



The Leys Primary and Nursery School

Long term Plan 2025-2026

Year: 2

Values	Inclusivity	Respect	Empathy	Determination	Aspiration	Empowerment
The Leys’ learning pathways	<p>EYFS Explore familiar and unfamiliar roles and experiences.</p> <p>KS1 Explore new experiences with confidence.</p> <p>LKS2 Explore the world around me, increasing my knowledge and understanding.</p> <p>UKS2 Explore and challenge my learning in order to promote independence and resilience.</p>	<p>EYFS Communicate in a two way conversation.</p> <p>KS1 Communicate my thoughts and feelings in a calm, verbal way</p> <p>LKS2 Communicate verbally, confidently and in writing with increased clarity.</p> <p>UKS2 Communicate clearly and confidently both verbally and in writing.</p>	<p>EYFS Understand my feelings and respond to the feelings of others.</p> <p>KS1 Understand how my actions impact others.</p> <p>LKS2 Understand how my actions affect myself and others around me.</p> <p>UKS2 Understand my strengths and areas for development within our school community.</p>	<p>EYFS Solve problems independently with resilience.</p> <p>KS1 Solve problems independently with resilience in friendships and academics.</p> <p>LKS2 Solve problems regarding school life independently with resilience and seek support openly</p> <p>UKS2 Solve a wide range of problems across the curriculum, both</p>	<p>EYFS Care for myself, others and the world around me.</p> <p>KS1 Care for myself, others and the wider environment.</p> <p>LKS2 Care for myself, others and the wider world.</p> <p>UKS2 Care and understand how to promote the physical and mental well-being of myself and others and the world we live in.</p>	

				independently and collectively as a team.	
Global Goals	1. No poverty 2. Zero hunger 3. Good health and well-being 4. Quality education	5. Gender equality 6. Clean water & sanitation 7. Affordable and clean energy 8. Decent work and economic growth	9. Industry, infrastructure and innovation 10. Reduced inequalities 11. Sustainable cities and communities	12. Responsible consumption and production 13. Climate action 14. Life below water 15. Life on land	16. Peace, justice, and strong institutions 17. Participation for the goals
SMSC/British Values	<p><b>Social Moral Spiritual Cultural Education</b></p> <p><b>Spiritual</b> - Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.</p> <p><b>Moral</b> - Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <p><b>Social</b> - Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.</p> <p><b>Cultural</b> - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p>				
	<p><b>British Values Education</b></p> <ul style="list-style-type: none"> <li>● Democracy</li> <li>● The rule of Law</li> <li>● Individual Liberty</li> <li>● Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</li> </ul>				

	AUTUMN 4/9 - 19/12 (14 wks)		SPRING 5/1-27/3 (11 wks)		SUMMER 13/4-22/7 (14 wks)	
<b>School Events</b> <ul style="list-style-type: none"> <li>• Theme days</li> <li>• Community events</li> </ul>	<p>PSHE Personal Development/British Values/RE Focus: 4/9-5/9</p> <p>Behaviour Curriculum focus: 4-26/9</p> <p>Class Author Week: 8/9-12/9</p> <p>International Day of Democracy: 15/9</p> <p>National Poetry Day (performance poetry): 2/10</p> <p>Global Friday: 10/10</p>	<p>Anti-Bullying Week: 10/11-14/11 including Odd Sock day: 12/11 World Kindness day: 13/11</p> <p>STEAM week: Maths Focus 17-21/11 (How many Jellybeans?)</p> <p>Enterprise Day: 28/11</p> <p>Take One Book from: 2- 12/12 - Christmasaurus-Tom Fletcher</p> <p>Global Friday: 12/12</p> <p>Christmas Jumper and dinner Day 17/12</p>	<p>Peter Pan performance 7th January.</p> <p>National Handwriting day: 23/1</p> <p>Global Friday: 30/1</p> <p>Children's Feel Good Week: 2-6/2 including Time to Talk day 6/2</p> <p>Internet Safety Week: 9-13/2</p>	<p>Mock SATs Y6: 23- 26/3</p> <p>Mother Language Day: 27/2</p> <p>World Book Day: 5/3</p> <p>STEAM week: Science Focus 9/3-13/3</p> <p>Easter Poetry - 19/3 (world poetry day- 21/3)</p> <p>Global Friday: 20/3</p> <p>Church visit KS2 Easter: 26/3</p>	<p>Earth Day: 22/4</p> <p>St George's Day: 23/4</p> <p>KS2 SATs w/c 11-14/5</p> <p>Global Friday: 15/5</p> <p>Walk to School and Healthy living week: 18-14/5</p> <p>Sports day - 21 or 22/5</p>	<p>Careers Month: June</p> <p>STEAM week:1- 5/6 link to careers?</p> <p>King's birthday 12/6/26</p> <p>Take One Book from: 15-26/6- The Journey Home by Frann Preston-Gannon</p> <p>Global Friday: 3/7</p> <p>World Cup - 10/7</p> <p>Book Swap day: 15/7</p>
<b>Charity Events</b>	Harvest - Assembly 7/10	<p>Poppy Appeal: 3-11/11</p> <p>Children in Need: 21/11</p>				National Give Something Away day: 15/7
<b>FOL Events</b>	Disco 17/10 Non uniform day 23/10	<p>KS1/Reception Movie Night- 21/11)</p> <p>Enterprise Day 28/11</p> <p>Refreshments at Nativities (Dec)</p> <p>Junior Performances-15/12</p>		Non Uniform Day- 27/3 Disco- 20/3	Non Uniform Day - 22/5	Summer Disco - 12/6

