright, pale, light, dark, deep etc.) Identify shapes in artwork and discuss how they have been used. Draw shapes from observation and memory.</p> <p><u>Vocabulary</u> Landscape, colour, tone, pencil, chalk, charcoal, smudge, blend, pattern, primary and secondary colours,</p>	<p><u>Printing (Claris Cliffe)</u></p> <p><u>Prior learning</u> Make marks in print using found objects and basic tools and use these to create repeating patterns.</p> <p><u>Knowledge</u> Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. Research relevant artists and place them in time period. Know facts about chosen artists/paintings.</p> <p><u>Skills</u> Use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings. Design patterns of increasing complexity and repetition. Print using a variety of materials and objects.</p> <p><u>Vocabulary</u> Printing, fabric, rubbing, pattern,</p> <p>In year 3 children create printing blocks using relief or impressed techniques.</p>	<p><u>Observation - 3D</u></p> <p><u>Prior learning</u> Experiment with different materials to design and make products in 2D and 3D.</p> <p><u>Knowledge</u> Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. Research relevant artists and place them in time period. Know facts about chosen artists/paintings.</p> <p><u>Skills</u> Represent things observed, remembered or imagines using colour/tools in 2D and 3D.</p> <p><u>Vocabulary</u> perspective, observe, 2D, 3D, viewpoint, material, tool, artist,</p> <p><u>Collage</u></p> <p><u>Prior learning</u></p>	

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	<p>In year 3 children explore shading, using different media. They understand and identify key aspects such as colours at tone, warm and cold colours.</p>	<p style="text-align: center;"><u>Sculpture</u></p> <p><u>Prior Learning</u> Make structures by joining simple objects together.</p> <p><u>Knowledge</u> Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. Research relevant artists and place them in time period. Know facts about chosen artists/paintings.</p> <p><u>Skills</u> Manipulate malleable materials and simple tools. Use the materials and tools safety. Experiment with construct and join recycled, natural and man-made materials more confidently. Change the surface of a malleable material (e.g. build a textured tile).</p> <p><u>Vocabulary</u> Sculpture, man-made, natural, recycled, clay, flexible, rigid,</p> <p>In year 3 the children compare and recreate form of natural and manmade objects.</p>	<p>Cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper or magazines.</p> <p><u>Knowledge</u> Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. Research relevant artists and place them in time period. Know facts about chosen artists/paintings. Continue observation skills looking at different images and understanding how an item can look different on its viewpoint.</p> <p><u>Skills</u> Make a textured collage using a variety of media by folding, crumpling, and tearing materials. Represent things observed, remembered or imagines using colour/tools in two and three dimensions. Sort and group materials for different purposes (e.g. colour or texture)</p> <p><u>Vocabulary</u> Collage, pattern, material, join, overlap, overlay, fold, tear, crumple, texture, viewpoint,</p> <p>In year 3 the children create a collage using overlapping and layering.</p> <p style="text-align: center;"><u>Natural sculpture (William Goldsworthy)</u></p> <p><u>Prior Learning</u> Make structures by joining simple objects together.</p>
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			<p><u>Knowledge</u> Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. Research relevant artists and place them in time period. Know facts about chosen artists/paintings.</p> <p><u>Skills</u> Manipulate malleable materials and simple tools. Use the materials and tools safety. Experiment with construct and join recycled, natural and man-made materials more confidently. Change the surface of a malleable material (e.g. build a textured tile)</p> <p><u>Vocabulary</u> Nature, pattern, man-made, recycled, natural, sculpture, construct,</p> <p>Cross curricular link: DT, science,</p>
DT	<p style="text-align: center;"><u>Design, Build and Evaluate</u></p> <p><u>Prior learning</u> Create simple designs for a product, using pictures and words to describe what they want to do. The children have learnt to select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing. Ask simple questions about existing products and those that they have made. Build structures, exploring how they can be made stronger, stiffer, and more stable.</p> <p><u>Knowledge</u> Build a knowledge of existing products to help produce their own ideas. Have a knowledge of techniques and tools and how they can be used. Children will have their own ideas and plan what to do next. Explain the purpose of a product, how it will work and how it will be suitable for the user.</p> <p><u>Skills</u> Choose appropriate tools, equipment, techniques, and materials from a wide range. Describe and design using pictures, words, models, diagrams and begin to use ICT. Work safely and hygienically with tools.</p>		

