

# Curriculum Overview 2017

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Learning Goals should be taught explicitly and applied across all of the curriculum. Assemblies, PATHS, SEAL and RE are opportunities where these can and should be taught.					
Learning Tools	ASPIRATIONS EMOTIONAL WELLBEING SOCIAL SKILLS		VALUE AND RESPECT HAVING RESILIENCE COMMUNICATION		INVESTIGATION RESOURCEFULNESS EVALUATION	
Reception	All About Me/Superheroes PSED-similarities and differences	Celebrations People and Communities-similarities and difference	The World Around us - school/local environment	Build it! World-Materials and their properties. World - Hot and Cold Countries	Growth and Change Science-sorting animals Life cycles	Journeys Transition Aspirations for year One

	Working with others	s-cultures and beliefs				Reflections on Rec
Year 1	<b>MYSTERIES</b> Science - Seasons/ Using our senses	<b>CHILDHOOD</b> Humanities - history Greenholm School Focus: Changes within our own lives/ before we were born	<b>POLES APART</b> Science-materials  Humanities - Geography Focus: Contrasting localities around the world	<b>IN THE JUNGLE</b> Science - Animals including humans	<b>FIRE</b> Humanities - Geog/History Focus: Historical national event(The Great Fire of London)/ Key historical figures/contrasting localities within UK	<b>PLANT IT!</b> Science -plants

Year 2	<b>WHO ARE THE HEROES?</b> Humanities- History Focus: Significant figures/people in the past.	<b>BUILD IT!</b> Science - Use of Everyday Materials	<b>OUR WORLD</b> Humanities - geography Focus: Contrasting localities around the world and in the UK	Science - Animals including humans Living things/habitats	<b>HOLIDAYS</b> Humanities - Geog/Hist Focus: Significant events in history/World geography	<b>HOW DOES YOUR GARDEN GROW?</b> Science - Plants
Year 3	<b>THE LAND BEFORE TIME</b> Science - Rocks	Humanities History Focus: British History (Stone Age to Iron age)	<b>WHATEVER THE WEATHER</b> Humanities - Geog Focus: Contrasting localities	Science - light	<b>TRAVELLERS</b> Humanities - Geog/hist Focus: Romans/Technology and travel/contrast	Science - Animals including humans

	Forces and magnets		around the world		sting localities	Science - Plants
Year 4	<b>GADGETS AND GISMOS!</b> Science- Electricity Sound <b>FEED ME!</b> Science - Animals inc. humans	<b>BIRMINGHAM-LIVE IT! LOVE IT!</b> Humanities - History Focus: Local history study	<b>ECO-WARRIORS!</b> Humanities - Geography Focus: Study of local area/ Contrast to other UK locality	Science- Living things and their habitats	<b>CHOCOLATE</b> Humanities - Geog/Hist Focus: Aztecs/Global geography	Science - States of Matter
Year 5	<b>VILLAINS</b>	<b>CHANGES</b> Science-	<b>AFRICA</b>	Science - Living	<b>EARTH AND BEYOND</b>	Science- Forces

	<p>Humanities- History Focus: Vikings</p>	<p>Properties and changes of materials</p> <p>Science- lifecycles</p>	<p>Humanities - geography Focus: World geog.</p>	<p>things and habitats</p> <p><b>LIFECYCLE S</b> Science - lifecycles (only plants and animals)</p>	<p>Science - Earth and Space Humanities- Geog/Hist Focus: Ancient Greeks</p>	
Year 6	<p><b>BATTLES</b> Humanities - History Focus: World War 1/2</p>	<p>Science- light Electricity</p>	<p><b>SURVIVAL OF THE FITEST!</b> Science- Evolution and inheritance</p>	<p>Science- Animals including humans Science- Living things and their habitats</p>		<p><b>Moving On!</b> Science- Human reproduction and relationships</p>

## Key Learning tools- Year 2 Learning Tools

<b>Having Resilience/Aspirations</b>	
By the end of Foundation Stage...	By the end of Key Stage 1...
I can focus on and complete an activity I have been asked to do.	I know things that I find easy and difficult to do.
I don't let others distract me.	I know some things that stop me from doing my learning.
I am proud of myself when I have done something well	I have an 'I can do' attitude.
I persevere with something even when I find it difficult.	I can set myself a goal to achieve.
I take risks and try new things.	I am proud of myself when I have achieved a goal.
I know how to deal with changes.	
I know when I need to ask for help.	