<b>Pupil Parliament</b>	<b>Session 1 26/9 Wellbeing 11am</b>		<b>Session 2 6/2 11am</b>		<b>Session 3 5/6 11am</b>	
<b>Pupil Cabinet</b>	Cabinet vote in class w/c 15/9 1st meeting -	2nd meeting -	3rd meeting -	4th meeting -	5th meeting -	6th meeting -
<b>Class trip/visitor</b>	Shepreth wildlife park 17th October					
<b>TOPIC</b> <b>Big Question</b>	Poles apart Why do different animals live in different places?		Fire Fire How has London changed since the Great Fire of London?		Sew it How is clothing made?	
<b>Global Goals</b>	3. Good health and well-being	3. Good health and well-being 14. Life below water	3. Good health and well-being 12. Responsible consumption and production 14. Life below water	3. Good health and well-being 13. Climate action	1. No poverty 2. Zero hunger 3. Good health and well-being 4. Quality education	8. Decent work and economic growth 9. Industry, innovation and infrastructure 12. Responsible consumption and production
<b>British Values</b>						
<b>Diversity Awareness</b>	Black history	Anti Bullying week Children in Need	Social structure of society during this period	World book day- celebrating different authors	Clothing industry	Dream job
<b>PERSONAL, SOCIAL, HEALTH and ECONOMIC education</b>	<b>Heads Up Kids - 12x30 mins lessons</b> <ul style="list-style-type: none"> <li>Emotions</li> <li>Language</li> <li>Team work</li> <li>Resilience</li> </ul>		<b>Computer safety</b> <ul style="list-style-type: none"> <li>Image sharing</li> <li>Computer safety documentary</li> </ul>	<b>Our world</b> <ul style="list-style-type: none"> <li>Living in our world</li> <li>Working in our world</li> </ul>	<b>Keeping/staying healthy</b> <ul style="list-style-type: none"> <li>Healthy eating</li> <li>Brushing teeth</li> </ul>	<b>Keeping/Staying safe</b> <ul style="list-style-type: none"> <li>Tying shoelaces</li> </ul> <b>Being responsible</b> <ul style="list-style-type: none"> <li>Practice</li> </ul>

		<b>Hazard watch</b> <ul style="list-style-type: none"> <li>Is it safe to play with?</li> </ul>			makes perfect <ul style="list-style-type: none"> <li>Helping someone in need</li> </ul>
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	AUTUMN		SPRING		SUMMER	
ENGLISH	<p>Class Author Week: Why are we named after this author? Biography based on class Author.</p> <p><b><u>Text-Hibernation-Non-chronological report</u></b></p> <p><u>Key Skills</u> Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p> <p>Subordination (using when, if, that, because) and coordination (using or, and, but)</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p><b><u>Text - How to make a bird feeder- Instructions</u></b></p> <p><u>Key skills</u> Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p> <p>Subordination (using when, if, that, because) and coordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p><b><u>Text-The Great Fire of London-Diary entries</u></b></p> <p><u>Key skills</u> Subordination (using when, if, that, because) and coordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p>	<p><b><u>Text-If I were in charge of the world- poetry</u></b></p> <p><u>Key skills</u> Commas to separate items in a list</p> <p>Week 1-2 <u>Sentence Stacking Lessons</u>-To write effective lines for a poem</p> <p><u>Week 3-Independent Write</u>-write a poem 'If I were in charge of the school'</p>	<p><b><u>Text-George and the dragon- narrative- Legend</u></b></p> <p><u>Key skills</u> Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]</p> <p>Subordination (using when, if, that, because) and coordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p><b><u>Text-The Day the Crayons Quit</u></b> The children must write a persuasive letter to persuade the items to return to the classroom.</p> <p><u>Key Skills</u> Formation of adjectives using suffixes such as –ful, –less</p> <p>Subordination (using when, if, that, because) and coordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>How the grammatical patterns in a sentence</p>