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<p><u>Vocabulary</u> cut, fold, join, fix structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic, circle, triangle, square, rectangle, cuboid, cube, cylinder, evaluate, tool, product,</p> <p>In year 3 the children will start to create designs using annotated sketches, cross sectional diagrams and simple computer programmes. Investigating and analysing existing products and those that they have made, considering a wide range of factors.</p>		
<p><u>Food</u></p> <p><u>Prior learning</u> Say where some food comes from and give examples of food that is grown. Use simple tools with help to prepare food safely.</p> <p><u>Knowledge</u> Explain hygiene and the importance of a clean kitchen. Understand properties of ingredients and importance of a varied diet. Learn about where food comes from (i.e. animal, underground etc.) Describe how food is farmed, home-grown, caught. Understand and be able to draw a eat well plate; explain there are different groups of food including 5 a day.</p> <p><u>Skills</u> Cut, peel and grate with increasing confidence. Keep a hygienic kitchen. Use a wide range of cooking techniques to prepare food safely.</p> <p><u>Vocabulary</u> Fruit and vegetable names, names of equipment and utensils sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, hygiene,</p>	<p><u>Sewing</u></p> <p><u>Prior learning</u> Sort, cut and shape fabrics and experiment with ways of joining them.</p> <p><u>Knowledge</u> Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. Research relevant artists and place them in time period. Learn facts about chosen artists/paintings.</p> <p><u>Skills</u> Develop techniques to join fabrics and apply decorations such as running or over stitch.</p> <p><u>Vocabulary</u> Sewing, stitch, cross stitch, fabric,</p> <p>In year 3 children start to add detail to work using different types of stitch including cross stitch.</p>	<p><u>Technical Knowledge: Mechanisms</u></p> <p><u>Prior learning</u> Build structures, exploring how they can be made stronger, stiffer, and more stable. Use slides in a product.</p> <p><u>Knowledge</u> Describe different characteristics of materials. Understand how to use wheels, axles, leavers, and slides work.</p> <p><u>Skills</u> The children will safely mark out, measure cut and shape materials using a range of tools. Use joining, rolling, or folding to make structures to remain stable.</p> <p><u>Vocabulary</u> vehicle, wheel, axle, axle holder, chassis, body, cab assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism names of tools, equipment and materials used</p> <p>In year 3 the children will start to strengthen frames using diagonal struts. They will gain understanding of how mechanical systems such as</p>

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	<p>In year 3 the children will talk about the different food groups and name food from each group. They will understand that food must be grown, farmed and caught in Europe and the wider world. They will use a wider variety of ingredients and techniques to prepare and combine ingredients safely.</p> <p>Cross curricular link: PSHE, science, PE</p>		<p>lever and linkages or pneumatic systems create movement.</p> <p>Cross curricular link: History, science, art</p>
<p>Computing</p>	<p style="text-align: center;"><u>Online Safety</u></p> <p><u>Prior learning</u> Children understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies.</p> <p><u>Knowledge</u> The children will learn why it is important to use technology responsibly. They will also learn where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies.</p> <p><u>Skills</u> Use technology responsibly and understand that communication online may be seen by others</p> <p><u>Vocabulary</u> Internet, safety, personal, private, safe, popups, password, username, avatar, photo, search, display board, internet, sharing, email, attachment, digital footprint</p> <p>In year 3 the children will use technology safely and respectfully, keeping personal information private. They also use technology safely and recognise acceptable and unacceptable behaviour online.</p> <p>Cross curricular link: PSHE</p>		