## Social Skills

By the end of Foundation Stage...	By the end of Key Stage 1...
I can share with others.	I can help others.
I can take turns.	I work well with others even when they have different ideas to me.
I can join in with other children when playing a game.	I give people time to talk and explain their ideas.
I know how to be kind to others.	I recognise my own and other people's feelings and needs.
I understand why we have rules and can follow them.	I can empathise with other people.
I look at the person who is talking.	
I listen to others.	

## Emotional Wellbeing

By the end of Foundation Stage...	By the end of Key Stage 1...
*I know the words I need to use to describe how I feel.	*I know choices I make affect how I feel.
*I am proud of myself when I do something well.	*I know how I feel affects others.
*I stay calm when there are changes.	*I can tell you some things that make me anxious and things that calm me down.
*I know it's okay to have uncomfortable feelings.	

\*I can tell someone what I need.

\*I know a wider range of words to describe how I'm feeling.

\*I know what to do if I have uncomfortable feelings.

## Communication

By the end of Foundation Stage...

\*I can talk about things that I have done.

\*I can ask for things that I need.

\*I speak clearly so others understand me.

\*I know how to talk to new people I meet.

\*I show others my ideas through actions, pictures and words.

\*I show I have listened carefully to what others say by asking, answering questions or through my actions

\* I can listen to and follow instructions

By the end of Key Stage 1...

\*I am confident when I express my thoughts and feelings to others.

\*I know that communication is about listening as well as talking.

\* I know that ICT is another way of communicating my ideas.

\* I can discuss my learning with a partner, group and whole class.

\* I can speak clearly and take the listeners needs into account.

\*I can respond and comment on what others have said.

\*I can ask relevant questions.



# Evaluation

By the end of Foundation Stage...

- \*I can explain what I have done.
- \*I can say what I like and I don't like.
- \*I can say why I chose to do something.
- \*I can say what went well and what didn't go well.
- \*I can say what I am going to do next.

By the end of Key Stage 1...

- \*I can say what I have found out.
- \*I can learn from things that do and don't go well.
- \*I can say what I'd do differently next time.
- \*I can say why something has/hasn't gone well.
- \*I talk about how I feel about my own and others' work.

# Value and Respect

By the end of Foundation Stage...

- \* I know that people like and dislike different things.
- \*I can say how I am similar and different to others.
- \*I can say what I am good at.
- \*I can give a compliment.
- \* I can receive a compliment.
- \*I have kind hands.
- \*I can share.
- \*I know how to look after the resources and equipment in school.

By the end of Key Stage 1...

- \*I can identify role models.
- \*I know what makes a good role model.
- \*I have good manners when talking to and working with others.
- \*I ask questions to find out about others.
- \*I take care of my own and others possessions.
- \* I listen to other peoples' ideas and opinions.
- \*I know what is meant by 'fair'.

# Approaching Problems/Investigating/Resourcefulness

By the end of Foundation Stage...

- I try new things and don't give up if I can't do it.
- I can use different ways to solve a problem
- I use my senses to find out about new things.
- I make models to help me solve problems.
- I recognise when I have not chosen the right tools or ideas
- I recognise my behaviour can cause or solve problems
- I come up with different ideas to solve problems
- I work with others to solve problems

By the end of Key Stage 1...

- I can choose the tools, ideas or strategies to solve problems.
- I ask for help when solving a problem when I need it.
- I check to see if I have chosen the right tools or strategies to solve a problem
- I know there are different ways to solve a problem
- I can plan the steps to solving a problem
- I know my choices help or hinder the solution

**At Greenholm we treat everybody with equal respect...**

Mutual respect is at the heart of our school values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect. We are lucky that our school is based in an increasingly diverse community and our assemblies explore stories and celebrations from an equally diverse range of religious and non religious worldviews. Our RE, PSHE, SEAL and PATHS teaching reinforce this in class. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. Children visit places of worship that are important to different faiths.

**At Greenholm we allow everybody to have a voice...**

Within school, pupils are actively encouraged to make be independent by making choices—knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and an inspiring and aspirational curriculum. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety, PSHE and SEAL lessons. Whether it be through choice of learning challenge, of how they record, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

**At Greenholm we understand our rights and responsibilities...**

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service help reinforce this message.  
(See subject schemes of work for full list of objectives.)