	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Week 3-5- <u>Sentence Stacking Lessons</u>- To write effective sentences for a non-chronological report on hibernation.</p> <p>Week 6-7- <u>Independant Write</u>- BBC Clips about hedgehogs. This one explains how the changing seasons affect hedgehogs: <a href="https://www.bbc.co.uk/bitesize/clips/zq9rkqt">https://www.bbc.co.uk/bitesize/clips/zq9rkqt</a> Write a fact file about hedgehogs.</p>	<p>Take One Book from 3/12/24 - The Christmasaurus (Picture book) by Tom Fletcher</p>	<p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p> <p>Week 1-3- <u>Sentence Stacking Lessons</u>-To write effective sentences for our diary.</p> <p>Week 4-<u>Independant Write</u>-write a diary as a firefighter in the Great Fire of London or as a modern day firefighter.</p>		<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Week 1-3- <u>Sentence Stacking Lessons</u>- To write effective sentences for our story.</p> <p>Week 4-<u>Independant Write</u>-Same characters/Different plot: George and the dragon join forces to become a united team to overcome an evil monster that has emerged from the sea.</p>	<p>indicate its function as a statement, question, exclamation or command</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Week 1-3- <u>Sentence Stacking Lessons</u>-To write effective sentences for a persuasive letter.</p> <p>Week 4- <u>Independant Write</u>-The children must write a persuasive letter to persuade the items to return to the classroom.</p> <p><u>Texts-Plants Information Text</u></p> <p><u>Key skills</u> Formation of adjectives using suffixes such as –ful, –less</p> <p>Subordination (using when, if, that, because) and coordination (using or, and, but)</p>
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						<p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession</p> <p>Week 1-3- <u>Sentence</u></p>
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						<p><u>Stacking Lessons</u>-To write effective sentences for an information text.</p> <p><u>Week 4-Independent Write</u>-Go on a local walk to discover different tree types and take photographs. Find out key facts about these trees. Build an informative text organised into evergreen and deciduous.</p>
<b>MATHEMATICS</b>	<p><b>Place Value</b></p> <p>Numbers to 20</p> <p>Count objects to 100 by making 10s</p> <p>Recognise tens and ones</p> <p>Use a place value chart</p> <p>Partition numbers to 100</p> <p>Write numbers to 100 in words</p> <p>Flexibly partition numbers to 100</p> <p>Write numbers to 100 in expanded form</p> <p>10s on the number line to 100</p> <p>10s and 1s on the number line to 100</p> <p>Estimate numbers on a number line</p> <p>Compare objects</p>	<p><b>Addition &amp; Subtraction</b></p> <p>10 more, 10 less</p> <p>Add and subtract 10s</p> <p>Add two 2-digit numbers (not across a 10)</p> <p>Add two 2-digit numbers (across a 10)</p> <p>Subtract two 2-digit numbers (not across a 10)</p> <p>Subtract two 2-digit numbers (across a 10)</p> <p>Mixed addition and subtraction</p> <p>Compare number sentences</p> <p>Missing number problems</p> <p><b>Geometry - Shape</b></p> <p>Recognise 2-D and 3-D shapes</p> <p>Count sides on 2-D shapes</p>	<p><b>Measurement - Money</b></p> <p>Count money - pence</p> <p>Count money - pounds (notes and coins)</p> <p>Count money - pounds and pence</p> <p>Choose notes and coins</p> <p>Make the same amount</p> <p>Compare amounts of money</p> <p>Calculate with money</p> <p>Make a pound</p> <p>Find change</p> <p>Two-step problems</p> <p><b>Multiplication &amp; Division</b></p> <p>Recognise equal groups</p> <p>Make equal groups</p> <p>Add equal groups</p>	<p><b>Measurement - Length &amp; Height</b></p> <p>Measure in centimetres</p> <p>Measure in metres</p> <p>Compare lengths and heights</p> <p>Order lengths and heights</p> <p>Four operations with lengths and heights</p> <p><b>Measurement - Mass, Capacity &amp; Temperature</b></p> <p>Compare mass</p> <p>Measure in grams</p> <p>Measure in kilograms</p> <p>Four operations with mass</p> <p>Compare volume and capacity</p> <p>Measure in millilitres</p>	<p><b>Fractions</b></p> <p>Recognise, find, name and write fractions <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity.</p> <p>Recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></p> <p><b>Measurement - Time</b></p> <p>Compare and sequence intervals of time.</p> <p>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>Know the number of minutes in an hour and the number of hours in a day.</p>	<p><b>Statistics</b></p> <p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</p> <p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</p> <p>Ask and answer questions about totalling and comparing categorical data.</p> <p><b>Geometry - Position &amp; Direction</b></p> <p>Order and arrange combinations of mathematical objects in patterns and sequences.</p> <p>Use mathematical vocabulary to describe position, direction and</p>



