


KEY STAGE 1 YEAR 2 Key texts to be used.

YEAR 2	AUTUMN		SPRING		SUMMER	
	FIRST HALF (1)	SECOND HALF (2)	FIRST HALF (1)	SECOND HALF (2)	FIRST HALF (1)	SECOND HALF (2)
(TEXTS)	THE TWITS Quest Instructions Recount	HANSEL and GRETEL or CINDERELLA Rags to riches Narrative	GREGORY COOL (MULTI CULTURAL STORY) Tale of fear Comparison	THE LIGHTHOUSE KEEPERS LUNCH Finding tale Evaluation Summary Narrative	PAPER BAG PRINCESS or DRAGONOLOGY Defeat monster Persuasive Explanation	PIRATES Report Narrative
						

SCIENCE - KEY KNOWLEDGE MAP		YEAR 2 AUTUMN	YEAR 2 SPRING	YEAR 2 SUMMER
FAMOUS SCIENTISTS	Name and discuss a famous scientist/inventor- Rachel Carson Bear Grylls	Name and discuss a famous scientist/inventor-George James Symons George Washington Carver	Name and discuss a famous scientist/inventor- Ole Kirk Christianson	
SEASONAL CHANGES		Gregory Cool Compare weather temperatures in Sunderland and Tobago		
MATERIALS			Paper Bag Princess Understand heating /cooling Reversible/irreversible change Compare suitability Investigate squashing, bending, twisting	
LIVING THINGS and HABITATS	The Twits Understand habitats provide for animals. Match living things /habitat Name sources of food. Explain a food chain. Identify /name variety of plants/animals in habitats			
PLANTS		The Lighthouse K L Know /explain how seeds /bulbs grow into plants Observe plant growth Know conditions plants need to grow /stay healthy		
ANIMALS INC HUMANS	Hansel and Gretel Understand the needs of animals, including humans, for survival . Know the basic stages in a lifecycle Know why exercise, a balanced diet and good hygiene are important for humans			
WORKING SCIENTIFICALLY	The Twits Classify by living, dead or never lived Hansel and Gretel Make predictions and investigate Understand a fair test Draw conclusions	Gregory Cool Use equipment Perform tests considering factors that affect results Use measures Use observations to answer questions Conduct exp with controlled conditions. Hypothesise	Paper Bag Princess Observe closely Use equipment Gather/record data Answer scientific questions Investigate/experiment floating/sinking Hypothesise Draw conclusions	

Year 2 SCIENCE CURRICULUM LONG TERM PLAN

TRANSITION from Year 1. Science knowledge builds on work undertaken in Year 1 that includes the classification of animals, understanding of the structure of plants and identification and naming of common plants. Seasonal changes knowledge from Year 1 is particularly relevant to planned learning in Year 2 and is extended through enquiry- use of equipment, testing, observing and measuring. Knowledge gained in Year 1 in materials is consolidated and extended through the introduction of reversible and irreversible changes. Throughout Year 2 the children must use their prior learning as scientific enquiry skills develop. In Year 1 the disciplinary knowledge taught -asking simple questions and answering them, predicting, carrying out simple tests and recording them in a range of ways underpins the substantive knowledge to be taught in Year 2 and onwards into Key Stage 2.

YEAR 2	AUTUMN		SPRING		SUMMER	
	FIRST HALF (1)	SECOND HALF (2)	FIRST HALF (1)	SECOND HALF (2)	FIRST HALF (1)	SECOND HALF (2)
SCIENCE 	LIVING THINGS and THEIR HABITATS As a Scientist be able to: <ul style="list-style-type: none"> Classify things by living, dead or never lived Know how a specific habitat provides for the basic needs of living things living there. Local area Match living things to their habitat- local area Name different sources of food for animals Know about and explain a simple food chain 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 micro-habitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. PFA Name and discuss a famous scientist/inventor- Rachel Carson 	ANIMALS INCLUDING HUMANS (STAYING HEALTHY, EXERCISE, SURVIVAL) As a Scientist be able to: <ul style="list-style-type: none"> Understand the needs of animals, including humans, for survival (PMW) Know the basic stages in a lifecycle for animals including humans Know why exercise, a balanced diet and good hygiene are important for humans (PFA) Name and discuss a famous scientist/inventor- Bear Grylls 	SCIENTIFIC ENQUIRY As a Scientist be able to: <ul style="list-style-type: none"> Use equipment such as thermometers and rain gauges to help observe changes to local environment as the year progresses. (OLE) Perform simple tests considering factors that might influence test results. Use their observations to suggest answers to questions. Use measures to help find out more about the investigations they are engaged with. (Maths link) Name and discuss a famous scientist/inventor- George James Symons 	PLANTS The meadow environment will be used to support work on plants and growth. OLE LC As a Scientist be able to: <ul style="list-style-type: none"> Know and explain how seeds and bulbs grow into plants Observe plant growth Know what conditions plants need to grow and stay healthy (water, light, suitable temperature) Conduct an experiment with controlled conditions, hypothesising, recording scientifically and considering a fair test. Name and discuss a famous scientist/inventor- George Washington Carver 	MATERIALS As a Scientist be able to: <ul style="list-style-type: none"> Understand the effect of heating and cooling on materials. Understand reversible and irreversible change. Observe closely using simple equipment. Gather and record data to help answer scientific questions. Name and discuss a famous scientist/inventor- Ole Kirk Christianson 	MATERIALS As a Scientist be able to: <ul style="list-style-type: none"> Children to use their knowledge of materials taught in Year 1 to: <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Investigating and experimenting - Floating/sinking and/or forces. What would make the best boat? Materials? Shape? Use their prior knowledge of whether materials are waterproof in this investigation.
SCIENCE CAPITAL: To increase children's science capital through work around scientists and inventors.						