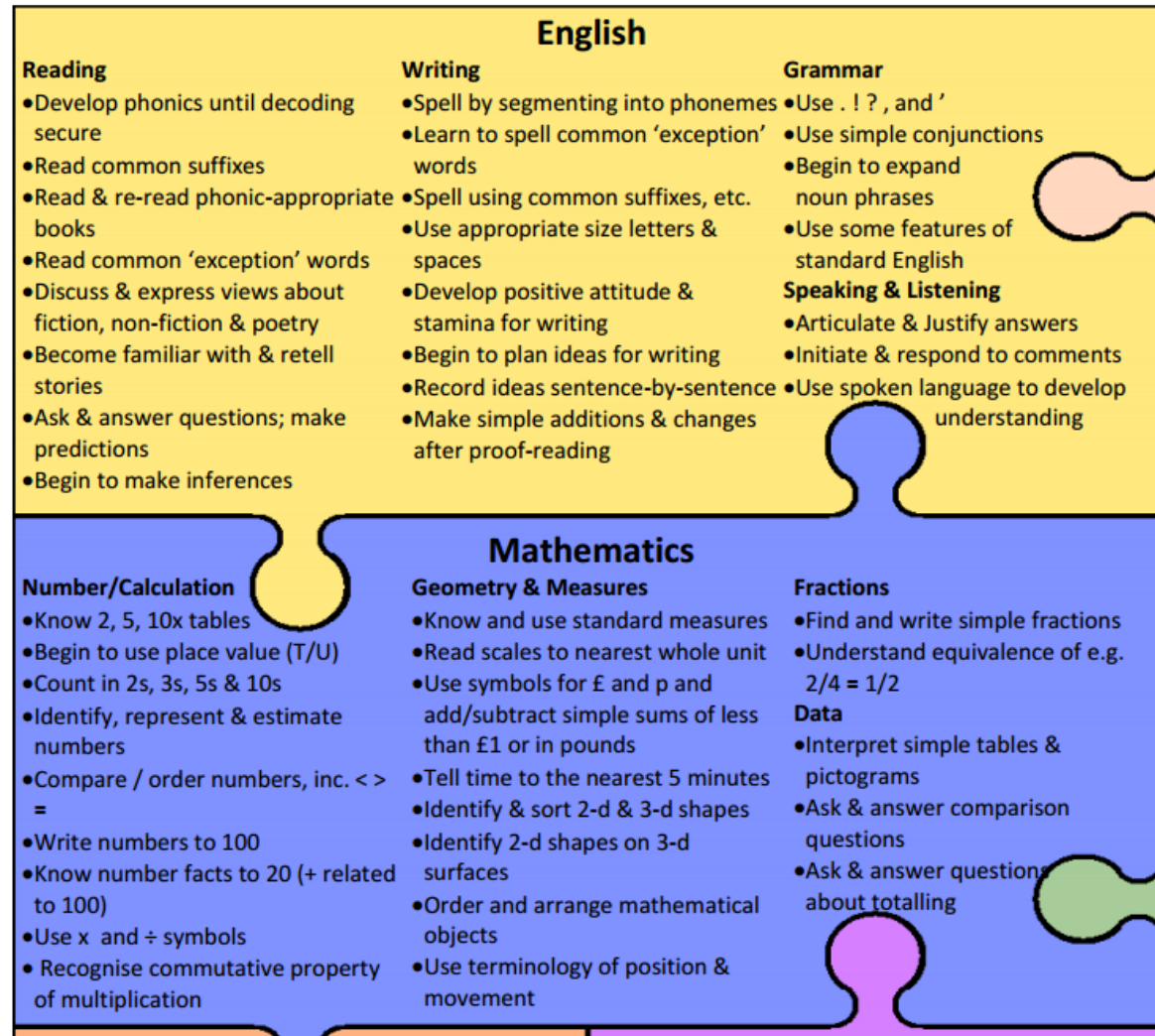
**At Greenholm we learn about our democracy...**

Each year the children decide upon their class charter and the rights associated with these. All the children contribute to the drawing up of the charter. Children have many opportunities for their voices to be heard. We have a school council which meets regularly to discuss issues raised in class council meetings. The council has its own budget and is able to genuinely effect change within the school. The two council members for each class are voted in by their peers through a planned unit of work around persuasion and after an assembly from a local councillor. Children have an annual questionnaire with which they are able to put forward their views about the school.



