

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p><b>Focus Text: Naughty Bus</b></p> <p><u>Knowledge</u> Introduction to capital letters, full stops, question marks and explanation marks. To understand that sequencing sentences can form narrative.</p> <p><u>Skills</u> Children will learn to form capital letters and follow simple spelling rules. Children will begin to explain clearly their understanding of what is read to them.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Capital letters, full stops, <b>question marks, nouns, adjectives, verbs</b></p> <p><u>Cross-Curricular links</u> History (Y1 Changes within living memory): Reveal aspects of change in national life. (Transport)</p>	<p><b>Focus Text: Send for a superhero</b></p> <p><u>Knowledge</u> Children will learn about different types of writing, emails, letters, posters and speech bubbles.</p> <p><u>Skills</u> Learn the spelling rule for adding -s and -es. Use suffixes adding -ful and -less. Children will use adjectives to write descriptions.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Capital letters, full stops, question marks, nouns, adjectives, verbs, <b>suffix, conjunctions</b></p> <p><u>Cross-Curricular links</u> N/A</p>	<p><b>Focus Text: Beegu</b></p> <p><u>Knowledge</u> To learn what a report looks like and the features it has. To learn more features of letter writing.</p> <p><u>Skills</u> To use a dictionary and understand the concept.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Capital letters, full stops, question marks, nouns, adjectives, verbs, suffix, conjunctions, <b>dictionary</b></p> <p><u>Cross-Curricular links</u> DT - To design and make own alien.</p>	<p><b>Focus Text: Stanley's Stick</b></p> <p><u>Knowledge</u> Children will be introduced to retelling stories. They will understand what it means to think of an 'alternative ending'.</p> <p><u>Skills</u> Continuing to use all previous skills taught in Year 1, children will change ending of words using -ing, -ed, -er and -ess. Children will write in past and present tense.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Capital letters, full stops, question marks, nouns, adjectives, verbs, suffix, conjunctions, dictionary, <b>alternative ending, retell, tense</b></p> <p><u>Cross-Curricular links</u> DT - Links to Science and plants topic.</p>	<p><b>Focus Text: Lost and Found</b></p> <p><u>Knowledge</u> Children will be taught what instructions and how they can be presented. They will recognise instructional writing</p> <p><u>Skills</u> Write instructions in chronological order using numbers and words.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Capital letters, full stops, question marks, nouns, adjectives, verbs, suffix, conjunctions, dictionary, alternative ending, retell, tense, <b>chronological</b></p> <p><u>Cross-Curricular links</u> Geography locational knowledge and human and physical geography. Maths - number writing</p>	<p><b>Focus Text: Iggy Peck Architect</b></p> <p><u>Knowledge</u> Children will learn features of a fact file and what it is used for. They will learn what it means to predict when reading. Children will be taught to use apostrophes.</p> <p><u>Skills</u> Apply taught phonics into writing. Predict what will happen on the basis of what has been read so far.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Capital letters, full stops, question marks, nouns, adjectives, verbs, suffix, conjunctions, dictionary, alternative ending, retell, tense, <b>chronological, predict</b></p> <p><u>Cross-Curricular links</u> History, Significant places and Science, Every day materials.</p>