THREADS: OLE Outdoor Learning LC Local Community PMW Physical and Mental Well-being DE Diversity and Equality PFA

Year 2 SCIENCE CURRICULUM PROGRESSION GUIDE (KNOWLEDGE and SKILLS)

SCIENTIFIC SKILL DEVELOPMENT FOR YEAR 2 (DISCIPLINARY KNOWLEDGE)

Relating to scientific content -Plants, Animals (habitats), Materials, Food groups, Seasonal changes

QUESTIONING and VOCABULARY	OBSERVING and USING SIMPLE EQUIPMENT	PERFORMING SIMPLE TESTS	IDENTIFYING and CLASSIFYING	SUGGESTING CONCLUSIONS	GATHERING and RECORDING DATA
<p>Year 2 children should be taught to:</p> <p>Ask simple questions and recognising that they can be answered in different ways</p> <p>Ask questions and decide how to find answers.</p> <p>Give my own ideas about how to find the answer to a question.</p> <p>Use scientific language and read and spell age-appropriate scientific vocabulary</p> <p>Use scientific vocabulary in my explanations.</p>	<p>Year 2 children should be taught to:</p> <p>Observe closely, using simple equipment and measurement</p> <p>Know the basic stages in a lifecycle for animals including humans</p> <p>Use equipment such as thermometers and rain gauges to help observe changes to local environment as the year progresses. (OLE)</p> <p>To perform simple tests.</p> <p>Observe plant growth</p> <p>Observe closely (impact of heating and cooling on materials) using simple equipment.</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>Year 2 children should be taught to:</p> <p>I can perform simple tests.</p> <p>Know why exercise, a balanced diet and good hygiene are important for humans (PFA 4)</p> <p>Create a balanced meal using the five different food groups.</p> <p>Use measures to help find out more about the investigations they are engaged with. (Maths link)</p> <p>Create a simple temperature test.</p> <p>Investigate the conditions plants need to grow and stay healthy (water, light, suitable temperature)</p> <p>Create an experiment to test whether different materials melt, freeze, or do both.</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>Investigate and experiment - Floating/sinking and/or forces. What would make the best boat? Waterproofing? Materials? Shape?</p> <p>Explore whether a test or comparison is fair or unfair.</p>	<p>Year 2 children should be taught to:</p> <p>I can identify and classify.</p> <p>Classify things by living, dead or never lived</p> <p>Know how a specific habitat provides for the basic needs of living things living there (LC)</p> <p>Match living things to their habitat</p> <p>Name different sources of food for animals</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <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>Year 2 children should be taught to</p> <p>I can use observations and ideas to suggest answers to questions.</p> <p>Predict different temperatures in rooms throughout the school and give reasons.</p> <p>Know and explain how seeds and bulbs grow into plants</p> <p>Know how materials can be changed by squashing, bending, twisting and stretching.</p> <p>I can begin to notice patterns and relationships</p> <p>Know about and explain a simple food chain</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.</p> <p>Look at the needs of animals, including humans, for survival (PMW)</p>	<p>Year 2 children should be taught to</p> <p>I can gather and record data to help in answering questions</p> <p>Record my observations, using:</p> <p>Text,</p> <p>Tables,</p> <p>Graphs</p> <p>Drawings,</p> <p>Labelled diagrams</p> <p>Bulleted lists</p> <p>Explanations</p> <p>Make suggestions about how to collect data to answer a question</p> <p>look for patterns in my recorded measurements and try to explain them.</p>

SCIENCE END POINTS (KS1)

In Science by the end of Year 2 children will be able to:

- Classify into groups.
- Know and explain the conditions needed for plant growth.
- Identify aspects needed for a healthy lifestyle.
- Match living things to their habitats.
- Explain a simple food chain.
- Know the characteristics of the four seasons and the impact of seasonal weather on humans.
- Understand the properties of materials and their uses.
- Know the changes that occur when materials are heated or cooled.
- Perform simple tests, observe closely and answer questions.
- Record their science in a range of ways.

SCIENCE END POINTS for KS1 MOST ABLE:

Over time and in a range of contexts, children can:

Recall and explain their knowledge in science.

- Ask relevant questions.
- Set up simple practical enquiries, comparative and fair tests.
- Make accurate measurements using standard units, using a range of
- Use equipment, for example thermometers.
- Gather, record, classify and presenting data in a variety of ways to help in answering questions.
- Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.
- Report on findings from enquiries, including oral and written explanations.
- Displays or presentations of results and conclusions.
- Use results to draw simple conclusions and suggest improvements, new
- Ask questions and make predictions for setting up further tests
- Identify differences, similarities or changes related to simple scientific ideas and processes.

How to achieve this:

- Adapt questioning around the children's results to encourage the more able to recognise that they can answer
- in different ways.
- Encourage self-assessment. Have you answered the enquiry? How do you know?
- What have you observed? Can you explain that to a friend so that they understand your findings?
- Correct scientific vocabulary and encourage children to explain scientific vocabulary to their friends.

SCIENCE END POINTS and SUPPORT for KS1 LEAST ABLE

Children working below ARE

With support children can:

- Talk about similarities and differences in relation to places, objects, materials and living things.
- They talk about the features of their own immediate environment and how environments might vary from one to another.
- They make observations of animals and plants and explain why some things occur, and talk about changes.
- Understanding is shown through - investigative, experiential learning.
- discussing what is seen and discovered using their words, pictures and actions

How to achieve this:

- Ask simple questions with multi-choice answers to support children's reasoning skills.
- Pre-teach lesson where children are introduced to key scientific vocabulary that will be used within the science lesson to ensure that they understand what is being discussed. Scientific vocabulary mats, wall displays and tool kits available.
- Work as a team to set up and complete a scientific enquiry.
- Have questions written on worktops to encourage children to stay on task. What can you see? What can you hear? What can you smell? What are you observing?

SCIENCE END POINTS and SUPPORT children in both EYFS and KS1 with SEND

For children with severe, profound and/or multiple learning difficulties working below National Curriculum standards and not engaged in subject specific study, the 'Engagement Model' will be used for assessment.

The five areas of engagement are:

- Exploration
- Persistence
- Initiation
- Anticipation
- Realisation

This model will be used alongside children's individual EHCP and child Support Plans to plan for and assess children's progression across the bespoke curriculum that they are able to access in line with their strengths and needs.