	<p>Compare numbers</p> <p>Order objects and numbers</p> <p>Count in 2s, 5s and 10s</p> <p>Count in 3s</p> <p><b>Addition &amp; Subtraction</b></p> <p>Bonds to 10</p> <p>Fact families – addition and subtraction bonds within 20</p> <p>Related facts</p> <p>Bonds to 100 (tens)</p> <p>Add and subtract 1s</p> <p>Add by making 10</p> <p>Add three 1-digit numbers</p> <p>Add to the next 10</p> <p>Add across a 10</p> <p>Subtract across 10</p> <p>Subtract from a 10</p> <p>Subtract a 1-digit number from a 2-digit number (across a 10)</p>	<p>Count vertices on 2-D shapes</p> <p>Draw 2-D shapes</p> <p>Lines of symmetry on shapes</p> <p>Use lines of symmetry to complete shapes</p> <p>Sort 2-D shapes</p> <p>Count faces on 3-D shapes</p> <p>Count edges on 3-D shapes</p> <p>Count vertices on 3-D shapes</p> <p>Sort 3-D shapes</p> <p>Make patterns with 2-D and 3-D shapes</p>	<p>Introduce the multiplication symbol</p> <p>Multiplication sentences</p> <p>Use arrays</p> <p>Make equal groups – grouping</p> <p>Make equal groups – sharing</p> <p>The 2 times-table</p> <p>Divide by 2</p> <p>Doubling and halving</p> <p>Odd and even numbers</p> <p>The 10 times-table</p> <p>Divide by 10</p> <p>The 5 times-table</p> <p>Divide by 5</p> <p>The 5 and 10 times-tables</p>	<p>Measure in litres</p> <p>Four operations with volume and capacity</p> <p>Temperature</p>	<p>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>
<b>SCIENCE</b>	<p><u>Living things and their habitats</u></p> <p>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. Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>To describe how animals obtain their food from</p>	<p><u>Using everyday materials</u></p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p><u>Plants</u></p> <p>Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p><u>Animals, including humans</u></p> <p>Know that animals including humans have offspring which grow into adults and that they can be born in different ways and</p>	