## Overview of Core Skill Expectations

Overview of Core Areas (key LO) Please see subject schemes of work for full list of Learning objectives.



## Speaking Listening - taught across the year in any subject

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.



	Year 1	Year 2
<b>Computing (Computer Science -discrete lessons)</b>	<p>Use probots/beebots to get from one place to another. describe what actions I will need to do to make something happen and begin to use the word algorithm. begin to predict what will happen for a short sequence of instructions. begin to use software/apps to create movement and patterns on a screen. use the word debug when I correct mistakes when I program Predict what will happen from a given set of instructions give instructions to my friend (using forward, backward and turn)</p> <p><b>Using right angles and the language of turn</b></p> <p>Identify ICT equipment in their environment and understand that these all have a set of instructions to work (i.e washing machine, microwave) begin to identify some of the benefits of using technology.</p>	<p>create a simple program (scratch) including a range of instructions</p> <ul style="list-style-type: none"> <li>• I can program a robot or software to do a particular task.</li> <li>• I can look at my friend's program and tell you what will happen.</li> <li>• I can use programming software to make objects move.</li> <li>• I can watch a program execute and spot where it goes wrong so that I can debug it.</li> <li>• I can tell you the order I need to do things to make something happen and talk about this as an algorithm.</li> </ul> <p>debugging plan and predict what will</p> <p>use online simulations to change variables and see their effect</p> <p>tell you why I use technology in the classroom tell you why I use technology in my home and community can identify benefits of using technology including finding information, creating and communicating</p>

### Using technology

Take own photos with control over framing and upload these with help

Record selected sounds for purpose

Know how to save into a specific folder using save as and retrieve saved work

Print specific pages to a specific printer

### Presenting Information

Add detail to photos using a paint package

type sentences using full stops, space, enter and backspace  
use the keyboard or a word bank on my device to enter text.

insert photos or pictures into a program

Construct simple pictograms, tally charts, block diagrams and simple tables using ICT

Use the computer to present work in a range of forms ie simple graphs and tables, photo flipcharts

### Finding Information

use links to websites to find information.

Use ICT to listen to and read online stories

### Using technology

Navigate to the document libraries and know that these are actually folders within their home area.

Create, rename, copy, paste and delete a folder.

Distinguish between the hard disk (or solid state storage) inside the computer itself, the school's network server, USB disks or memory cards, and online storage via the internet.

Save as using project 1 project 2 etc

Move work from one folder to another.

Use computer search functions to find files

Save in a range of specific folders with specific file names using save as

### Presenting Information

word process own work using bold, underline and centre etc

Change fonts for purpose

use the keyboard on my device to add, delete and space text for others to read.

Know hot to use redo and undo

Record sounds to use in a project

Take own photos upload and manipulate using a simple program

I can make and save a chart or graph using the data I collect

talk about the data that is shown in my chart or graph

use technology to organise and present my ideas in different ways.

### Finding Information

Find places using google maps and street view

Use ICT to listen to and read online stories

talk about the different ways I use technology to collect information, including a camera, microscope or sound recorder.

tell you what kind of information I could use to help me investigate a question.



		<p>Add content from multiple programs i.e copying sentences from one word document into another</p> <p>talk about the differences between the Internet and things in the physical world.</p>
<p><b>E-Safety – previous year objectives should be revisited</b></p>	<p><b>Protecting Devices</b>          Know to keep passwords private.          know what personal information is.</p> <p><b>Online Etiquette</b>          talk about why it's important to be kind and polite.</p> <p><b>Staying Safe</b>          Have an awareness of the SMART rules and acceptable user policy          Know to tell an adult when I see something unexpected or worrying online.          recognise an age appropriate website.          agree and follow sensible e-Safety rules.</p>	<p><b>Protecting Devices</b>          have a good understanding of keeping passwords safe</p> <p><b>Online Etiquette</b>          start to understand that other people have created the information I use          know who can see online work          understand chat room etiquette</p> <p><b>Staying Safe</b>          Know and use the SMART rules          recognise sensible amounts of time to spend online          Be aware of the acceptable user policy and ensure they use technology in school in line with this          describe the things that happen online that I must tell an adult about.          know that not everyone is who they say they are on the Internet.</p>