Year 2 Curriculum Overview

<u>Information technology</u>	<u>Digital Literacy</u>	<u>Computer science (coding)</u>
<p><u>Prior learning</u> Children are able to recognise common uses of information technology in the home and school environment.</p> <p><u>Knowledge</u> Children recognise common uses of information technology in the home and school environment and in the wider community.</p> <p><u>Skills</u> The children will be able to identify what technology we use and why.</p> <p><u>Vocabulary</u> Technology, tv, computer, laptop, tablet, whiteboard screen, on, off, apps, internet, banking, games, search,</p> <p>In year 3 the children will recognise familiar forms of input and output devices and how they are used and make efficient use of them.</p>	<p><u>Prior learning</u> Children use technology purposefully to create digital content.</p> <p><u>Knowledge</u> They will learn to create work on different devices and programs, save it and retrieve it another time. They also begin to be able to compare the benefits of different programs.</p> <p><u>Skills</u> They will develop their use of the keyboard to add, delete and space text for others to read. Children will learn how to save their work and be able to retrieve it again.</p> <p><u>Vocabulary</u> Save, create, open, close, copy, paste, type, document, username, password, keyboard, mouse, keypad, delete, space, email, send, backspace key, copy and paste, columns, move cell tool, rows, speak tool, spreadsheet.</p> <p>In year 3 with support, children can select and use a variety of software to accomplish goals.</p>	<p><u>Prior learning</u> Children begin to predict the behaviour of simple programs. They understand what algorithms are and how they are implemented on digital devices.</p> <p><u>Knowledge</u> The children will learn how to predict behaviour of simple programs and debug errors using logical thinking.</p> <p><u>Skills</u> The children will be able to identify errors and debug simple programs.</p> <p><u>Vocabulary</u> Debug, code, instructions, errors, predict, program, behaviour, Beebots, evaluate, solve, problem, Action, algorithm, bug, character, code block, code design, command, debug, design mode, input, object, properties, repeat, scale, timer, when clicked, when key</p> <p>In year 3 children will learn to design, write and debug programs that control or simulate virtual events. They use logical reasoning to explain how some simple algorithms work.</p>

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<p>History</p>	<p style="text-align: center;"><u>Castles</u></p> <p><u>Prior learning</u> In year one the children sequenced events of the past and identified differences between past and now.</p> <p><u>Knowledge</u> They will develop an understanding of the differences between ways of life in different periods. Learning about a period beyond their living memory. Developing an understanding of chronological order and different ways we find out about the past.</p> <p><u>Skills</u> Select and organise historical information to present in a range of ways. Use relevant historical terms and vocabulary linked to chronology. Use an increasing range of common words and phrases related to passing of time. Record what they have learnt by drawing/writing.</p> <p><u>Vocabulary</u> Timeline, memory, date, order, Years, time, artefacts, past, day, year, before, sources, where, how, when, what, chronological, castle,</p> <p>In year 3, the children will describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age. Describe some aspects of the Roman Empire and recognise its impact on Britain.</p>	<p style="text-align: center;"><u>Kings and Queens</u></p> <p><u>Prior learning</u> In year one the children sequenced events of the past and identified differences between past and now.</p> <p><u>Knowledge</u> Children will learn about the significant British monarchs in history: Queen Victoria, Queen Elizabeth II and King Charles III, and how they have contributed to national & international achievements. They will compare Queen Victoria's life to the life of someone living in those times. Learn how to use a timeline. Learn that time is linear.</p> <p><u>Skills</u> Place known events in chronological order on a timeline. Sequence events and recount changes. Make comparisons between different monarchs. Queen Elizabeth II and Queen Victoria .</p> <p><u>Key vocabulary</u> Monarchy, regent, regal, septon, symbol, orb, reign ,portrait, significant, historical, commemorate, British Empire , mourning , Victorian Society Timeline, period of time, before, after, earliest, Chronology, lifespan,</p> <p>In Year 3, the children will develop their use of historical language and questioning, developing intrigue and encouraging curiosity. They will find out what life was like from the Stone Age to the Iron</p>	<p style="text-align: center;"><u>The Great Fire of London and Samuel Pepys</u></p> <p><u>Prior learning</u> In year one the children sequenced events of the past and identified differences between past and now.</p> <p><u>Knowledge</u> Develop an understanding of chronological order. Learning about an event beyond their living memory that are significantly nationally. Demonstrate awareness of the lives of significant individuals from the past who have contributed to national achievements. Show an understanding of some of the ways we find out about the past.</p> <p><u>Skills</u> Select and organise historical information to present in a range of ways. Use relevant historical terms and vocabulary linked to chronology. Use an increasing range of common words and phrases related to passing of time. Identify differences and similarities between different ways of life in different periods. Record what they have learnt by drawing/writing.</p> <p><u>Vocabulary</u> Timeline, memory, date, order, Years, time, artefacts, past, day, year, before, sources, where, how, when, what, chronological, England, London, In year 3 children will describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age. Describe some aspects of</p>
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Year 2 Curriculum Overview