	spreadsheet,” his invention transformed how data is managed and analysed.			tools to help them do just that.	in developing computer programming languages and helped invent the first compiler, making coding more accessible. She's also known for popularising the term "debugging" after removing a moth from a computer!	the idea of machine intelligence and is famous for the “Turing Test,” which asks whether a computer can think like a human—a perfect match for the theme of questioning and thinking logically.
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	AUTUMN	SPRING	SUMMER
<b>HISTORY</b>	<p><b><u>The gunpowder plot</u></b> <b><u>War and Remembrance</u></b></p> <p><b>The gunpowder plot</b> <b>...most children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Show an awareness of the differences in ways of living in 1605 compared to the present.</li> <li>• Imagine and recreate the experiences of people involved in the Gunpowder Plot through drama, role play activities and their writing.</li> <li>• Talk about how the Gunpowder Plot has had an impact on national life in the present day. <b>War and Remembrance</b></li> </ul> <p><b>...most children will be able to:</b></p> <ul style="list-style-type: none"> <li>• explain the significance of Walter Tull in history and talk about his life;</li> <li>• recall key facts about the First World War and the experiences of soldiers and animals in the trenches;</li> <li>• use primary sources such as photographs to decide</li> </ul>	<p><b><u>Fire of London</u></b></p> <p>Children can explain how and why London was different in the 17th century.</p> <ul style="list-style-type: none"> <li>• Children can explain and order the key events of the Great Fire of London.</li> <li>• Children can explain how and why the fire spread and finally stopped and what changed afterwards.</li> <li>• Children can explain that we know about the Great Fire because of historical sources, such as Samuel Pepys' diary and begin to understand that some sources are more helpful than others.</li> </ul>	<p><b><u>Significant explorers</u></b></p> <p><b>most children will be able to:</b></p> <ul style="list-style-type: none"> <li>• order reasons (in order of importance) as to why people might be considered to be significant;</li> <li>• compare the ways in which we can find out about the recent past and also about explorers from long ago;</li> <li>• use prompts to describe the key events and achievements in the lives of the explorers studied</li> <li>• make some simple comparisons between explorations in the recent and more distant past;</li> <li>• talk about some of the ways that we remember significant explorers, discussing how sometimes views about these significant people can change over time.</li> </ul>

	<p>what are facts, what opinions can be formed from the evidence, and identify questions they have from studying them;</p> <ul style="list-style-type: none"> <li>• explain the importance of women working on the Home Front during the First World War;</li> <li>• talk about the significance of Remembrance Day, when it happens and why</li> </ul>		
<b>GEOGRAPHY</b>	<p><b><u>What a Wonderful World</u></b> Name and locate the world's seven continents and five oceans Locate UK</p> <p><b><u>Sensational Safari</u></b>  Study the human and physical geography of a small area in a contrasting non-European country (Kenya)</p>	<p><b><u>Magical mapping</u></b> Name different types of maps and explain some key features of maps. Draw a simple sketch map of the school and local area. Name the four points of a compass. Plan a simple route around the local area using key vocabulary. Identify map symbols. Use an atlas to locate the four countries of the UK, capital cities and other key places. Use an atlas to locate the seven continents of the world. Use an atlas to locate the five major oceans of the world. Use aerial photographs to 'view from above' and recognise basic human and physical features Ask geographical questions – Where is it? What is this place like? How near/far is it?</p>	<p><b><u>Let's go to China</u></b> Understand where China is located in the world and find China on a world map or globe. Draw a map of China and locate the capital city, some main cities and oceans. Understand what some aspects of Chinese life are like. Compare key features of the capital city, Beijing with another capital city, London. Describe the differences and similarities between schools in China and the UK Begin to understand what 'culture' means and begin to describe aspects of their own culture Begin to understand some of the types of farming in China, particularly how rice is grown. Use an atlas to accurately locate places and landmarks in China. To ask geographical questions - Where is it? What is this place like? How far/near is it? ...most children will be able to: Describe where China is located in relation to other places in the world. Draw a map of China with some physical and human features. Describe human and physical features of</p>

			<p>China and begin to give a location of some of these features.</p> <p>Define 'culture' and give a range of aspects of their own culture.</p> <p>Understand the importance of farming in China and explain how rice is grown and produced.</p> <p>Ask geographical questions to find out about places and begin to give reasoning.</p>
<b>ART and DESIGN</b>	<p><b>Explore and Draw</b> <b>Focus: Drawing</b></p> <p><b>Knowledge</b> Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect lines. Understand that we can combine collage with other disciplines such as drawing, printmaking and making.</p> <p><b>Skills</b> Visit the local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting &amp; representing. Photograph. Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. Create final collaged drawings (see column 5 "collage") which explore composition. Make a new sketchbook (Elastic Band of Hole Punch)</p>	<p><b>Be an Architect</b> <b>Focus: Drawing and Sketchbooks</b></p> <p><b>Knowledge</b> Understand the role of an architect. Understand when we make sculpture by adding materials it is called Construction.</p> <p><b>Skills</b> Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. Explore the qualities of different media. Make visual notes about artists studied. Use the Design through Making philosophy to construct with a variety of materials to make an architectural model of a building, considering shape, form, colour, and perspective. Consider interior and exterior. Use Design through Making philosophy to playfully construct towards a loose brief. Document work using photography considering lighting and focus. Make films thinking about viewpoint, lighting &amp; perspective.</p>	<p><b>Expressive Painting</b> <b>Focus: Colour</b></p> <p><b>Knowledge</b> Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting. Understand that the properties of the paint that you use, and how you use it, will affect your mark making. Understand that primary colours can be mixed together to make secondary colours of different hues. Understand the concept of still life.</p> <p><b>Skills</b> Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using home made tools. Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks using skills learnt above.</p>