# Greenholm Primary School

# Programme of Study for SCIENCE

	By the end of <b>Year 1</b> children should be able to...	By the end of of <b>Year 2</b> children should be able to...	Children working at a <b>mastery level in year 2</b> should...
<b>Thinking Scientifically</b>	<ul style="list-style-type: none"> <li>• Use their observations and ideas to suggest answers to questions</li> <li>• Perform simple tests</li> <li>• Use their observations and ideas to suggest answers to questions</li> <li>• Ask simple questions</li> <li>• Identify and classify</li> <li>• Use their observations and ideas to suggest answers to questions</li> <li>• Gather and record data to help answer questions</li> <li>• Observe closely</li> <li>• Gathering and recording data</li> <li>• Observe closely, using simple equipment</li> </ul> <p>Perform simple tests</p>	<ul style="list-style-type: none"> <li>• Observe closely</li> <li>• Identify and classify</li> <li>• Gather and record data</li> <li>• Identify and classify</li> <li>• Observe closely, using simple equipment</li> <li>• Perform simple tests</li> <li>• Use their observations and ideas to suggest answers to questions</li> <li>• Asking and answering simple questions</li> <li>• Gather and record data to help in answering questions</li> <li>• Ask simple questions, recognising that they can be answered in different ways</li> </ul>	
<b>Biology- Animals Including Humans</b>	<p><b>ANIMALS INCLUDING HUMANS</b></p> <ul style="list-style-type: none"> <li>• Identify, name, draw and label the basic parts of the human body and say which part of the</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>• Identify that most living things live in habitats to which they are suited and</li> </ul>	

	<p>body is associated with each sense</p> <ul style="list-style-type: none"> <li>• Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>• Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• Identify and name a variety of common animals including fish, reptiles, birds and mammals</li> <li>• Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> </ul>	<p>describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on one another</p> <ul style="list-style-type: none"> <li>• Identify and name a variety of plants and animals in their habitats, including micro-habitats</li> </ul> <p>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 style="writing-mode: vertical-rl; transform: rotate(180deg);">Biology - Plants</p>	<p>PLANTS</p> <ul style="list-style-type: none"> <li>• Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>• Identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul>	<ul style="list-style-type: none"> <li>• Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> <li>• Observe and describe how seeds and bulbs grow into mature plants</li> </ul>	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Chemistry- Uses of Everyday Materials</p>	<p>EVERYDAY MATERIALS</p> <ul style="list-style-type: none"> <li>• Distinguish between an object and the material from which it is made</li> <li>• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>• Describe the simple physical properties of a variety of everyday materials</li> <li>• Compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, brick, rock, paper and cardboard for particular uses</li> <li>• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Physics- Seasons</p>	<p>SEASONS</p> <ul style="list-style-type: none"> <li>• Observe changes across the four seasons</li> <li>• Observe and describe weather associated with the seasons and how day length varies</li> </ul>		



# Greenholm Primary School

# Programme of Study for Geography

	By the end of <b>Year 1</b> children should be able to...	By the end of <b>year 2</b> children should be able to...	Children working at a <b>mastery level in year 2</b> should...
Geographical Knowledge (Locational & Place knowledge)	<p>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and the surrounding seas</p> <p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p>	<p>Name and locate the world's seven continents and the five oceans</p> <p>Use 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 concentrating on islands and sea sides</p> <p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p>	<p>Be able to independently use and apply the skills that are at expected for this year group. They should demonstrate that their skills, knowledge and understanding is embedded in this subject area through using the Greenholm School 'Learning Tools'.</p>
Geographical Understanding	<ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the UK</li> </ul>	<ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to</li> </ul>	

	<p>Identify the locations of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to</p> <p>-key physical features : forest, hill, mountain, soil, valley, vegetation</p> <p>- key human features- including city, town, village, factory, farm, house, office</p> <p>Understand geographical similarities and differences through studying geography of a small area of the United Kingdom</p> <p>Understand geographical similarities and differences through studying geography of a small area in a contrasting non-European country.</p>	<p>key physical features : forest, hill, mountain, soil, valley, vegetation, beach, cliff, coast, sea, ocean, river, season and weather</p> <p>key human features including : city, town, village, factory, farm, house, office, port, harbor and shop</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and <b>of a contrasting country around the world .</b></p>	
--	---	---	--