		<p>Age. They will describe some aspects of the Roman Empire and recognise its impact on Britain.</p> <p>Cross Curricular Link:</p>	<p>the Roman Empire and recognise its impact on Britain.</p> <p>Cross curricular link: geography</p>
Geography	<p><u>The World</u></p> <p><u>Previous learning</u> Name and locate the local town/city. Learnt about positional language and created a simple map.</p> <p><u>Knowledge</u> Will understand that the world is spherical, it has seven continents and 5 oceans and develop an awareness of their position on the maps/ globes. They will learn about the location of countries, continents, and oceans of the world in relation to the position of the United Kingdom. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p><u>Skills</u> Children will build upon their use of atlases, maps, and globes, along with using aerial photographs.</p> <p><u>Vocabulary</u> Earth, globe, continent, country, ocean, capital, map, continents, land, Asia, Africa, North America, South America, Australia, Antarctica United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, London, Belfast, Cardiff, Edinburgh, equator, North Pole, South Pole,</p> <p>In year 3 the children will identify human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects</p>	<p><u>Mapping</u></p> <p><u>Prior learning</u> Devise very simple maps.</p> <p><u>Knowledge</u> Children will develop their knowledge of what a map is. They will learn what a key is. They will develop their understanding of how to navigate around an atlas to find key countries, continents, oceans and seas along with devising their own maps and routes.</p> <p><u>Skills</u> Children will explore a range of maps at a local, national, and global level. Using maps and atlases to locate places. Use 4 points on a compass.</p> <p><u>Vocabulary</u> Key/ North/ South/ East / West/ compass/ directions/intersection/ navigate/ aerial view/ names of 7 continents/name of 5 oceans / equator/</p> <p>In Year 3, the children will Children will find out about more cities in the UK including their physical feature such as mountains, rivers, and seas. They will find out how the UK has changed over time. They will use an 8-point compass.</p> <p>Cross curricular link: Maths</p>	<p><u>Africa</u></p> <p><u>Previous learning</u> Name and locate the local town/city. Named seasonal and daily weather patterns of the UK.</p> <p><u>Knowledge</u> 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.</p> <p><u>Skills</u> Use basic geographical vocabulary to refer to human and physical features. Use maps, atlases, and globes to identify countries, continents, and oceans. Identify similarities and differences.</p> <p><u>Vocabulary</u> Earth, globe, continent, country, ocean, capital, map, continents, land, Asia, Africa, North America, South America, Australia, Antarctica United Kingdom, Compare, population, Europe, United Kingdom, country, town, city, houses, hills, shops, weather, equator,</p> <p>In year 3 the children will compare a small area of United Kingdom to a small area in a region of a European country.</p>

Year 2 Curriculum Overview

	<p>have changed over time. They will start to use 8 points of a compass.</p> <p>Cross curricular link: History</p>		<p>Cross Curricular link: Science animals</p>
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Year 2 Curriculum Overview

Music

Previous learning

Listen to different types of music, recognising different instruments in the music. Moving their bodies and finding the pulse whilst listening. Sing songs musically and learnt how understand how to project their voice.

Knowledge

To know that music has a steady pulse and that rhythm and pulse is different. Begin to describe a piece of music using an understanding and musical vocabulary. Know we can add high and low sounds, pitch, when we sing and play instruments. Know why we need to warm up our voices. Understand that our voices can be used in different ways e.g. rap. Learn the names of the notes and untuned percussion instruments.

Skills

Listen with concentration and understanding to a range of music. Begin to internalise pulse when listening to a piece of music. Improvise a simple rhythm using different instruments. Play instruments using correct techniques. Practice and present performances to audiences. Make different types of sounds with their voices e.g. rap. Start and stop singing when following a leader. Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader.

Vocabulary

Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo

In year 3 the children will be able to confidently recognise a range of musical instruments. They will understand the terms improvisations and composition. The children will start to sing songs with multiple parts as well as play and perform in solo or ensembles.