	<p>OR make Spaces and Places inside a bought sketchbook.</p> <p>Explore the qualities of different media.</p> <p>Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making.</p> <p>Make visual notes about artists studied.</p> <p>Use the observational drawings made (see column 1 "drawing"), cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition. Work into the collage with further drawing made in response to the collaged sheet.</p> <p>Collage with drawings to create invented forms.</p> <p>Combine with making if appropriate.</p>		
<b>DESIGN and TECHNOLOGY</b>	<p>Healthy eating and preparing fruits and vegetables- healthy skewers.</p> <p>Project- Fruit and vegetable skewers</p> <p><b><u>Designing</u></b></p> <p>Design appealing products for a particular user based on simple design criteria, taking into account the preferences of the user.</p> <p>Generate initial ideas and design criteria through investigating a variety of fruit and vegetables rating and commenting on the textures and tastes.</p> <p>Communicate these ideas through talk, drawings and star ratings</p> <p><b><u>Making</u></b></p> <p>Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.</p> <p>Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.</p> <p><b><u>Evaluating</u></b></p>	<p>Mechanisms- wheels and axles</p> <p>Project- Simple vehicles</p> <p><b><u>Designing</u></b></p> <ul style="list-style-type: none"> <li>• Generate initial ideas and simple design criteria through talking and using their own experiences.</li> <li>• Develop and communicate ideas through drawings and mock-ups.</li> </ul> <p><b><u>Making</u></b></p> <ul style="list-style-type: none"> <li>• Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing.</li> <li>• Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics.</li> </ul> <p><b><u>Evaluating</u></b></p> <ul style="list-style-type: none"> <li>• Explore and evaluate a range of products with wheels and axles.</li> <li>• Evaluate their ideas throughout and their</li> </ul>	<p>Textiles- templates and joining techniques.</p> <p>Project- Puppet making</p> <p><b><u>Designing</u></b></p> <ul style="list-style-type: none"> <li>• Design a functional and appealing product for a chosen user and purpose based on simple design criteria.</li> <li>• Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology.</li> </ul> <p><b><u>Making</u></b></p> <ul style="list-style-type: none"> <li>• Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing.</li> <li>• Select from and use textiles according to their characteristics.</li> </ul> <p><b><u>Evaluating</u></b></p> <ul style="list-style-type: none"> <li>• Explore and evaluate a range of existing</li> </ul>