Maths	Place Value	Shape	Addition and Subtraction	Measurement: Length and Height	Multiplication and division	Place value
Science	<p><b>Seasonal Changes: Autumn</b></p> <p><u>Prior learning (Reception)</u> Children have learnt to make observations of the natural world around them, contrasting environments. They have learnt about important processes and changes around them including recognising the four seasons.</p> <p><u>Prior learning missed (pandemic/lockdown)</u> n/a</p> <p><u>Knowledge</u> Children will learn the different characteristics in weather for the four seasons and understand why day length varies throughout the year. They will know which months are in each season.</p> <p><u>Skills</u> Children will learn how to observe changes over time and how to construct a simple fair test with adult support. Children will learn to ask simple questions and use</p>	<p><b>Materials</b></p> <p><u>Prior learning (Reception)</u> Children have learnt that objects are made of different materials. They have explored similarities and differences in relation to places, objects, materials and living things</p> <p><u>Prior learning missed (pandemic/lockdown)</u> n/a</p> <p><u>Knowledge</u> Children will be able to identify and name a variety of materials and group them. Children will be able to distinguish between an objects and the material from which it is made.</p> <p><u>Skills</u> Children will learn how to compare objects and group objects.</p>	<p><b>Seasonal Changes: Winter</b></p> <p>Children will review their learning on seasons (See <u>knowledge</u> and <u>skills</u> Aut1). Children will observe and described weather associated with Winter and how day length varies. Children will observe and record current weather changes.</p> <p><b>Human body</b></p> <p><u>Prior learning (Reception)</u> Children have learnt to name the main external parts of their body and have explored their 5 senses.</p> <p><u>Prior learning missed (pandemic/lockdown)</u> n/a</p> <p><u>Knowledge</u> Children will learn to identify, name, draw</p>	<p><b>Seasonal Changes: Spring</b></p> <p>Children will review their learning on seasons (See <u>knowledge</u> and <u>skills</u> Aut1). Children will observe and described weather associated with Spring and how day length varies. Children will observe and record current weather changes.</p> <p><b>Animals</b></p> <p><u>Prior learning (Reception)</u> Children have been taught to make observations of animals and explain why things occur and talk about changes.</p> <p><u>Prior learning missed (pandemic/lockdown)</u> n/a</p> <p><u>Knowledge</u> Children will learn how to identify and name a</p>	<p><b>Plants</b></p> <p><u>Prior learning (Reception)</u> Children have learnt that plants grow from seeds and they need sun, water and nutrients from soil to grow.</p> <p><u>Prior learning missed (pandemic/lockdown)</u> n/a</p> <p><u>Knowledge</u> Children will be able to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Children will learn to identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><u>Skills</u></p>	<p><b>Seasonal Changes: Summer</b></p> <p>Children will review their learning on seasons (See <u>knowledge</u> and <u>skills</u> Aut1). Children will observe and described weather associated with Summer and how day length varies. Children will observe and record current weather changes.</p>