HISTORY - KEY KNOWLEDGE MAP

	YEAR 1 AUTUMN TERM	YEAR 1 SPRING TERM	YEAR 1 SUMMER TERM	YEAR 2 AUTUMN TERM	YEAR 2 SPRING TERM	YEAR 2 SUMMER TERM	NATIONAL CURRICULUM
People CAUSES and CONSEQUENCES /SIGNIFICANCE	David Attenborough Know David Attenborough's key messages about saving our planet.	Isambard Kingdom Brunel Know what Isambard Kingdom Brunel did and why is he so important.	Rosa Parks Understand that Rosa Parks changed some peoples lives.	Mary Seacole / Florence Nightingale Understand the significance of both these women and their actions on life today. (legacy)	St Cuthbert / Grace Darling Know what influence St Cuthbert/Grace Darling had on our local area?.(legacy)	Christopher Columbus Understand who Christopher Columbus was. Name sources that helped them learn about him. Visit Hartlepool marina.	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.
Events/Places ENQUIRY	Remembrance Day Understand what was it like to be a soldier in WW1. Know what war might mean to soldiers (Ukraine)	Victorian Era Recognise the similarities and differences to homes and school life in Victorian times and present day. Victorian day.	Castles Understand what was important about the building of castles. Describe the different parts of a castle and what they were for. (Newcastle castle)	Great Fire of London Suggest what caused the fire to start. Know the impact the fire had on the present day life. Name sources of evidence that may help our understanding.	St Cuthbert Visit Durham Cathedral. Extend understanding of sources - How did the visit help you understand more about St Cuthbert?	Christopher Columbus / Lambton Worm Understand what historical information tells us about Christopher Columbus/Lambton Worm. Appreciate that some sources are more reliable than others.	Significant historical events and places in their own locality.
Changes within living memory CHRONOLOGY	David Attenborough Identify things we can do to save our planet.	Victorian Era Suggest a way we can find out about the past. Know that toys are different from those played with by Victorian children?			Grace Darling Visit Souter lighthouse. Identify any similarities and differences between Souter and the lighthouse at Longstone Island where Grace Darling lived.		Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
Changes beyond living memory CHRONOLOGY	Remembrance Day Know that Remembrance Day is important and why that is.	Victorian Era Identify how household items have changed from Victorian times (carpet beater has become...) Create a simple timeline of objects from the Victorian era to the present day.	Castles Know some of the roles/jobs undertaken by those who lived in castles?	Great Fire of London Order events that happened during the fire. (timeline / chronology)	Grace Darling Complete a timeline of events, including dates.	Christopher Columbus Describe life on a sailing ship in 15 th century. Know some similarities with life on board a pirate ship in the 18 th century.	Events beyond living memory that are significant nationally or globally.

HISTORICAL CONCEPTS KS1


YEAR 1	YEAR 2	DISCIPLINARY KNOWLEDGE
David Attenborough - Historical Significance - Change and Continuity/Similarity and Difference (to modern day) - Cause and Consequence - Sources (film, books, etc) - Chronological Understanding (his life)	Great Fire of London - Historical Significance - Change and Continuity/Similarity and Difference - Cause and Consequence - Interpretation/Sources (diary) - Chronological Understanding	<u>Historical Concepts</u> <u>Disciplinary Knowledge</u> Cause and Consequence – What caused something to happen and what were the consequences? Change and Continuity/Similarity and Difference - Similarity and difference within groups, places or societies in the same time period or across time. How much change did ____ bring? Historical Significance – why historians ascribe significance to historical people or events. Why has ____ been such a focus in history? Interpretation/Sources – How and why historical interpretations are different and how historians use sources to make claims about the past. There can be different versions of historical situations. Not all sources are there to answer the same questions. Why might historians disagree that ____? How do we know what is fact or an opinion? Chronological Understanding – This is woven through every topic. Understanding the chronology of what is being taught? How does this fit into wider historical learning? What came before/after? – Timeline.
WW1 - Historical Significance - Change and Continuity/ S+D (more focus on change / difference) - Sources (pictures) - Chronological Understanding	Nurses - Change and Continuity/Similarity and Difference - Interpretation/Sources - Historical Significance - Cause and Consequence (why was change needed) - Chronological Understanding	
Victorian Era - Change and Continuity/Similarity and Difference (modern day and within time period) - Sources (Beamish) - Chronological Understanding (period of time)	St Cuthbert - Historical Significance - Change and Continuity/Similarity and Difference - Sources (Durham) - Chronological Understanding	
IKB - Historical significance - Change and Continuity/Similarity and Difference (modern day and past) - Chronological Understanding	Grace Darling + Local Area - Historical Significance - Change and Continuity/Similarity and Difference - Chronological Understanding - Interpretation/sources (why is she pictured rowing alone)	
Castles - Change and Continuity/Similarity and Difference - Chronological Understanding (period of time) - Sources (Castle)	Monarchy Local Area – then and now - Change and Continuity/Similarity and Difference - Historical Significance - Chronological Understanding	
Rosa Parks + Mother Teresa - Historical significance - Cause and Consequence - Change and Continuity/Similarity and Difference - Interpretation/Sources - Chronological Understanding	Explorers - Historical Significance. - Interpretation/Sources - Change and Continuity/Similarity and Difference - Cause and Consequence - Chronological Understanding	

HISTORICAL THREADS KS1

YEAR 1	YEAR 2	DISCIPLINARY KNOWLEDGE
David Attenborough <ul style="list-style-type: none"> - Legacy - Attitudes and Beliefs - Science/Technology 	Great Fire of London <ul style="list-style-type: none"> - Home (Residency) - Legacy - Science/Technology - Trade (slightly) - Monarchy 	Historical Threads <ul style="list-style-type: none"> - Home (Residency) - Trade - Attitudes and Beliefs (included rights in here) - Science/Technology - Conflict (military) - Legacy - Monarchy <p>_____ Threads covered at KS2, Fulwell Juniors.</p>
WW1 <ul style="list-style-type: none"> - Conflict - Attitudes and Beliefs - Monarchy 	Nurses <ul style="list-style-type: none"> - Legacy - Science/Technology - Attitudes and Beliefs - Conflict (military) 	
Victorian Era <ul style="list-style-type: none"> - Home (Residency) - Science/Technology - Attitudes and Beliefs - Monarchy 	St Cuthbert <ul style="list-style-type: none"> - Home (Residency) - Conflict - Attitudes and Beliefs 	
IKB <ul style="list-style-type: none"> - Legacy - Science/Technology 	Grace Darling <ul style="list-style-type: none"> - Legacy - Science/Technology - Monarchy 	
Castles <ul style="list-style-type: none"> - Home (Residency) - Conflict 	Monarchy Local Area – then and now <ul style="list-style-type: none"> - Home (Residency) - Legacy - Monarchy 	
Rosa Parks Mother Teresa <ul style="list-style-type: none"> - Legacy - Attitudes and Belief 	Explorers <ul style="list-style-type: none"> - Legacy - Trade - Science/Technology 	

Year 2 HISTORY CURRICULUM LONG TERM PLAN

TRANSITION from Year 1. The opportunities given in Year 1 to act as a historian include asking questions and seeking answers, recognising similarities and differences and learning about the impact of the lives of significant people and significant events. As understanding and vocabulary develop, they will begin to recognise how the past impacts upon the present, how we can learn from the past. They consider the reliability of sources of evidence. They are expected to make links with previous learning or their present day experiences. As their substantive knowledge and understanding increases they will be introduced to more abstract concepts in preparation for Key Stage 2.