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geographical Skills and Field Work</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries and the surrounding seas</p> <ul style="list-style-type: none"> <li>• Use aerial images and plan perspectives to recognise landmarks, and basic human and physical features</li> </ul> <p>Use and construct basic symbols in a key</p> <ul style="list-style-type: none"> <li>• Use directional language (left, right, forwards, backwards) and locational language (e.g. near and far) to describe the location of features and routes on a map.</li> </ul> <p>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>	<ul style="list-style-type: none"> <li>• Use compass directions (north, south, east and west) and locational language (e.g. near and far, left and right)) to describe the location of features and routes on a map.</li> <li>• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1)</li> </ul>	
---	--	---	--



## Greenholm Primary School

## Programme of Study for History

	By the end of <b>Year 1</b> children should be able to...	By the end of <b>year 2</b> children should be able to...	Children exceeding year related expectations should:
<b>Historical Knowledge</b>	<p><b>1. <u>Constructing the past</u></b></p> <p>Describe historical events and significant people from the past who contributed to national and international achievements. Eg Fire of London</p> <p>Describe themes, events and people from family, local, national and global history</p> <p>Describe and recount changes that have occurred in their own lives from photos, stories, adults talking about the past</p> <p><b>2. <u>Sequencing the past</u></b></p> <p>Sequence artefacts and events on a timeline</p> <p>Sequence photos etc from different periods of their life</p> <p>Label time lines with words or phrases such as: now, then, past, present, old, new, older and newer.</p>	<p><b>1. <u>Constructing the past</u></b></p> <p>Describe historical events and significant people from the past who contributed to national and international achievements.</p> <p>Describe themes, events and people from family, local, national and global history</p> <p>Describe and recount changes that have occurred in their own lives from photos, stories, adults talking about the past, newspapers and other sources.</p> <p><b>2. <u>Sequencing the past</u></b></p> <p>Place artefacts and events in order on a timeline using dates</p> <p>Sequence photos , events, people etc from different periods of their life on a timeline</p>	<p>Be able to independently use and apply the skills that are at expected for this year group. They should demonstrate that their skills, knowledge and understanding is embedded in this subject area through using the Greenholm School 'Learning Tools'.</p>



		<p>Label time lines with words or phrases such as: decades, centuries, dates, BCE, AD</p> <p>Use words such as recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">History Concepts</p>	<p><b>3. <u>Change and development</u></b></p> <p>identify similarities and differences between ways of life in different events, different historical people</p> <p>Study changes within living memory</p> <p><b>4. <u>Cause and effect</u></b></p> <p>Use a range of sources eg artefacts, stories, letters, diaries, adults who experienced... etc to describe key features, similarities and differences of historical events or historical people</p> <p>Know about changes within living memory</p> <p><b>5. <u>Significance and interpretations</u></b></p> <p>Recognise that there are reasons why people in the past acted as they did.</p> <p>identify similarities and differences between ways of life in different periods</p>	<p><b>3. <u>Change and development</u></b></p> <p>identify similarities and differences between ways of life in different periods, different events, different historical people</p> <p>Describe memory of key events within living memory</p> <p><b>4. <u>Cause and effect</u></b></p> <p>Use a range of sources eg artefacts, stories, letters, diaries, adults who experienced ... etc to describe key features, similarities and differences of historical periods, events or historical people and explain reasons why people acted the way they did</p> <p>Know about changes and key historical events within living memory</p> <p><b>5. <u>Significance and interpretations</u></b></p> <p>Know that there are reasons why people in the past acted as they did. Be able to give own reasons as to why people acted the way they did</p>	