	<p>Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. Evaluate ideas and finished products against design criteria, including intended user and purpose.</p> <p><b><u>Technical knowledge and understanding</u></b></p> <p>Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The Eatwell Guide. Know and use technical and sensory vocabulary relevant to the project.</p>		<p>products against the original criteria.</p> <p><b><u>Technical knowledge and understanding</u></b></p> <ul style="list-style-type: none"> <li>• Explore and use wheels, axles and axle holders.</li> <li>• Distinguish between fixed and freely moving axles.</li> <li>• Know and use technical vocabulary relevant to the project.</li> </ul>		<p>textile products relevant to the project being undertaken.</p> <ul style="list-style-type: none"> <li>• Evaluate their ideas throughout and their final products against original design criteria.</li> </ul> <p><b><u>Technical knowledge and understanding</u></b></p> <ul style="list-style-type: none"> <li>• Understand how simple 3-D textile products are made, using a template to create two identical shapes.</li> <li>• Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling.</li> <li>• Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons.</li> <li>• Know and use technical vocabulary relevant to the project.</li> </ul>	
<b>MUSIC</b>	<p><b>Pulse, Rhythm and Pitch</b></p> <p>Using body percussion (e.g. clapping, tapping, walking) to maintain a steady beat and to perform copycat rhythms accurately, led by a teacher, containing minim, crotchet and quaver lengths. Performing pitched patterns on tuned instruments and by singing. Performing word-</p>	<p><b>Playing in an Orchestra</b></p> <p>Using body percussion (e.g. clapping, tapping, walking) to maintain a steady beat and to perform copycat rhythms accurately, led by a teacher, containing minim, crotchet and quaver lengths. Performing pitched patterns on tuned instruments and by singing. Performing word-pattern</p>	<p><b>Inventing a Musical Story</b></p> <p>Using body percussion (e.g. clapping, tapping, walking) to maintain a steady beat and to perform copycat rhythms accurately, led by a teacher, containing minim, crotchet and quaver lengths. Performing pitched patterns on tuned instruments and by singing. Performing word-</p>	<p><b>Recognising Different Sounds</b></p> <p>Using body percussion (e.g. clapping, tapping, walking) to maintain a steady beat and to perform copycat rhythms accurately, led by a teacher, containing minim, crotchet and quaver lengths. Performing pitched patterns on tuned instruments and by singing. Performing word-</p>	<p><b>Exploring Improvisation</b></p> <p>Using body percussion (e.g. clapping, tapping, walking) to maintain a steady beat and to perform copycat rhythms accurately, led by a teacher, containing minim, crotchet and quaver lengths. Performing pitched patterns on tuned instruments and by</p>	<p><b>Our Big Concert</b></p> <p>Using body percussion (e.g. clapping, tapping, walking) to maintain a steady beat and to perform copycat rhythms accurately, led by a teacher, containing minim, crotchet and quaver lengths. Performing pitched patterns on tuned instruments and by singing.</p>

	<p>pattern chants to recognise rhyme patterns. Singing songs and saying rhythmic words in unison as a class. Improvising a simple answer to a played melody. Recognising a time signature and using this to begin grouping notes together in sets of 4, showing this by varying the type of body percussion used (e.g. knee tapping 1st note and clapping next 3 notes).</p>	<p>chants to recognise rhyme patterns. Singing songs and saying rhythmic words in unison as a class. Improvising a simple answer to a played melody. Recognising a time signature and using this to begin grouping notes together in sets of 2 or 4, showing this by varying the type of body percussion used (e.g. knee tapping 1st note and clapping next 3 notes).</p>	<p>pattern chants to recognise rhyme patterns. Singing songs and saying rhythmic words in unison as a class. Improvising a simple answer to a played melody. Recognising a time signature and using this to begin grouping notes together in sets of 2 or 4, showing this by varying the type of body percussion used (e.g. knee tapping 1st note and clapping next 3 notes).</p>	<p>pattern chants to recognise rhyme patterns. Singing songs and saying rhythmic words in unison as a class. Improvising a simple answer to a played melody. Recognising a time signature and using this to begin grouping notes together in sets of 2 or 4, showing this by varying the type of body percussion used (e.g. knee tapping 1st note and clapping next 3 notes).</p>	<p>singing. Performing word-pattern chants to recognise rhyme patterns. Singing songs and saying rhythmic words in unison as a class. Improvising a simple answer to a played melody. Recognising a time signature and using this to begin grouping notes together in sets of 2 or 4, showing this by varying the type of body percussion used (e.g. knee tapping 1st note and clapping next 3 notes).</p>	<p>Performing word-pattern chants to recognise rhyme patterns. Singing songs and saying rhythmic words in unison as a class. Improvising a simple answer to a played melody. Recognising a time signature and using this to begin grouping notes together in sets of 2,3 or 4, showing this by varying the type of body percussion used (e.g. knee tapping 1st note and clapping next 3 notes).</p>
<b>RELIGIOUS EDUCATION</b>	Unit 13 - What is the 'good news' that Christians say Jesus brings? Part 1	Unit 14 - What is the 'good news' that Christians say Jesus brings? Part 2	Unit 15 - Who is Muslim and how do they live? Part 1	Unit 16 - Why does Easter matter to Christians?	Unit 17 - Who is Muslim and how do they live? Part 2	Unit 18 - What makes some places special to believers?
<b>FRENCH</b>	<p>Children in Key Stage 1 build on this</p> <ul style="list-style-type: none"> <li>- To learn formal and informal greetings in French</li> <li>- To say their name and how they are feeling</li> <li>- To say the numbers to 10 and colours</li> <li>- Learning to listen carefully and repeat what is heard with improving accuracy.</li> </ul> <p>Language Angels - <b>Les Salutations, numbers, colours, days, months completed through French Fridays</b></p>					