YEAR 2	AUTUMN		SPRING		SUMMER	
	FIRST HALF (1)	SECOND HALF (2)	FIRST HALF (1)	SECOND HALF (2)	FIRST HALF (1)	SECOND HALF (2)
HISTORY 	SIGNIFICANT EVENT GREAT FIRE OF LONDON As a Historian be able to: <ul style="list-style-type: none"> Know about a significant event in history and chronology of significant facts leading to this. Understand cause and consequence in the context of the Great Fire of London. Make connections between life in the 17th century and the present day. Consider sources of evidence for historical events. Discuss continuity and change over time and the reliability of evidence. Understand vocabulary such as monarch. 	SIGNIFICANT PERSON FLORENCE NIGHTINGALE/MARY SEACOLE As a Historian be able to: <ul style="list-style-type: none"> Further develop understanding of chronology and timelines. Understand legacy. Understand some of the ways in which we find out about the past and identify different ways in which it is represented. Understand change and continuity and similarities and differences. Consider the significance of both Florence Nightingale's and Mary Seacole's lives. Debate and consider their significance and importance to life today. Interpret historical information. DE 	SIGNIFICANT PEOPLE St CUTHBERT As a Historian be able to: <ul style="list-style-type: none"> Continue to understand the meaning of 'legacy'. Research and understand the life and teachings of St Cuthbert and his influence upon Christianity and our local area. (DE) Understand life in the time of Anglo-Saxons and understand the chronology of this. 	SIGNIFICANT PEOPLE GRACE DARLING As a Historian be able to: <ul style="list-style-type: none"> Create and understand a timeline, ordering events according to their date. Understand the significance of Grace Darling. Understand cause and consequence. Use their knowledge of life in Victorian times in the context of Grace Darling and her rescue. Know how the local area is different to the way it used to be a long time ago Know the similarities and differences of Souter lighthouse to the Victorian lighthouse at Longstone Island where Grace Darling lived. Understand change over time. Understand the connections between Grace Darling and the RNLI today. Consider her legacy. LC 	EXPLORING LOCAL HISTORY LC As a Historian be able to: <ul style="list-style-type: none"> Understand some of the ways in which we find out about the past and identify different ways in which it is represented, using secondary sources. 	SIGNIFICANT PEOPLE CHRISTOPHER COLUMBUS As a Historian be able to: <ul style="list-style-type: none"> Understand change over time. Know about similarities and differences in life on board a sailing vessel in 15th century and a pirate ship in 18th century. Interpret historical information. Elicit known historical facts through research.
	HISTORICAL THREADS: Throughout our History curriculum, we have identified 'threads' that run throughout. They provide opportunities for the children to broaden their knowledge and further develop their skills in enquiry. The threads are: LEGACY, LIFE WITHIN and BEYOND LIVING MEMORY, HISTORICAL SIGNIFICANCE, CHANGE AND CONTINUITY, CAUSE AND CONSEQUENCE, SIGNIFICANT PEOPLE and EVENTS.					

HISTORICAL SKILL DEVELOPMENT FOR YEAR 2

QUESTIONING	VOCABULARY	CHRONOLOGICAL UNDERSTANDING	IDENTIFYING CONTRASTS and THEMES	USING SOURCES
<p>Year 2 children should be taught to:</p> <p>Show curiosity by voluntarily asking questions about what they have read or heard.</p>	<p>Year 2 children should be taught to:</p> <p>Use wide vocabulary of everyday historical terms.</p> <p>Vocabulary for content: Myth Monarch Legacy Trade Invade Legend Explores voyage pioneer</p> <p>Vocabulary for talk document technology archaeologist similarity difference sequence evidence reliability cause consequence debate judgement</p> <p>Vocabulary for chronology years (dating system) BC/AD another reason CE/BCE also century period later earlier since long (after, before) at the same time (as) Anglo Saxon</p>	<p>Year 2 children should be taught to:</p> <ul style="list-style-type: none"> Sequence events and explain their thinking. Start to note connections over time. Date events to the nearest century or era, and occasionally to the year (e.g... 1066). Compare the past to a different time in the past. 	<p>Year 2 children should be taught to independently identify similarities and differences when subjects (e.g... those below) are provided for them.</p> <p>People Places Events Ways of life</p>	<p>Year 2 children should use sources:</p> <p>To form opinions:</p> <ul style="list-style-type: none"> Start to select and use a range of books, websites, photos, recordings, artefacts and other sources to learn about the past. Choose and use parts of stories to show that they understand key features of events, (e.g... through innovating). <p>To understand how the past is constructed:</p> <ul style="list-style-type: none"> Identify ways in which the past is represented (e.g... fiction, illustrations, film, song, museum displays). Question the reliability of sources. Understand that people can disagree about what happened/ what is more important without someone being wronged in the past

KS1 HISTORY CURRICULUM END POINTS

HISTORY END POINTS KS1

HISTORY END POINTS (KS1)

In History by the end of Year 2 children will be able to:

- Name at least two historical figures, identifying facts about their life and comparing aspects of life in different periods.
- Use a timeline to sequence things correctly.
- Know and discuss an event from the past of national significance.
- Know a local significant historical event.
- Show understanding of the abstract concept of 'legacy' and make links between events in History and modern day Britain.

HISTORY END POINTS for KS1 MOST ABLE:

- To think of some questions for their own enquiries into other aspects of everyday life which may interest them, for example food or houses?
- To compare artefacts from different time periods, identifying similarities and differences and begin to suggest reasons for this.
- To explain their reasons why some sources are more useful than others in their historical enquiry.
- To start questioning, the reliability of some historical evidence.
- To independently describe the key events and achievements in the lives of the characters from the past which they have studied.
- To have an understanding of the significance of characters studied e.g... Florence Nightingale and Martin Luther King to the present.
- To make links between what has happened before and what happened after a historical event.

How to achieve this:

- Communicate with parents about skills and talents
- Encourage access to school based or externally provided experiences
- Provide additional opportunities to engage in History related trips, visits and performances in the local area utilising local venues and organisations such as the Glass Centre, Winter Gardens, Beamish etc...
- Provide opportunities to meet and learn about inspiring artists.

HISTORY END POINTS for KS1 LEAST ABLE:

In History by the end of Year 2, with or without support, children will be able to:

- Name a historical figures name, identifying some facts about their life.
- Know why they were important.
- Name and discuss an event from the past and suggest how things have changed..
- Name a local significant historical event.

HISTORY END POINTS and SUPPORT children in both EYFS and KS1 with SEND

For children with severe, profound and/or multiple learning difficulties working below National Curriculum standards and not engaged in subject specific study, the 'Engagement Model' will be used for assessment.

The five areas of engagement are:

- Exploration
- Persistence
- Initiation
- Anticipation
- Realisation


This model will be used alongside children's individual EHCP and child Support Plans to plan for and assess children's progression across the bespoke curriculum that they are able to access in line with their strengths and needs.