	<p>their observations and ideas to give answers.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Weather, seasons, Spring, Summer, Autumn, Winter, rain, sun, wind, cloud, snow, thunder, <b>thermometer</b>, <b>temperature</b>.</p> <p><u>Cross-Curricular links</u> Maths: Children will measure rainfall and temperature. Art: Children will make an observational drawing of a tree through the seasons. English: Children will investigate the sounds and spellings in scientific language.</p> <p>In Year 2 children will identify that most living things live in habitats to which they are suited and how different habitats provide for basic needs of different plants and animals</p>	<p>Children will continue to learn how to ask and answer questions based on their observations.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; <b>waterproof/not waterproof</b>; <b>absorbent/not absorbent</b>; <b>opaque/transparent</b>. brick, paper, fabrics, elastic, foil.</p> <p><u>Cross-Curricular links</u> History: Children will investigate the materials used to make toys from the past and present. DT: Children will design and make their own toy using a variety of equipment to cut, join and combine materials and components safely.</p> <p>In Year 2 children will identify and compare the suitability of a variety of everyday materials and will find</p>	<p>and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p><u>Skills</u> Children will learn how to all of their senses to make simple observations and record and compare differences.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> <b>Sense</b>, Taste, Smell, Touch, Sight, Hearing.</p> <p><u>Cross-Curricular links</u> Art: Children will identify the different parts of their faces when creating self-portraits. English: Children use their 5 senses to write a description when reading Beegu.</p> <p>In Year 2 children will find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p>	<p>variety of common animals including fish, amphibians, reptiles, mammals and birds. Children will be able to identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p><u>Skills</u> Children will be able to describe, group and compare different animals. Children know how to take care of animals taken from their habitat and understand the need to return them safely to their homes.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, <b>reptile</b>, <b>amphibian</b>, <b>mammal</b>, <b>omnivore</b>, <b>carnivore</b>, <b>herbivore</b>.</p> <p><u>Cross-Curricular links</u> English: Children will investigate the sounds and spellings in scientific language.</p>	<p>Children will explore and answer questions about plants.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Wild, plants, garden, plants, <b>deciduous</b>, <b>evergreen</b>, leaves, bud, flowers, blossom, petals, stem, trunk, branches, leaf, root, fruit, vegetables, bulb, seed.</p> <p><u>Cross-Curricular links</u> DT: Children will make their own greenhouses. English: Children will investigate the sounds and spellings in scientific language.</p> <p>In Year 2 children identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p>	
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		<p>out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>		<p>Geography: Children will find out which continents and countries animals are from.</p> <p>In Year 2 children notice that animals, including humans, have offspring which grow into adults. Children will find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p>		
Computing	<p><b>Digital Literacy/E-Safety</b></p> <p><u>Prior learning (Reception)</u> Children begin to show a simple understanding about how to use the internet safely.</p> <p><u>Prior learning missed (pandemic/lockdown)</u> n/a</p> <p><u>Knowledge</u> Children will know what to do if something happens on a device that they do not like - tell a trusted adult e.g. parent or teaching staff</p> <p><u>Skills</u> Children will 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>Key vocabulary (new vocabulary in bold)</u> Internet, log on, log off, safety,</p>	<p><b>Information technology (Inputs/outputs/how computers work)</b></p> <p><u>Prior learning (Reception)</u> Children will have begun to know that information can be retrieved from computers.</p> <p><u>Prior learning missed (pandemic/lockdown)</u> n/a</p> <p><u>Knowledge</u> Children will be able to recognise common uses of information technology in the home and school environment.</p> <p><u>Skills</u> Children will learn to use technology purposefully to create digital content.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Internet, log on, log off, <b>word, computer, arrow keys, backspace, cursor, delete key.</b></p>	<p><b>Computer Science (coding)</b></p> <p><u>Prior learning (Reception)</u> Children show an interest in technological toys and toys with moving parts e.g. camera, iPads, pressing parts, lifting flaps. They will be able to carry out simple tasks on a laptop/ipad/phone</p> <p><u>Prior learning missed (pandemic/lockdown)</u> n/a</p> <p><u>Knowledge</u> Children will understand what algorithms are and how they are implemented on digital devices.</p> <p><u>Skills</u> Children will be able to begin to predict the behaviour of simple programs.</p> <p><u>Key vocabulary (new vocabulary in bold)</u></p>			

	<p>personal information, world wide web, log in, username, password, log out, save.</p> <p><u>Cross-Curricular links</u> PSHE</p> <p>In Year 2 children will be able to use technology safely and understand the importance of keeping personal information private.</p>	<p><u>Cross-Curricular links</u></p> <p>In Year 2 children will Children use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>Internet, log on, log off, algorithm, code, coding, create, command, organise, sequence, store, program, direction, challenge, arrow, undo, rewind, forward, backwards, right turn, left turn, debug, instruction.</p> <p><u>Cross-Curricular links</u></p> <p>In Year 2 children will begin to use logical reasoning to predict the behaviour of simple programs and use this to create and de-bug simple programs.</p>
History	<p><b>Toys from the Past</b></p> <p><u>Prior learning (Reception)</u> Children know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p><u>Prior learning missed (pandemic/lockdown)</u> n/a</p> <p><u>Knowledge</u> Children will learn what a 'decade' is and how time is recorded. They will learn how toys have changed over time and what materials were used in different decades,</p> <p><u>Skills</u> Children will be able to recognise the distinction between past and present and identify similarities and differences between ways of life at different times. They will use words and phrases related to passing of time such as 'a long time ago' and 'before' and describe simple similarities and differences between artefacts.</p>		<p><b>Florence Nightingale and Mary Seacole</b></p> <p><u>Prior learning (Reception)</u> Children know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p><u>Prior learning missed (pandemic/lockdown)</u> n/a</p> <p><u>Knowledge</u> Children will understand the similarities and differences between the lives and careers of Florence Nightingale and Mary Seacole and recognise the differences between present and past. Children will retell simple stories or events from the past and use simple historical terms.</p> <p><u>Skills</u> Children will identify similarities and differences between ways of life at different times. They will find answers to some simple</p>