<p><b>PE</b></p>	<p><b>Fundamental Movement Skills 2 &amp; Target Games 3</b></p> <p>Jump in a variety of ways over increasing distances Land safely from increasing heights Combine a run and a jump Travel backwards safely at moderate speed Share space considerably Evade others Move safely with awareness of others Attack and defend Punt a ball over increasing distances Jump for height and distance Jump from an active position</p> <p>Coordinate the action of striking with either foot Strike a ball with increasing accuracy with both feet Strike a ball at a moving target Strike with increasing</p>	<p><b>Invasion Game Skills 1 &amp; Net and Wall Game Skills 2</b></p> <p>Get into a good ready position to receive an object Pass the ball from my chest Change direction confidently and competently Move around safely in a limited space Keep my head up and travel with control whilst dribbling a ball Push pass a hockey ball Receive a hockey ball Dribble a ball with my feet with good control Stop a ball on the run by trapping it</p> <p>Send and receive a ball with some degree of accuracy Move quickly into good positions to catch Strike a ball with some degree of accuracy Send a ball with increasing accuracy Keep a short rally going with a partner</p>	<p><b>Gymnastics - Stretching, Curling and Arching &amp; Yoga</b></p> <p>Create a sequence with seamless transitions between stretches and curls Arch my body Stretch whilst in balance Create a sequence which flows and involves arching and stretching Stretch and curl whilst performing a variety of gymnastic movements Perform a sequence with clear starting and finishing positions</p> <p>Pose like a variety of jungle creatures Control my breathing pattern Work imaginatively Work without inhibitions Bend, stretch and reach Pose depicting Mother Earth Breathe in 3 parts Work quietly focusing on what I am doing in the moment</p>	<p><b>Gymnastics - Pathways: Straight, Zigzag and Curving &amp; Dance - Fire of London</b></p> <p>Demonstrate zig zag and straight pathways in my sequence work Perform with control and adaptations to my original work Work at all 3 levels Create a sequence in zig zag pathways Demonstrate variety in my movements Perform with a clear starting and finishing position. Perform a sequence of moves in a curved pathway Improve my work by acting upon feedback Travel backwards and sideways as part of a sequence Link my movements together well Perform a variety of moves on floor and apparatus using different pathways Make my sequences flow Run and jump through 90, 180 and 270</p>	<p><b>Personal Challenges &amp; Athletics 2</b></p> <p>Show a sense of anticipation ready to work React Quickly Demonstrate agility, balance, coordination Jump in a variety of ways Coordinate a run with a jump Discover and develop different styles of jumping Leap, jump, hop Show determination and perseverance Run for a period of time, maintaining a good pace</p> <p>Show a greater sense of anticipation to begin work React quickly to a variety of different scenarios Demonstrate agility, balance and coordination over increasing periods of time</p>	<p><b>Striking and Field Game Skills 2 &amp; Create your own Unit (Summer Games)</b></p> <p>Strike a moving ball Stop a moving ball over decreasing distances Bowl overarm with good fluency Demonstrate the school games values Chase and retrieve a ball, turning and throwing with reasonable accuracy Build good knowledge of game rules Demonstrate good sporting conduct during games Use a variety of techniques to stop a moving ball</p>
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	<p>accuracy</p> <p>Choose correctly when it is best to throw underarm and when to throw overarm with greater consistency</p> <p>Throw a ball overarm with some accuracy at a target over increasing distances</p> <p>Receive a ball consistently well under pressure</p>	<p>Develop a good grip and stance</p> <p>Begin to strike with more consistency and accuracy on the forehand</p> <p>Return a ball after one bounce that has been thrown to me by a partner</p> <p>Move fluently around the court</p>		<p>degrees</p> <p>Turn elegantly</p> <p>Communicate effectively with a partner</p> <p>Use pictures to create shapes, movements and actions to replicate the Fire of London</p> <p>Work with a partner effectively Remember and perform a basic sequence of movement when led by a teacher and a peer</p> <p>Identify what good looks like</p> <p>Use Fire of London vocabulary</p>	<p>Discover and develop different styles of jumping achieving greater distances and heights</p> <p>Throw with a run up demonstrating good accuracy</p> <p>Show good self and peer assessment</p>	
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