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<p>PE</p>	<p><u>Dance</u></p> <p><u>Knowledge</u> Know that sequencing actions in a particular order will help me to tell the story of my dance. Understand that I can change the way I perform actions to show an idea. Know that I can use different directions, pathways and levels in my dance. Know that using counts of 8 will help me to stay in time with my partner and the music. Know that using facial expressions helps to show the mood of my dance. Know that if I practice my dance my performance will improve.</p> <p><u>Skills</u> Accurately remember, repeat and link actions to express an idea. Develop an understanding of dynamics. Develop the use of pathways and travelling actions to include levels. Explore working with a partner using unison, matching and mirroring. Develop the use of facial expressions in my performance.</p> <p><u>Vocabulary</u></p>	<p><u>Ball Skills</u></p> <p><u>Knowledge</u> Know that stepping with opposite foot to throwing arm will help me to balance. Know to use wide fingers and pull the ball in to my chest to help to securely catch. Know that it is easier to move towards a ball to track it than chase it. Know to keep my head up when dribbling to see space/opponents.</p> <p><u>Skills</u> Roll, throw and kick a ball to hit a target. Develop catching a range of objects with two hands. Catch with and without a bounce. Consistently track and collect a ball being sent directly. Explore dribbling with hands and feet with increasing control on the move.</p> <p><u>Vocabulary</u></p>	<p><u>Target Games</u></p> <p><u>Knowledge</u> Know that stepping with opposite foot to throwing arm will help you to balance. Know that moving my arm quicker will give me more power. Know to finish with my object/hand/foot pointing at my target. Understand and apply simple tactics. Know how to score points and follow simple rules.</p> <p><u>Skills</u> Develop co-ordination and technique when throwing overarm towards a target. Develop co-ordination and technique when throwing underarm towards a target. Develop striking a ball with equipment with some consistency.</p> <p><u>Vocabulary</u> Accurate, send, teammate, against,</p>	<p><u>Net and Wall</u></p> <p><u>Knowledge</u> Know to watch the ball as it comes towards me to help me to prepare to hit it. Know to place enough power on a ball to let it bounce once but not too much so that my partner can't return it. Know that sending the ball towards my partner will help me to keep a rally going. Know that using a ready position helps me to react quickly and return/catch a ball. Understand that applying simple tactics makes it difficult for my opponent. Know how to score points and follow simple rule.</p> <p><u>Skills</u> Develop hitting a dropped ball over a net. Accurately underarm throw over a net to a partner. Explore underarm rallying with a partner catching after one bounce. Consistently use the ready position to move towards a ball.</p>	<p><u>Athletics</u></p> <p><u>Knowledge</u> Understand that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster. Know that swinging my arms forwards will help me to jump further. Know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object. Know how to follow simple rules when working with others.</p> <p><u>Skills</u> Develop the sprinting action. Develop jumping, hopping and skipping actions. Explore safely jumping for distance and height. Develop overarm throwing for distance.</p> <p><u>Vocabulary</u></p>	<p><u>Striking and Fielding</u></p> <p><u>Knowledge</u> Understand the role of a batter. Know that striking quickly will increase the power. Understand that there are different roles within a fielding team. Know to move towards the ball to collect it to limit a batter's points. Know that stepping with opposite foot to throwing arm will help me to balance. Know to use wide fingers and pull the ball in to my chest to help me to securely catch. Understand and apply simple tactics for attack (batting) and defence (fielding). Know how to score points and follow simple rules.</p> <p><u>Skills</u> Develop striking a ball with their hand and equipment with some consistency. Develop tracking a ball and</p>
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<p>Mirror, action, pathway, direction, speed, timing</p> <p>In year 3, Children will develop their ability to move in time to music. They will vary the skills and actions that they use to fit appropriately to a theme and music style and evaluate their own and others' performances.</p> <p><u>Team Building</u></p> <p><u>Knowledge</u> Know that listening to each other's ideas might give us an idea we hadn't thought of. Understand that the map tells us what to do. Know to use encouraging words when speaking to a partner or group to help them to trust me. Verbalise when I am successful and areas that I could improve. Know how to follow and apply simple rules</p> <p><u>Skills</u> Begin to plan and apply strategies to overcome a challenge. Work on</p>	<p>Overarm, collect, target, underarm, dribble, distance</p> <p>In year 3 the children will continue to develop ball skills and play games using their skills.