	<p>Children will sort artefacts from then and now and learn to ask and answer basic questions about the past.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Past, present, <b>decade, century</b></p> <p><u>Cross-Curricular links</u> Science: Children will investigate the materials that toys are made of and categorise them. DT: Children will design and make their own toy using a variety of equipment to cut, join and combine materials and components safely. Geography: Children will investigate some toys from different countries around the world.</p> <p>In Year 2 children will</p>		<p>questions about the past from simple sources of information and begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past). They will learn to relate his/her account of an event and talk, draw and write about aspects of the past as well as describing special or significant events.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Past, present, decade, century, nurse, <b>Crimea, Jamaica, Victorian Era, soldier.</b></p> <p><u>Cross-Curricular links</u> Geography: Children will use a map of the world to locate where Florence Nightingale and Mary Seacole were from and worked as nurses.</p> <p>In Year 2 children will</p>
Geography		<p><b>Local Area: Shillington</b></p> <p><u>Prior learning (Reception)</u> Children will be able to name the school and area that they live in. Children know about similarities and differences in relation to places. Children can talk about the features of their own environment and how environments vary from one to another.</p> <p><u>Prior learning missed (pandemic/lockdown)</u> n/a</p> <p><u>Knowledge</u> Children be able to name and roughly locate the local town and city. Children will Use locational and <b>directional language</b> [for example, near and far; left and right], to describe the location of</p>	

			<p>features and routes on a map. Children will link their homes to the local area.</p> <p><u>Skills</u> Children will be able to devise a simple map. They will use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Map, town, road, shop, church, house, improve, <b>local</b>, <b>observe</b>, <b>aerial view</b>, key, <b>symbols</b>, position, route, journey, the UK, Directional language: far, near, left, right.</p> <p><u>Cross-Curricular links</u> Science: During a local walk, children will observe seasonal changes.</p> <p>In Year 2 children will name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Children will name and locate the world's seven continents and five oceans and begin to distinguish between human and physical geography.</p>			
RE	Christianity	Christianity: Christmas	Judaism	Christianity: Easter	Sacred places	
PE	<p><b>Team Building and Fitness</b> <u>Prior learning</u> . <u>Knowledge</u></p>	<p><b>Yoga and Fundamentals</b> <u>Prior learning</u> Guided yoga activities based on</p>	<p><b>Ball skills and Dance</b> <u>Prior learning</u> Children</p>	<p><b>Gymnastics and Sending and Receiving</b> <u>Prior learning</u></p>	<p><b>Athletics and Invasion</b> <u>Prior learning</u> Children will have participated in wide variety of throwing,</p>	<p><b>Swimming</b> <u>Prior learning</u> Water confidence, enter and exit pool safely.</p>