GEOGRAPHY - KEY KNOWLEDGE MAP

	YEAR 1 AUTUMN	YEAR 1 SPRING	YEAR 1 SUMMER	YEAR 2 AUTUMN	YEAR 2 SPRING	YEAR 2 SUMMER	NATIONAL CURRIC
HUMAN and PHYSICAL	Gruffalo/Katie Morag Know what human and physical features are using words and pictures. Identify landmarks in our local area. (windmill, beach, park, library)	Three Little Pigs Know the main differences between a city, a town and the countryside. After the Storm Find the equator and know places near to it are hot.	Rapunzel Understand seasonal weather patterns for the local area.	The Twits Discuss global issues that are impacting on our lives. Hansel and Gretel Identify key physical features (mountain, cliff, valley, lake etc..) and an aerial view.	The Lighthouse Keeper's Lunch Identify further physical features - harbour, estuary and bay. Show some awareness of climate change. (build on prior learning) Understand local human/physical features.		Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
LOCATIONAL KNOWLEDGE	Katie Morag Know their address and postcode. Identify Sunderland on a map/globe within the UK. Name /locate the 4 countries of UK?	After the Storm Name and locate India on a map. Name some knowledge of the continents of the world.			Gregory Cool Name and locate the 7 continents and 5 oceans. Locate on a map the 4 capital cities of countries in the UK.	Pirates Use prior learning in identifying the 7 continents and oceans of the world.	Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
FIELDWORK	Gruffalo/Katie Morag Find human and physical features within school grounds. (school, playground and field) Find human and physical features when walking around the local area. Name the 4 points of the compass.	Three Little Pigs After the Storm Use locational and some directional language.	(Beach week) Draw a simple route map using directional language and symbols. Know the important human and physical features of the beach. Draw a map of the beach area. Use compass points.	Hansel and Gretel Draw a map and include basic OS symbols in a key. Use grid references on a map to locate places.	Gregory Cool Use a key on a map. Do you understand directional language and using N, S, W and E to locate places on a map. Recognise and locate landmarks in the locality.	Pirates Understand NE, NW, SE and SW and use these to locate features and locations on a map. Use a map with grid references and 8 points of the compass to solve clues.	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
PLACE KNOWLEDGE	Katie Morag Name some important physical/human features of our local area. Know some similarities and differences between Sunderland and Coll.	Three Little Pigs Understand similarities and differences between Sunderland a town and a rural area. After the Storm Know some similarities and differences between Sunderland and India.		Hansel and Gretel Use prior learning and compare a forest environment to our local environment. Identify similarities and differences.	Gregory Cool Understand the main similarities and differences between Sunderland and Trinidad and Tobago. Build on prior learning.		Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Year 2 GEOGRAPHY CURRICULUM LONG TERM PLAN

TRANSITION from Year 1 In Year 1 the children have had the opportunity to develop their graphicacy skills and use these practically in the investigation of both the local environment and contrasts made with countries far away. Opportunities for field work and the development of the children's vocabulary linked to location knowledge, place knowledge and physical/human geography have provided the children with the foundation of knowledge they need to investigate the global issues our world is struggling with as well as linking together their knowledge from other Foundation subjects as they enter Year 2. The Year 2 curriculum will provide them with what is needed to move their learning forward in Year 3 where they will need to extend their knowledge and understanding of the United Kingdom, Europe, North and South America including the location and characteristics of a range of the world's most significant human and physical features.

YEAR 2	AUTUMN		SPRING		SUMMER	
	FIRST HALF (1)	SECOND HALF (2)	FIRST HALF (1)	SECOND HALF (2)	FIRST HALF (1)	SECOND HALF (2)
GEOGRAPHY	SIMPLE FIELDWORK and OBSERVATION AROUND THE SCHOOL and LOCAL ENVIRONMENT					
	SUSTAINABILITY HUMAN IMPACT / GLOBAL CONCERNS As a Geographer, be able to: <ul style="list-style-type: none">Understand that there are global issues that are impacting on our lives. LC PFA	PHYSICAL FEATURES MAP WORK As a Geographer, be able to: <ul style="list-style-type: none">Identify features- mountain, lake, island, valley, river, cliff and beachIdentify advantages of living in different placesUnderstand that there are different types of map.Compare different locations using geographical vocabulary.Use a key on a map.	PLACE/LOCATIONAL KNOWLEDGE GEOGRAPHICAL SKILLS As a Geographer, be able to: <ul style="list-style-type: none">Know the main similarities and differences between a place in England and that of a small non-European country (LC)Know the names of and locate the seven continents of the world / the five oceans / the four capital cities of the UKLocate the four capital cities of England, Wales, Scotland and Northern Ireland on a map and globe.	PHYSICAL FEATURES HUMAN FEATURES PLACE/LOCATIONAL KNOWLEDGE MAP WORK SUSTAINABILITY As a Geographer, be able to: <ul style="list-style-type: none">Show an awareness of the impact of climate change and rising populations (housing). (link to prior learning in Autumn 1 - Science and Geography)Identify and understand human and physical features of the local environment in the past and present.Recognise and locate landmarks in our local area.	PHYSICAL FEATURES HUMAN FEATURES PLACE/LOCATIONAL KNOWLEDGE FIELDWORK As a Geographer, be able to: <ul style="list-style-type: none">To use world maps, atlases, globes to identify continents and oceans.Recap directional language (N, S, E, W) to locate features on a map.Understand NE, NW, SE and SW. Use 8 point compass directions, locational and directional language to describe location of features and routes on a map.Use grid references to locate places on the map e.g. A1, D7Use a map, with grid references and the 8 points of the compass to solve clues. OLE LC Local Environment BLOCK The beach Map work using grid references. Points of the compass used in the context of the route taken to the beach and to locate items whilst at the beach. Understand and use Geographical vocabulary.	
GEOGRAPHICAL THREADS: Throughout our Geography curriculum, we have identified 'threads' that run throughout. They provide opportunities for the children to broaden their knowledge and further develop their skills in enquiry. LOCATIONAL KNOWLEDGE (sense of place, orientation of the world and how to navigate it. PLACE KNOWLEDGE (how we connect to places and identify ourselves in the world. HUMAN/PHYSICAL GEOGRAPHY (the interaction between people, places and the environment) FIELDWORK (using maps, compasses along with what is known to explain location, place and physical and human features associated with it.) SUSTAINABILITY (human impact, environmental issues and climate change)						

Year 2 GEOGRAPHY CURRICULUM PROGRESSION GUIDE (KNOWLEDGE and SKILLS)