</p> <p><u>Yoga</u></p> <p><u>Knowledge</u> Understand that I can squeeze my muscles to help me to balance. Know that flexibility helps us to stretch our muscles and increase the movement in our joints. Know that strength helps us with everyday tasks such as carrying our school bag. Understand that I can use yoga to make me feel calm.</p> <p><u>Skills</u> Remember, copy, and repeat sequences of linked poses. Show increased awareness of extension in poses. Demonstrate increased control in performing</p>	<p>overarm, release, target, underarm</p> <p>In year 3 will continue to develop their coordination when throwing and begin to use this within target games.</p> <p><u>Gymnastics</u></p> <p><u>Knowledge</u> Know that some shapes link well together. Balances: understand that squeezing my muscles helps me to balance. Understand that there are different teaching points for different rolls. Understand that looking forward will help me to land with control. Know that if I use shapes that link well together it will help my sequence to flow.</p> <p><u>Skills</u> Shapes: explore using shapes in different gymnastic balances. Balances: remember,</p>	<p><u>Vocabulary</u> Receive, quickly, trap, defend, return, collect, against</p> <p><u>Sending and receiving</u></p> <p><u>Knowledge</u> Develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking, and stopping a ball. They will understand the importance of abiding by rules to keep themselves and others safe.</p> <p><u>Skills</u> Throwing, catching, rolling, kicking, tracking, and stopping the ball. Importance of following the rules of a game.</p> <p><u>Vocabulary</u> Send, receive, track, rules, stop, direction,</p>	<p>Sprint, job, distance, height, take off, landing, overarm, underarm</p> <p><u>Invasion</u></p> <p><u>Knowledge</u> Know to control the ball before sending it. Know that keeping my head up will help me to know where defenders are. Know that moving into space away from defenders helps me to pass and receive a ball. Know that when my team is in possession of the ball, I am an attacker, and we can score. Know that when my team is not in possession of the ball, I am a defender, and we need to try to get the ball. Know that standing between the ball and the attacker will help me to stop them from getting the ball. Understand and apply simple tactics for attack and defence.</p>	<p>decision making with the ball. Develop co-ordination and technique when throwing over and underarm. catch with two hands with some co-ordination and technique.</p> <p><u>Vocabulary</u> Fielder, send, teammate, runs, batter, received, bowler</p> <p><u>Swimming</u></p> <p><u>Knowledge</u> Understand that moving my arms quickly will help me to pass through the water. Know that when I swim, I inhale through my mouth when my face is above water and exhale through my mouth or nose when my face is underwater. Understand that floating uses less energy than swimming. Know how to safely enter and exit the pool.</p> <p><u>Skills</u></p>
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	<p>navigational skills following and creating a simple diagram/map. Work co-operatively with a partner and a small group.</p> <p><u>Vocabulary</u> Support, successful, direction, map, communicate, team building, listen, point of view, opinions,</p> <p>In year 3 children will share their own considered point of view and listen to and consider other people's opinions.</p>	<p>poses. Explore controlling my focus and sense of calm.</p> <p><u>Vocabulary</u> Focus, position, flow, pose, create, choose</p> <p>In year 3, children will identify the importance of their senses and explain how they help us.</p>	<p>repeat and link combinations of gymnastic balances. Rolls: explore barrel, straight and forward roll and put into sequence work. Jumps: explore shape jumps and take off combinations.</p> <p><u>Vocabulary</u> Link, pathway, sequence, tuck, straddle, speed, star, pike</p> <p>In Year 3, the children will compare his/her performance with others.</p>		<p>Know how to score points and follow simple rules.</p> <p><u>Skills</u> Developing Sending and receiving with increased control. Explore dribbling with hands and feet with increasing control on the move. Explore moving into space away from others. Developing moving into space away from defenders. Explore staying close to other players to try and stop them getting the ball.</p> <p><u>Vocabulary</u> Received, send, teammate, chest pass, possession, goal, doge, bounce pass,</p> <p>In year 3 the children will begin to use their invasion skills within games.</p>	<p>Begin to use arms and legs together, more effectively across the water unaided. Begin to explore breathing in sync with my kicking action. Demonstrate an awareness of water safety and float on my front and on my back.</p> <p><u>Vocabulary</u> Pulling, splash, unaided, gliding, floating, breathing</p> <p>In year 3 the children will develop different swimming strokes.</p>
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Year 2 Curriculum Overview