	<p>Pupils 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. Pupils should be taught to participate in team games.</p> <p><u>Skills</u> Balancing and travelling actions <u>Key vocabulary (new vocabulary in bold)</u> <b>Exercise, body, heart, mood, lungs, lead, teamwork, co-operate, solve, instructions.</b></p> <p><u>Cross-Curricular links</u></p> <p>In Year 2 children will improve agility, balance, coordination, speed, strength and stamina skills.</p>	<p><b>popular books and songs.</b></p> <p><u>Knowledge</u> Children will be taught to develop balance, agility and co-ordination and begin to apply these to a range of activities.</p> <p><u>Skills</u> Breathing, balancing, focus and strength.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> <b>Fast, direction, hop, land, slow, safely, feel, copy, listen, breathe, slowly.</b></p> <p><u>Cross-Curricular links</u></p> <p>In Year 2 children will remember, copy and repeat sequences.</p>	<p><u>Knowledge</u> Children will be taught to master 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><u>Skills</u> Rolling, kicking, throwing, catching, bouncing, dribbling and tracking.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> <b>Far, direction, aim, balance, safely, send, counts, slow, pose, fast, level, balance.</b></p> <p><u>Cross-Curricular links</u></p> <p>In Year 2 they will roll, throw and kick a ball hit to a target.</p>	<p><b>Children will have learnt how to negotiate space, confidently and safely use large and small equipment.</b></p> <p><u>Knowledge</u> Children will be</p> <p><u>Skills</u> Rolling, kicking, throwing, catching, bouncing, dribbling and tracking.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> <b>Action, direction, jump, speed, roll, point, level, balance, rolling, kicking, throwing, catching, tacking.</b></p> <p><u>Cross-Curricular links</u></p> <p>In Year 2 children will explore using shapes in different gymnastic balances.</p>	<p><b>jumping and running games.</b></p> <p><u>Knowledge</u> Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p><u>Skills</u> Running at different speeds, agility and co-ordination, jumping and throwing for distance, throwing for accuracy, balance</p> <p><u>Key vocabulary (new vocabulary in bold)</u> <b>Far, fast, improve, hop, slow, direction, aim, bend travel, defender, attacker, points, score, dribbling, partner.</b></p> <p><u>Cross-Curricular links</u></p> <p>In Year 2 children will develop running,</p>	<p><u>Knowledge</u> Children will have opportunity to develop their confidence in the water. They will work on moving in different ways in the water, changing direction and learning simple strokes.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> <b>Exit, enter, travel, safely, front, rules, kicking, back.</b></p> <p><u>Cross-Curricular links</u></p> <p>In Year 2 children will begin to use arms and legs together, move effectively across the water unaided.</p>
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					jumping and throwing skills.	
PSHE	<p align="center"><b><u>Right and Responsibilities</u></b></p> <p><u>Previous Learning</u> Chn have learnt to care for people, their environment and sentimental and valuable things. <u>Prior learning missed (pandemic/lockdown)</u></p> <p><u>Knowledge</u> I can give some examples of how I look after myself and my environment - at school or at home. I can also say some ways that we look after money. <u>Skills</u></p> <p><u>Key vocabulary (new vocabulary in bold)</u></p> <p>In Year 2: I can give examples of when I've used some of these ideas to help me when I am not settled.</p>	<p align="center"><b><u>Me and My Relationships</u></b></p> <p><u>Previous Learning</u> I know what makes me special. I know who my special people are. I know who can help me. I know what feelings are. <u>Prior learning missed (pandemic/lockdown)</u></p> <p><u>Knowledge</u> I can name a variety of different feelings and explain how these might make me behave. I can think of some different ways of dealing with 'not so good' feelings.</p> <p><u>Skills</u></p> <p><u>Key vocabulary (new vocabulary in bold)</u></p> <p>In Year 2: I can tell you some ways that I can get help. I can suggest rules and tell you what makes a good friend.</p>	<p align="center"><b><u>Keeping Myself Safe</u></b></p> <p><u>Previous Learning</u> I know what is safe to go inside my body. I know how to safe indoors and outdoors. <u>Prior learning missed (pandemic/lockdown)</u></p> <p><u>Knowledge</u> I can say what I can do if I have strong, but not so good feelings, to help me stay safe. I can give examples of how to keep myself healthy. I know medicines could be harmful (if too much is taken/wrong person). <u>Skills</u></p> <p><u>Key vocabulary (new vocabulary in bold)</u></p> <p>In Year 2: I can tell you something about keeping my personal details safe online. I can say why this is important.</p>	<p align="center"><b><u>Valuing Differences</u></b></p> <p><u>Previous Learning</u> I respect the differences between families, homes and people. <u>Prior learning missed (pandemic/lockdown)</u></p> <p><u>Knowledge</u> I can say ways in which people are similar as well as different. I can say why things sometimes seem unfair, even if they are not. <u>Skills</u></p> <p><u>Key vocabulary (new vocabulary in bold)</u></p> <p>In Year 2: I understand what tolerance and respect mean and how they can help everyone.</p>	<p align="center"><b><u>Growing and Change</u></b></p> <p><u>Previous Learning</u> I know the seasons change as do people, plants and animals. <u>Prior learning missed (pandemic/lockdown)</u></p> <p><u>Knowledge</u> I can identify an adult I can talk to at both home and school. If I need help. I can tell you some things I can do now that I couldn't do when I was a toddler. I can tell you what some of my body parts do. <u>Skills</u></p> <p><u>Key vocabulary (new vocabulary in bold)</u></p> <p>In Year 2: I can tell you something that makes a positive relationship.</p>	<p align="center"><b><u>Being My Best</u></b></p> <p><u>Previous Learning</u> I know that having a positive mind and body can help me do my best. <u>Prior learning missed (pandemic/lockdown)</u></p> <p><u>Knowledge</u> I can name a few different ideas of what I can do if I find something difficult. I can say why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day. <u>Skills</u></p> <p><u>Key vocabulary (new vocabulary in bold)</u></p> <p>In Year 2: I can explain what 'responsibility' means and give an example of things that relating to my health that I can take responsibility for.</p>