GEOGRAPHICAL SKILL DEVELOPMENT FOR YEAR 2

GRAPHICACY SKILLS	FIELDWORK and PRACTICAL SKILLS	ACADEMIC SKILLS	VOCABULARY
<p>Year 2 children should be taught to:</p> <p>Keys and symbols: Use basic symbols in a key. Use and construct basic symbols in a key.</p> <p>Recognise and identify basic OS symbols.</p> <p>Read maps: Use simple grid references to locate squares on a map (e.g... A1, D7).</p> <p>Draw maps / plans: Devise a simple map (e.g... sketch map of places in stories, school grounds).</p> <p>Digital maps: Use digital technologies: zoom in/out on a map Begin to highlight and annotate digital maps</p> <p>Charts and graphs (from Maths National Curriculum) Pictograms, tally charts, block diagrams, simple tables (from Maths National Curriculum)</p> <p>Use images: Start to understand the purpose of different image types.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic features.</p>	<p>Year 2 children should be taught to:</p> <p>Use a compass: Use North, South, East, West to describe locations and routes on a map.</p> <p>Connect idea of turns to right angles (from Maths National Curriculum).</p> <p>Observe/measure: Use first-hand observations (e.g... qualitative comments and starting to measure in standard units).</p> <p>Measure to nearest cm and gram. Use litres for volume and °C for temperature.</p> <p>Scales in divisions of ones, twos, fives, tens where the numbers are given (from Maths National Curriculum).</p> <p>Locate: Use simple locational language (e.g... secure use of left/right from own perspective).</p> <p>Record: Make more sophisticated recordings, e.g... frequency tables.</p>	<p>Year 2 children should be taught to:</p> <p>Ask questions: Show curiosity by voluntarily asking questions about what they have seen, heard or read.</p> <p>Discern relevance Start to make selections, e.g... from or within sources of information.</p> <p>Use sources (from History National Curriculum)</p> <p>Identify ways that geography is presented and represented (e.g... fiction, images, and maps) (from History National Curriculum).</p> <p>Present information: Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate.</p> <p>Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations: - for isolated datasets - in longer and coherently-structured pieces of work.</p>	<p>Year 2 children should be taught to:</p> <p>For Skills and Fieldwork (Year 2): atlas, key, symbol, scale, environment, surroundings left, right, beyond, contains, further, furthest, higher, lower, route, map, plan</p> <p>For Location Knowledge (Year 2): Alternatives (continents): Australasia, Oceania, Oceans: North and South Atlantic English Channel, North Sea, Irish Sea, Celtic Sea</p> <p>For Place Knowledge (Year 2): similarity, difference</p> <p>For Human Geography (Year 2): office, harbour, channel, marina, business</p> <p>For Physical Geography (Year 2) seasonal, daily (weekly, monthly, etc...), fortnight, January, February (etc...)</p> <p>island, poles, equator, temperature, thermometer</p> <p>Other relevant content from Maths National Curriculum</p> <p>compare, order, value, rank, represents, stands for, exact(ly), round, nearest, symbol, calculate, measuring, scale</p>

GEOGRAPHY END POINTS KS1

GEOGRAPHY END POINTS (KS1)

In Geography by the end of Year 2 children will be able to:

- Name, locate and identify characteristics of the four countries and capital cities of the UK
- Name and locate the seven continents of the world and the 5 oceans. Locate some of them on a world map.
- Identify geographical features (human and physical) of the local area and compare with a contrasting locality (Caribbean).
- Understand a simple map and use the four points of the compass.
- Use appropriately geographical vocabulary to refer to physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley) and human features (city, town, village, factory, farm, house, office, port, harbour, shop)

GEOGRAPHY END POINTS for KS1 MOST ABLE:

- To associate hot/cold places in the UK with the equator.
- To link seasons with weather.
- To suggest how and why life would be different to the UK in the Caribbean.
- To have a secure understanding of the difference between continents and countries.
- To name the continents.
- To name different physical and human features and to explain the difference between them.
- To create accurate maps of local area using keys and symbols.
- To compare physical and human features of different locations.

Children who excel in the Geography curriculum objectives or are identified as having a specific talent or passion in Geography will be supported and encouraged to reach their potential and access the best support possible.

How to achieve this:

- Communicate with parents about skills and talents
- Encourage access to school based or externally provided Geography experiences
- Provide additional opportunities to engage in Geography related trips and visits in the local area utilising local venues and organisations such as The Discovery Museum, Boldon Lodge, Local Coastline/beaches.
- Provide opportunities to meet and learn about inspiring people within the field.

GEOGRAPHY END POINTS for KS1 LEAST ABLE:

With or without support:

- To know where they come from and to name Sunderland and the North East as their local area.
- To name some features of our local area.
- To name some physical features.
- Understand a simple map and recognise the four points of the compass.
- Identify some contrasting features between the local area and a contrasting locality (Caribbean).

GEOGRAPHY END POINTS and SUPPORT children in both EYFS and KS1 with SEND

For children with severe, profound and/or multiple learning difficulties working below National Curriculum standards and not engaged in subject specific study, the 'Engagement Model' will be used for assessment.

The five areas of engagement are:

- Exploration
- Persistence
- Initiation
- Anticipation
- Realisation

This model will be used alongside children's individual EHCP and child Support Plans to plan for and assess children's progression across the bespoke curriculum that they are able to access in line with their strengths and needs.