<p>PSHE</p>	<p><u>Me and my relationships</u></p> <p><u>Prior learning (year 1)</u> In year 1, children will have talked about their feelings and the impact of their actions on others.</p> <p><u>Knowledge</u> Children will learn that we are all feeling different emotions and some emotions and will learn that it's ok not to feel ok.</p> <p><u>Skills</u> Children will look at different emotions and will discuss times when they have felt these emotions.</p> <p><u>Key vocabulary</u> Emotions, happy, sad, angry, disappointed, nervous,</p> <p>In Year 3, the children will talk about special pets and how it might feel losing a pet, as well as falling out with friends and solving problems.</p>	<p><u>Valuing differences</u></p> <p><u>Prior learning (year 1)</u> In year 1, children will talk about what is fair or unfair.</p> <p><u>Knowledge</u> Children will learn that we are all the same and we are all different.</p> <p><u>Skills</u> Children will think about what makes them special.</p> <p><u>Key vocabulary</u> Same, different, unique, personalities, look, talents</p> <p>In Year 3, the children will learn how to celebrate differences. They will also explore the different relationships they have.</p>	<p><u>Keeping Myself Safe</u></p> <p><u>Prior learning (year 1)</u> Children in year 1 will learn that sleep and a good hygiene are important.</p> <p><u>Knowledge</u> Children will learn that Keeping Yourself safe applies to a whole lot of different situations.</p> <p><u>Skills</u> Children will learn to identify situations in which they would feel safe or unsafe and suggest actions for dealing with unsafe situations including who they could ask for help.</p> <p><u>Key vocabulary</u> Safe, unsafe,</p> <p>In Year 3, the children will learn the difference between a danger and a risk and who to talk to if they feel unsafe.</p> <p><u>Cross curricular link:</u> Computing</p>	<p><u>Rights and Responsibilities</u></p> <p><u>Prior learning (year 1)</u> Children in year 1 will start looking at money and the role of savings.</p> <p><u>Knowledge</u> Children will learn what British values are, what we need values for. They will also learn what is a need and what is a want.</p> <p><u>Skills</u> Children will recap the different rights and responsibilities that they have.</p> <p><u>Key vocabulary</u> Responsibilities, British values, democracy, the rule of law, Individual liberty, mutual respect, tolerance, faith, belief,</p> <p>In Year 3, the children will explore how they can help other to stay safe and how they can look after their environment.</p>	<p><u>Being my best</u></p> <p><u>Prior learning (year 1)</u> Children will start learning about a balance diet.</p> <p><u>Knowledge</u> Children will learn that keeping healthy is vital and should be an essential part of their daily routine. They will also learn that we need both physical and mind mental health.</p> <p><u>Skills</u> Children will continue to explore how they can keep healthy.</p> <p><u>Key vocabulary</u> Healthy, routine, physical, mental health,</p> <p>In Year 3, the children will also think about their strengths and what they would like to achieve.</p> <p><u>Cross curricular link:</u> science, DT, PE</p>	<p><u>Growing and Changing</u></p> <p><u>Prior learning (year 1)</u> Children in year 1 will identify who can help them in different stages of the life.</p> <p><u>Knowledge</u> They will learn to recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. Children will continue to learn about how their bodies will change as they get older and how this may feel. They will also explore how their feelings and relationships will change.</p> <p><u>Skills</u> Children will identify different stages of growth (e.g. baby, toddler, child, teenager, adult) and understand and describe some of the things that people</p>
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						<p>are capable of at these different stages.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Relationship/ change/ emotion/ puberty/ adolescence, life stages, toddler, teenage, adult, elderly,</p> <p>In Year 3, the children will continue to explore how their feelings and relationship will change.</p> <p><u>Cross curricular link:</u> science,</p>
RE	<p><u>Who is Muslim? What do they believe and how do they live?</u></p> <p><u>Knowledge</u> The children will explore what Muslims believe and what difference this makes to the way they live.</p> <p><u>Skills</u> Develop their knowledge and understanding of Islam and worldviews, recognising the local, national, and global contexts. Use basic subject-specific vocabulary. Raise</p>	<p><u>How and why do we celebrate significant times? What makes some celebrations sacred to believers?</u></p> <p><u>Knowledge</u> The children will be recognising special times of celebration/festivals for different religions. They will discuss the impact on people's lives, making connections and</p>	<p><u>What can we learn from sacred books and stories?</u></p> <p><u>Knowledge</u> The children will identify different books and stories of religious importance. They will discuss and ask questions arising from their learning about holy books.</p>	<p><u>How should we care for each other? Why does it matter?</u></p> <p><u>Knowledge</u> The children will discuss about the importance of each person being unique and valuable. They will talk about how people should care for others, making links to religious stories.</p>	<p><u>How should we care for the Earth? Why does it matter?</u></p> <p><u>Knowledge</u> The children will discuss the importance of the natural world. The children will make connections to religious beliefs and stories.</p> <p><u>Skills</u> Develop their knowledge and understanding of</p>	<p><u>Who is an inspiring person? What stories inspire Christian, Muslim and/or Jewish people?</u></p> <p><u>Knowledge</u> The children will think about different religious leaders, stories they told and questions about leadership and inspiration.</p> <p><u>Skills</u></p>