<p><b>Music</b></p>	<p><u>Prior learning (Reception)</u> Children have learnt that music is made up from different sounds. Children have explored singing and moving to music.</p> <p><u>Prior learning missed (pandemic/lockdown)</u> n/a</p> <p><u>Knowledge</u> Children will listen and appraise a variety of genres. They will learn 5 songs off by heart and learn what the songs are about. Children will know and recognise the names and sounds of some instruments.</p> <p><u>Skills</u> Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn to start and stop singing when following a leader.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.</p> <p><u>Cross-Curricular links</u></p> <p>In Year 2 children will learn that songs have a specific music style. They will learn that some songs have a chorus or response part and learn why we warm up our voices.</p>					
<p><b>Art</b></p>	<p><b>Colours &amp; shading (painting)</b> (Albrecht Durer)</p> <p><u>Prior learning (Reception)</u> Children will have learnt to safely use and explore a variety of materials, tools and techniques, experimenting with design, texture and form.</p> <p><u>Prior learning missed (pandemic/lockdown)</u> n/a</p> <p><u>Knowledge</u></p>	<p><b>Sketching (drawing)</b> (still life artist)</p> <p><u>Prior learning (Reception)</u> Children will have learnt to safely use and explore a variety of materials, tools and techniques, experimenting with design, texture and form.</p> <p><u>Prior learning missed (pandemic/lockdown)</u></p>	<p><b>Self- portraits (drawing)</b></p> <p><u>Prior learning (Reception)</u> Children will have learnt to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design and texture.</p> <p><u>Prior learning missed (pandemic/lockdown)</u></p>	<p><b>Natural sculpture (sculpture 3D)</b> (Andy Goldsworthy)</p> <p><u>Prior learning (Reception)</u> Children will have learnt to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p><b>Tools (history of Art)</b> (Artist including Seurat (Pointillism) And Sir John Everett Millais)</p> <p><u>Prior learning (Reception)</u> Children will have learnt to safely use and explore a variety of materials, tools and techniques, experimenting with</p>	<p><b>Imaginary worlds (printing &amp; collage)</b> Collages based around Salvador Dali and Dante Gabriel Rossetti's Dantis Amor 1860. The children will explore and create images using different media.</p> <p><u>Prior learning (Reception)</u> Children will have begun to be</p>