ART and DESIGN- KEY KNOWLEDGE MAP							
	YEAR 1 AUTUMN	YEAR 1 SPRING	YEAR 1 SUMMER	YEAR 2AUTUMN	YEAR 2 SPRING	YEAR 2 SUMMER	NATIONAL CURRICULUM
3-D FORM	Katie Morag Use salt dough and malleable materials to create Christmas decorations.	Three Little Pigs Design and make a house from junk materials? (DT)	Rapunzel Use clay to sculpt a castle tower. Include textures and effects. Lily's Garden Roll and coil malleable materials	Hansel and Gretel (DT) Create a Christmas pudding. Join materials through sewing.	Lighthouse Keepers Lunch Create a 3-D lighthouse with moving parts?(DT)	Paper Bag Princess Use papier mache to create a dragon's egg. Use stitching to join fabric's together.	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
TEXTURE and COLLAGE	Katie Morag Cut, tear and decorate art work using collage materials. Improve cutting skills.	After the Storm Sort fabric and threads into colours and textures. Use fabric and threads to create moods.		The Twits Show pattern and texture within their drawings. Use a view finder.	Gregory Cool Use natural materials to create a Caribbean collage.	Paper Bag Princess Create a large scale collage in a group. Repeat a pattern within the collage.	
PRINTING		Three Little Pigs Recognise pattern in the environment. Create a repeating pattern. Weave a pattern. With paper.	Lily's Garden Use block relief printing to create a flower	Hansel and Gretel Discuss the use of shape, colour and pattern in George Seurat's work.	Lighthouse Keepers Lunch Create a print using rolling, rubbing and stamping. Create a mosaic.	Paper Bag Princess Collaboratively create images using block relief printing	
PAINTING	Gruffalo Create a backwash using watercolours. Katie Morag Know primary/secondary colour names and mix secondary colours.		Rapunzel Use Paul Klee's 'castle and the sun' and create own image.	Hansel and Gretel Use George Seurat's work to paint an image in his style.	Gregory Cool/LHKL Create your own Caribbean art using vibrant colours. Create an tulip using water colours for a background wash.	Pirates Use a paint program to create a picture independently.	
DRAWING	Gruffalo Create a pencil self-portrait. Use lines of diff thickness in a picture.	Three Little Pigs Create a pencil self-portrait. (build on prior learning)	Rapunzel Create a pencil self-portrait. (build on prior learning)	The Twits Create self-portrait Use 3 grades of pencil for effect. Create tones of light/dark. Use a view finder.	Gregory Cool Create a pencil self-portrait. (building on prior learning) Show pattern and texture within a drawing.	Pirates Use tye dye and fabric crayons to create a leavers T-shirt.	
EXPLORING, DEVELOPING , EVALUATING IDEAS	Gruffalo/Katie Morag Give an opinion about a piece of Art. (Kandinsky) Replicate Andy Goldsworthy's art using natural materials.	After the Storm Identify the 'mood' in Van Gogh's work. Research Paul Klee and discuss his work.		Hansel and Gretel Compare illustrators in terms of colour, shape and pattern. Respond to work of George Seurat. Offer opinions.	Gregory Cool/LHKL Understand that Art produced around the world represents different styles. Discuss. Ask and answer questions about work.	Paper Bag Princess Explain your opinion on art work. Pirates Evaluate and reflect on sketch book progress.	

Year 2 ART and DESIGN CURRICULUM LONG TERM PLAN

TRANSITION from Year 1. In Year 1 the children were provided with plentiful opportunities to develop a range of techniques, use a variety of tools, as well as exploring and commenting upon the work of other artists and crafts people including themselves and their peers. These skills allow the children to confidently explore and grow as 'artists' using their knowledge and understanding to plan and create whilst responding to the work of other artists. The Year 2 Art Curriculum will support the development of the knowledge and skills needed in Key stage 2 where they need to become proficient in drawing, painting, sculpture and other art, craft and design techniques. As well as supporting their ability to evaluate and analyse creative works using the language of art, craft and design.

YEAR 2	AUTUMN		SPRING		SUMMER	
The implementation will be embedded across the curriculum through topics and subjects developed following the children's learning and interests from key texts. Adjustments maybe made according to assessment outcomes or cross curricular factors.						
ART and DESIGN	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	As an Artist be able to: <ul style="list-style-type: none">Create a pencil self portrait using different grades of pencil to create tones of light and dark.Use three different grades of pencils in my drawing to achieve a desired effect, (Charcoal, pencil crayons and pastels.)Create different tones using light and dark.Show pattern and texture within the drawing.Use a viewfinder to focus on specific areas before drawing.	As an Artist be able to: <ul style="list-style-type: none">Respond to the work of George Seurat.Create a piece of work in response to George Seurat's work.Consider the use of shape, colour and pattern in his work.Create different tones using light and dark.Show pattern and texture within the drawing.Compare illustrators and say how other artists have used colour, shape and pattern.Use stitching and knotting techniques to create and evaluate a product.	As an Artist be able to: <ul style="list-style-type: none">Self-portrait showing pattern and texture within the drawingLink colours to natural and manmade objectsCreate a piece of work in response to another artist's work.Work within a group to create a large scale collage. (Caribbean Island)Use a selection of materials for different effects.Write notes on how they have changed their work. Record in sketch books.	As an Artist be able to: <ul style="list-style-type: none">Create a print using: pressing, rolling, rubbing and stamping.Create a print like a designer (look at tiles and fabric designs).Demonstrate ideas through photographs and sketches.Set out ideas and plan/annotate designs.Keep notes as to how they have changed their work.	As an Artist be able to: <ul style="list-style-type: none">Use grades of pencils effectively to create tones of light and dark within a self-portrait.Create a large scale class/group collage.Work creatively within a team. (PMW)Use different materials and explain why they have used them.Repeat a pattern within their collage.Work collaboratively to create a block print within the current learning theme.	As an Artist be able to: <ul style="list-style-type: none">Evaluate and reflect on progress made in sketch book, throughout Year 2.Use a paint program and edit and improve an image they have created.Work creatively using their knowledge of colour, pattern to create a flag design.

Year 2 ART and DESIGN CURRICULUM PROGRESSION GUIDE (KNOWLEDGE and SKILLS)

ART SKILL DEVELOPMENT FOR YEAR 2

EXPLORING and DEVELOPING IDEAS (ONGOING)	EVALUATING and DEVELOPING WORK (ONGOING)	DRAWING	PAINTING
<p>Year 2 children should be taught to:</p> <ul style="list-style-type: none">Record and explore ideas from first hand observation, experience and imagination.Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas.Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.	<p>Year 2 children should be taught to:</p> <ul style="list-style-type: none">Review what they and others have done and say what they think and feel about it. E.g.. Annotate sketchbookIdentify what they might change in their current work or develop in their future work.Annotate work in sketchbook.	<p>Year 2 children should be taught to:</p> <ul style="list-style-type: none">Layer different media, e.g.. crayons, pastels, felt tips, charcoal and ballpoint.Understand the basic use of a sketchbook and work out ideas for drawings.Draw for a sustained period of time from the figure and real objects, including single and grouped objects.Experiment with the visual elements: line, shape, pattern and colour.	<p>Year 2 children should be taught to:</p> <ul style="list-style-type: none">colours, shades and tones.Experiment with tools and techniques, including layering, mixing media, scraping through etc...Name different types of paint and their properties.Work on a range of scales e.g... large brush on large paper etc...Mix and match colours using artefacts and objects.
PRINTING	TEXTILES/COLLAGES	3 D FORM	BREADTH OF STUDY
<p>Year 2 children should be taught to:</p> <ul style="list-style-type: none">Use a variety of techniques, including carbon printing, relief, press and fabric printing and rubbings.Design patterns of increasing complexity and repetition.Print using a variety of materials, objects and techniques.	<p>Year 2 children should be taught to:</p> <ul style="list-style-type: none">Use a variety of techniques, including weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery.Create textured collages from a variety of media.Make a simple mosaic.Stitch, knot and use other manipulative skills.	<p>Year 2 children should be taught to:</p> <ul style="list-style-type: none">Manipulate clay for a variety of purposes, including thumb pots, simple coil pots and models.Build a textured relief tile.Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently.	<p>Year 2 children should be taught to:</p> <ul style="list-style-type: none">Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.Use ICT.Investigate different kinds of art, craft and design.