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<p>questions and begin to express their own views in response to the material they learn. Make links between Muslim artefacts, symbols, worship and what Muslims believe.</p> <p><u>Vocabulary</u> God, Arabic, Prophet Muhammad, Islam, Muslims, Ramadan, Qur'an, prayer mat, prayer beads, peace, calligraphy, Ramadan, messenger, inspire, Allah, Iman, wudu (washing), Salah (prayer), Zakat (charity), sawm (fasting), Hajj (pilgrimage to Mecca), tawhid (only one God), Shahadah, adhan (call to prayer), Subhah beads (prayer beads)</p> <p>In Year 3, children will learn how festivals and family life show what matters to Jewish, Christian and Muslim people.</p>	<p>asking questions about people's beliefs.</p> <p><u>Skills</u> Develop their knowledge and understanding of religions and worldviews, recognising the local, national, and global contexts. Use basic subject-specific vocabulary. Raise questions and begin to express their own views in response to the material they learnt. Make links between religious practices in celebrations to stories from holy texts or religious beliefs. Compare and contrast different types of celebrations in a variety of religions.</p> <p><u>Vocabulary</u> Special Days, festival, celebration, Sabbath, Shabbat, Torah, Christmas, harvest festival, Thanksgiving, Eid, Easter, Remembrance Day, New</p>	<p><u>Skills</u> Develop their knowledge and understanding of Christianity, Jewish, Hindu, Muslim, and worldviews, recognising the local, national and global contexts. Use basic subject-specific vocabulary. Raise questions and begin to express their own views in response to the material they learnt.</p> <p><u>Vocabulary</u> Bible, gospel, books, Old Testament, New Testament, scripture, prophets, Quran, torah, story, Christian, Muslim, Judaism, Yad,</p> <p>In Year 3, the children will discuss how people use stories, texts and teachings to guide their beliefs and outcomes.</p>	<p><u>Skills</u> Develop their knowledge and understanding of Christianity, Jewish, Hindu, Muslim, and worldviews, recognising the local, national and global contexts. Use basic subject-specific vocabulary. Raise questions and begin to express their own views in response to the material they learnt.</p> <p><u>Vocabulary</u> valuable, belief, God, love, care, charity, golden rule, creator, friendship, humanity, kindness, Islam, Judaism, Hinduism, Christianity, Sikhism Ambitious Vocabulary - zakat (almsgiving), tzedakah (charity), aid, relief, unique</p> <p>In Year 3, the children will suggest links between some of the beliefs and practices studied and life in the world today.</p> <p>Cross curricular link: PSHE</p>	<p>Christianity, Judaism, Islam, and worldviews, recognising the local, national, and global contexts linked to the importance of caring for our world. Use basic subject-specific vocabulary. Raise questions and begin to express their own views in response to the material they learnt. Make links between Christian, Jewish and Muslim texts to how people behave towards the environment.</p> <p><u>Vocabulary</u> Core Vocabulary - Natural, Human-made, Big questions, God, Earth, Beauty, Jewish, Muslim, Christian, Thanksgiving, Muhammad (pbuh), Creator, Creation, Creative</p> <p>In Year 3, the children will continue to develop their respect and tolerance shown to</p>	<p>Develop their knowledge and understanding of Christianity and worldviews, recognizing the local, national, and global contexts. Use basic subject-specific vocabulary. Raise questions and begin to express their own views in response to the material they learnt. Make links between Christian and Muslim artefacts, symbols found in the church and what Christians believe. Experience first-hand a Christian place of worship and reflect on these experiences.</p> <p><u>Vocabulary</u> God, inspire, Jesus, follow, teach, leader, hero, worship, behaviour, messenger, Jesus, Guru Nanak, Prophet Muhammad, Church, vicar, Bible, cross, crucifixion, Easter, Good Friday, Easter Sunday, inspirational, aspire, parables, prophet</p>
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		<p>Years Eve, Divali, Vaisakhi,</p> <p>In Year 3, the children will suggest links between some of the beliefs and practices studied and life in the world today.</p>			<p>people with different beliefs/religions/views.</p>	<p>In Year 3, the children will learn about the 'Trinity' and why is it important for Christians. They will also explore why Christians call the day Jesus died 'Good Friday'.</p>
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