<p>Children will know how to identify primary colours by name and mix primary colours and tones.</p> <p><u>Skills</u> Children will learn how to use a variety of tools (e.g. pencils, rubbers, crayons, pastels, felt tips, charcoal, chalk etc.) They will investigate tone by drawing light/dark lines, patterns and shapes and use different pencil grades. Children will learn how to draw shapes from observations and begin to recognize shapes used in art work. They will also begin to control paint and water to mix paint of different thicknesses.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> <b>Primary colours, secondary colours</b></p> <p><u>Cross-Curricular links</u> Science: Children will use the skills developed in art lessons to draw and correctly colour a tree representing the 4 different seasons.</p> <p>In Year 2 children will continue to develop their skills using a range of tools and begin to make their own</p>	<p>n/a</p> <p><u>Knowledge</u> Children will be able to name, match and draw lines/marks from observations (e.g. bold, thin, wavy, straight, broken, zigzag etc.)</p> <p><u>Skills</u> Children will investigate tone by drawing light/dark lines, patterns and shapes and use different pencil grades. They will practice drawing shapes from observations and begin to recognise shapes used in art work.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> <b>Sketch, shapes, pencil grades, light, dark.</b></p> <p><u>Cross-Curricular links</u> History: Children will use their skills to sketch their favourite toy.</p> <p>In Year 2 children will begin to select different patterns for</p>	<p>n/a</p> <p><u>Knowledge</u> Children will know facts about chosen artists and paintings.</p> <p><u>Skills</u> Children will explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. They will research relevant artists and place them in time period. They will practice drawing shapes from observations and begin to recognise shapes used in art work.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Artist, self-portrait</p> <p><u>Cross-Curricular links</u> History: Children will learn about famous artists from the past. (Henri Matisse and Pablo Picasso)</p> <p>In Year 2 children will begin to experiment with tools and techniques to create</p>	<p><u>Prior learning missed (pandemic/lockdown)</u> n/a</p> <p><u>Knowledge</u> Children will understand the safety and basic care of materials and tools.</p> <p><u>Skills</u> Children will learn to manipulate malleable materials for a purpose in a variety of ways (e.g. kneading, rolling, shaping etc.) They will explore sculpture with a range of malleable media (especially clay if possible) and experiment with, construct and join recycled, natural and man-made materials. Children will also explore shape and form.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Clay, <b>sculpture</b></p> <p><u>Cross-Curricular links</u> DT: Children will design and make their own clay sculpture.</p> <p>In Year 2 children will experiment with, construct and join</p>	<p>colour, design and texture.</p> <p><u>Prior learning missed (pandemic/lockdown)</u> n/a</p> <p><u>Knowledge</u> Children will know facts about chosen artists and paintings.</p> <p><u>Skills</u> Children will begin to use a paint brush to: dab, smooth, wash, sponge, stipple and stroke. They will begin to load a brush with the correct amount of paint and choose the correct brush size. Children will begin to use different brush types to make different marks: lines, blobs, dots, dashes etc.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> <b>Pointillism, dab, smooth, wash, sponge, stipple and stroke.</b></p> <p><u>Cross-Curricular links</u> In Year 2 children will begin to experiment</p>	<p>interested in and describe the texture of things. They will create a simple stamp and use this to produce repeating patterns.</p> <p><u>Prior learning missed (pandemic/lockdown)</u> n/a</p> <p><u>Knowledge</u> Children will learn about Salvador Dali and Dante Gabriel Rossetti's Dantis Amor 1860.</p> <p><u>Skills</u> Children will learn to make marks in print with a variety of objects, including natural and man-made objects. They will make rubbings, build a repeating pattern and recognise pattern in the environment. Children will learn to fold, crumple, tear and overlap media.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Collage, fold, crumple, tear.</p>
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	choices about which resources to use.	purpose and continue to explore the use of light/dark lines, patterns and shapes. They will name tones (e.g. bright, pale, light, dark, deep etc.)	different effects (e.g. layering, mixing media, scraping etc.)	recycled, natural and man-made materials more confidently. They will change the surface of a malleable material (e.g. build a textured tile)	with tools and techniques to create different effects (e.g. layering, mixing media, scraping etc)	<u>Cross-Curricular links</u> In Year 2 children will sort and group materials for different purposes (e.g. colour or texture)
DT	<p><u>Materials and Structures / Textiles</u></p> <p><u>Prior learning (Reception)</u> Children will have learnt to use language of designing and making (e.g. join, build, shape, longer, shorter, heavier, etc.) They will have been encouraged to construct with a purpose, using a variety of resources, simple tools and techniques. Children will have built/constructed with a wide range of objects. They will be able to select tools and techniques to shape, assemble and join and adapt work if necessary. Children will be able to dismantle, examine and talk about existing objects and structures.</p> <p><u>Prior learning missed (pandemic/lockdown)</u> n/a</p> <p><u>Knowledge</u> Children will research similar existing products and explain what they are making and why.</p> <p><u>Skills</u> Children will use pictures and words to plan and begin to use models and design a product for themselves following design criteria. Children will consider what they need to do next and select tools and equipment to cut, shape, join, finish and explain choices. Children will measure, mark out, cut and shape, with support. They will talk about existing products considering: use, materials, how they work, audience, where they might be used. Children will begin to measure and join</p>	<p><u>Mechanism</u></p> <p><u>Prior learning (Reception)</u> Children will have learnt to use language of designing and making (e.g. join, build, shape, longer, shorter, heavier, etc.) They will have been encouraged to construct with a purpose, using a variety of resources, simple tools and techniques. Children will have built/constructed with a wide range of objects. They will be able to select tools and techniques to shape, assemble and join and adapt work if necessary. Children will be able to dismantle, examine and talk about existing objects and structures.</p> <p><u>Prior learning missed (pandemic/lockdown)</u> n/a</p> <p><u>Knowledge</u></p> <p><u>Skills</u> Children will use pictures and words to plan and begin to use models. They will design a product for themselves following design criteria and choose suitable materials and explain choices. Children will try to use finishing techniques to make product look good and well as talk about existing products, and say what is and isn't good. Children will talk about things that other people have made. They will begin to measure and join</p>	<p><u>Food and Nutrition</u></p> <p><u>Prior learning (Reception)</u> Children will have begun to understand some food preparation tools, techniques and processes. They will have practised stirring, mixing, pouring, blending. Children will have been taught how to make an activity safe and hygienic. They will have discussed use of sense and understand the need for variety in food. Children will have begun to understand that eating well contributes to good health.</p> <p><u>Prior learning missed (pandemic/lockdown)</u> n/a</p> <p><u>Knowledge</u> Children will be able to say where some foods come from (i.e. plant or animal). They will know to wash hands and clean surfaces</p> <p><u>Skills</u> Children will learn to describe textures and will learn to think of interesting ways to decorate food. They will learn to describe differences between some food groups (i.e. sweet, vegetable etc.) and discuss how fruit and vegetables are healthy. Children will learn to cut, peel and grate safely with support.</p> <p><u>Key vocabulary (new vocabulary in bold)</u></p>			