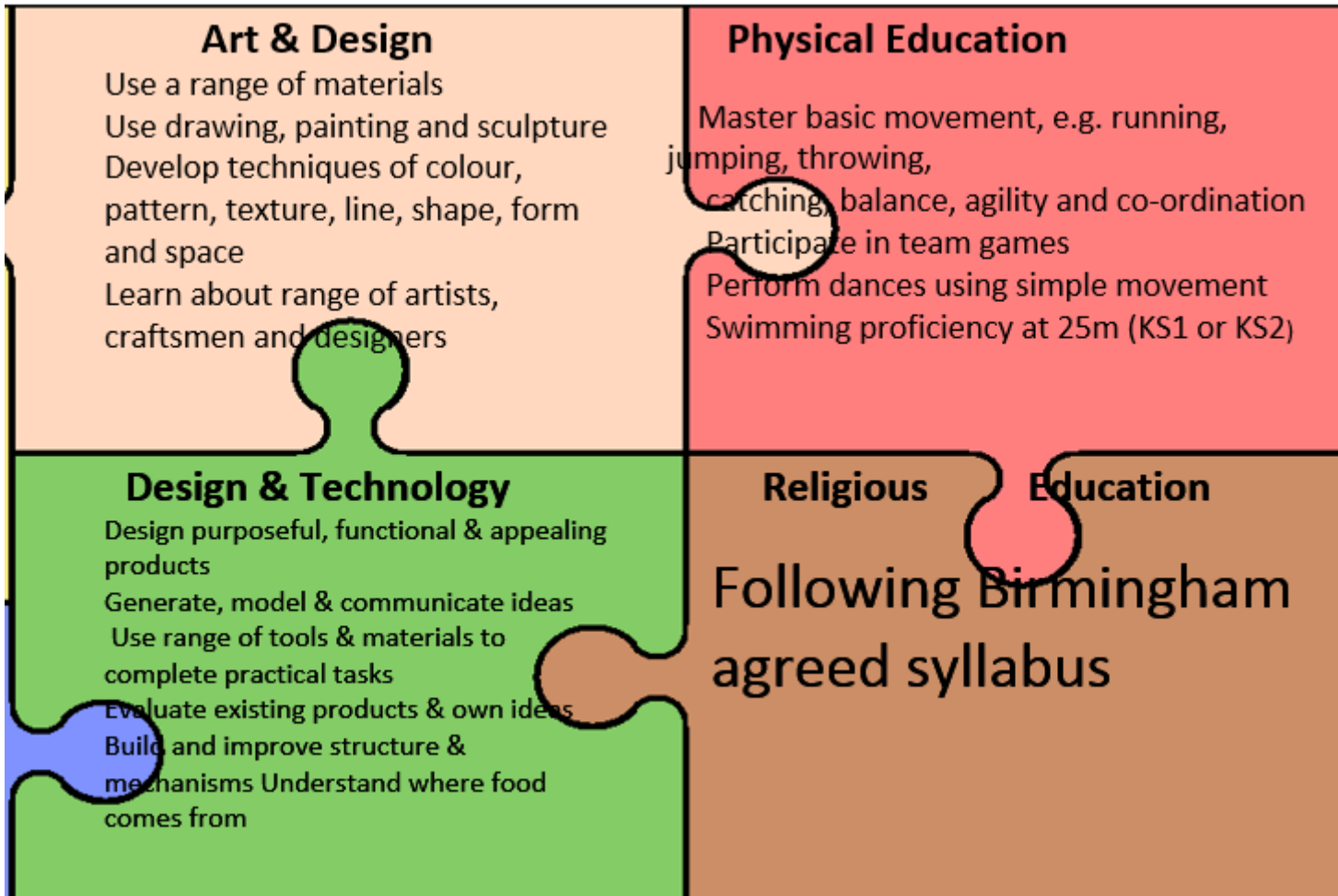
	<p>know how the past is represented in different ways</p> <p>Show an understanding of the concept of nation and a "National History".</p>	<p>identify similarities and differences between ways of life in different periods,</p> <p>know how the past is represented in different ways and these can be fact or fiction</p> <p>Show an understanding of the concept of nation and a "National History"</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Historical Enquiry</p>	<p><b>6. <u>Planning and carrying out a historical enquiry</u></b></p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Use appropriate historical vocabulary</p> <p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p>Show an understanding of the difference between fact and fiction.</p> <p><b>7. <u>Uses sources as evidence</u></b></p>	<p><b>6. <u>Planning and carrying out a historical enquiry</u></b></p> <p>Ask questions such as: What was it like for people? What happened? How long ago? Why did it happen? What caused ..? Who caused ..? What if ...?</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past and find answers to questions about the past</p> <p>Use appropriate historical vocabulary</p> <p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p>Know the difference between fact and fiction.</p> <p>Know difference between opinion and fact</p> <p><b><u>7.Uses sources as evidence</u></b></p>	