	<p>materials with some support. They will describe differences in materials and suggest ways to make material/product stronger. Children will measure, cut and join textiles to make a product, with some support and choose suitable textiles.</p> <p><u>Key vocabulary (new vocabulary in bold)</u>  <b>Design</b>, measure, join, cut, shape, <b>evaluate</b></p> <p><u>Cross-Curricular links</u>  Children will design, make and evaluate their own toy using the knowledge and skills learnt in History and Science.</p> <p>In Year 2 children will use levers or slides and begin to understand how to use wheels and axles. Children will join materials in different ways and use joining, rolling or folding to make their design stronger.</p>	<p>materials with some support and describe differences in materials. Children will learn to suggest ways to make material/product stronger and begin to use slides.</p> <p><u>Key vocabulary (new vocabulary in bold)</u>  Design, measure, join, cut, shape, evaluate, <b>slides</b>.</p> <p><u>Cross-Curricular links</u>  Art: Children will learn about Andy Goldsworthy in art and use his sculptures as inspiration for their own.  Geography: Children could use junk modelling to design, make and evaluate buildings they have observed from their local area.</p> <p>In Year 2 children will use levers or slides and begin to understand how to use wheels and axles. Children will join materials in different ways and use joining, rolling or folding to make their design stronger.</p>	<p><b>Hygiene</b>, senses, smell, taste, touch, feel, see, cut, peel, grate, healthy, fruit, vegetables</p> <p><u>Cross-Curricular links</u>  Science: Children will use their senses to describe different foods.</p> <p>In Year 2 children will describe properties of ingredients and know the importance of varied diet. They will describe how food is farmed, home-grown, caught. Children will draw an eat well plate; explain there are groups of food and describe 'five a day'.</p>
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Prior learning (Reception)

Prior learning missed (pandemic/lockdown)

n/a

Knowledge

Skills

Key vocabulary (new vocabulary in **bold**)

[Cross-Curricular links](#)

In Year 2 children will