	<ul style="list-style-type: none"><li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li></ul>	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Can say whether the source was useful or not useful to answer historical questions</p>	
--	---	--	--

Music- to be taught weekly to ensure development of skills  
 Use Music Express Resources on server to support teaching

Year 2		
Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>❖ To recognise the steady beat in a tune.</li> <li>❖ To identify changes in timbre, dynamics and pitch in music.</li> <li>❖ Create long and short sounds (duration).</li> <li>❖ To create visual symbols to represent sounds and structure (beginning, middle and end) of Egyptian Journey.</li> <li>❖ Perform from pictures using tempo, dynamics, timbre and texture (focus on tempo and duration) to create effect.</li> </ul>	<ul style="list-style-type: none"> <li>❖ To be able to perform simple patterns and accompaniments keeping to a steady pulse.</li> <li>❖ To use a variety of untuned instruments and voice to create texture.</li> <li>❖ To use different musical elements to create mood and effects, especially timbre.</li> <li>❖ To be able to compose and perform own music.</li> <li>❖ To use non-standard symbols to record compositions and use to perform.</li> </ul>	<ul style="list-style-type: none"> <li>❖ To be able to recognise and perform simple rhythmic patterns.</li> <li>❖ To be able to identify high and low sounds.</li> <li>❖ To be able to respond to signals.</li> <li>❖ To control changes in pitch and use them expressively.</li> <li>❖ To compose and perform.</li> </ul>

# Key Learning Objectives for other Non-Core Areas



## RE- to be taught weekly to ensure development of skills

Year 2		
Autumn	Spring	Summer
<p><b>Learning outcomes</b></p> <p>To understand that we all need rules to live by.</p> <p>To understand why we need rules.</p> <p>To know who makes the rules.</p> <p>To understand which rules believers of Judaism and Christianity believe God made.</p> <p>To know what influences our behaviour.</p> <p>To understand what behaviour choices we make.</p> <p>To understand what Islam teaches about being peaceful.</p>	<p><b>Learning outcomes</b></p> <p>To know how are you both different from and also the same as everyone else.</p> <p>To understand what the Christian story of the Good Samaritan teaches us about getting on with each other.</p> <p>To understand what the believers of Islam teaches about getting on with each other.</p> <p>To understand why it is important to listen.</p> <p>To know what it is like to be quiet in a place of worship.</p> <p>To experience the quietness of a place of worship.</p>	<p><b>Learning outcomes</b></p> <p>To explore how we could be perfect.</p> <p>To know how Jesus encouraged others to change their behaviour.</p> <p>To understand how Christians try to change people for the better.</p> <p>To understand what is good about taking part.</p> <p>To understand what Christianity teaches about working together.</p>
<p><b>Learning outcomes</b></p> <p>To understand why people give and receive presents.</p> <p>To understand why Christians give presents at Christmas.</p> <p>To understand what we can learn from the very first Christmas presents.</p> <p>To understand what hurts people.</p> <p>To understand how Jesus relieved suffering.</p> <p>To understand how people of faith respond to suffering.</p>	<p><b>Learning outcomes</b></p> <p>To know how wonderful our world is.</p> <p>To understand what the world would be like if no-one cared for it.</p> <p>To understand how God cares for us.</p> <p>To understand the concept of mercy and forgiveness.</p> <p>To understand how God shows mercy and forgiveness.</p>	<p><b>Learning outcomes</b></p> <p>To explore what we have in our imaginations.</p> <p>To understand what believers of Hinduism imagine God to be like.</p> <p>To explore how beautiful things make us feel.</p> <p>To understand how believers of Christianity appreciate beauty.</p>

PE- to be taught weekly to ensure development of skills

	Autumn Term		Spring Term		Summer Term	
Year 2	GYMNASTICS- TRAVELLING  OAA	GYMNASTICS- FLIGHT  GAMES INVASION	DANCE  OAA	GYMNASTICS- SEQUENCES  GAMES-NET AND WALL	DANCE  GAMES- RUNNING AND TEAM	GAMES- STRIKING AND FIELDING  GAMES- RUNNING AND TEAM