ART and DESIGN END POINTS KS1

ART END POINTS (KS1)

In Art by the end of Year 2 children will be able to:

- Become proficient in drawing, show pattern, texture, light and dark within their work.
- Mix colours to create tints and shades in painting.
- Use sculpture to produce creative work and represent their ideas.
- Join materials in a range of ways.
- Name and discuss a famous artist and know about the historical and cultural development of their art form.
- Discuss creative works using the language of art, craft and design.

ART END POINTS for KS1 MOST ABLE:

In the context of KS1 Art Curriculum or in any extracurricular art experiences, children can:

- Apply skills learnt effectively to produce original pieces of artwork
- Recognise the work of key artists and key art movements

children who excel in the Art curriculum objectives or are identified as having a specific talent or passion in Art will be supported and encouraged to reach their potential and access the best support possible.

How to achieve this:

- Promote engagement in extracurricular Art clubs
- Communicate with parents about skills and talents
- Encourage access to school based or externally provided Art experiences
- Provide additional opportunities to engage in Art related trips, visits and performances in the local area utilising local venues and organisations such as the Glass Centre, Laing Art Gallery etc...
- Provide opportunities to meet and learn about inspiring artists

ART END POINTS and SUPPORT for KS1 LEAST ABLE

Children working below ARE

With support children can:

- Engage in drawing, painting, sculpture and other art, craft and design techniques
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Identify if they like and dislike certain piece of art using their words, pictures, actions or expressions

Children who are identified as working below ARE in Art may have specific needs which contribute to their difficulty in this area. Where needs are specifically related to a Special Educational Need or Disability, specific and targeted support will be outlined and reviewed through the child's EHCP and/ or child Support Plan; elements of which may be recommended by external agencies such as OT and Physio.

It is also important to recognise that children identified as having SEND may not always be least able in Art and could in fact excel in the subject. Pupil's attainment will be assessed in a subject specific manner and based on their strengths rather than barriers.

How to achieve this:

focus on key artists with different styles

provide a variety of learning experiences: visiting artists, opportunities to visit art galleries and museums etc...

allow children to look at a range of artworks and keep referring back to these

keep sessions practical allowing children time to investigate media and tools so they can build up progression of skills slowly but surely

ART END POINTS and SUPPORT children in both EYFS and KS1 with SEND

For children with severe, profound and/or multiple learning difficulties working below National Curriculum standards and not engaged in subject specific study, the 'Engagement Model' will be used for assessment.

The five areas of engagement are:

- Exploration
- Persistence
- Initiation
- Anticipation
- Realisation

This model will be used alongside children's individual EHCP and child Support Plans to plan for and assess children's progression across the bespoke curriculum that they are able to access in line with their strengths and needs.

DESIGN TECHNOLOGY - KEY KNOWLEDGE MAP							
	YEAR 1 AUTUMN	YEAR 1 SPRING	YEAR 1 SUMMER	YEAR 2 AUTUMN	YEAR 2 SPRING	YEAR 2 SUMMER	NATIONAL CURRIC
DESIGN TECHNOLOGY - KEY KNOWLEDGE MAP	COOKING and NUTRITION	Gruffalo Design a Gruffalo crumble to make and eat. Design and make a Halloween biscuit.	Three Little Pigs Know and discuss how healthy Victorian diet was.	Lily's Garden Taste foods from another country (India day) Taste, describe, evaluate food from a different country Safely use tools to cut and prepare fruit and vegetables to eat.	H & G Cooking and nutrition. Design and make a healthy soup for Gretel. Cutting skills using tools.	Explain/use hygiene. Follow safety procedures. Describe ingredients used when making a dish. Know balanced diet and use food groups in their packed lunch. Taste foods from another country. Compare/contrast describing tastes.	By the end of KS1 be able to: <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, and communicate their ideas through talking, drawing, templates, mock ups and where appropriate use information and communication technology.
	TECHNICAL KNOWL	Gruffalo/Katie Morag Safely use tools and reason selection Explore and evaluate a range of existing products. Understand wheels/axles	After the Storm Build structures exploring how they can be made stronger, stiffer and more stable.	Rapunzel Build structures exploring how they can be made stronger, stiffer and more stable. Lily's Garden Use tools safely to prepare food.	The Twits/H & G Measure accurately how much textile they need for their product. Use tools safely. Assemble, join, combine materials and make the product.	Gregory Cool/LKL Use measuring skills. Join components together in different ways in moving product. Know how winding mechanisms work.	<ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks (For example cutting, shaping, joining and finishing)
	EVALUATE	Gruffalo Evaluate their own Gruffalo Crumble. Katie Morag Evaluate their ideas and products against given design criteria.	Three Little Pigs Evaluate their shelter and suggest improvements After the Storm Explain and evaluate which tools they have selected and why. Understand and use design criteria	Rapunzel Explain and evaluate which tools they have selected and why. Understand and use design criteria	The Twits/H & G Explain choice of specific textiles Evaluate product as it develops and identify strengths /possible changes they might make.	Gregory Cool/LKL Explain what went well and suggest improvements. Use prior learning through modelling of experts, to design and create glass product.	<ul style="list-style-type: none"> Explore and evaluate existing products. Evaluate their ideas against an existing criteria.
	MAKE	Gruffalo Make a Gruffalo crumble by selecting the appropriate healthy ingredients and tools. Katie Morag Construct a trolley by selecting /using a range of tools/equip.	Three Little Pigs Use a range of different materials to construct an accessible shelter. After the Storm Construct a bridge by selecting from and using a range of tools and equipment to perform practical tasks.	Rapunzel Construct a castle by selecting from and using a range of tools and equipment to perform practical tasks.	The Twits/H & G Select materials considered to be suitable. Add to their design to improve appearance.	Gregory Cool/LKL Make sensible choices about which materials would be most appropriate for their construction.	<ul style="list-style-type: none"> Build structures exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms for example levers, sliders, wheels and axles in their products.
	DESIGN	Gruffalo Design and make a character using clay. Katie Morag Design a model post trolley and adapt it to make it better.	Three Little Pigs Use design knowledge to design a shelter After the Storm Design a model bridge and adapt their bridge to make it better.	Rapunzel Design a model castle and adapt their bridge to make it better.	The Twits/H & G Understand the purpose of design criteria Think of an idea and plan what to do next Discuss, observe and draw designs.	Gregory Cool/LKL Develop their own ideas from their initial starting point.	<ul style="list-style-type: none"> Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.

Year 2 DESIGN TECHNOLOGY CURRICULUM LONG TERM PLAN

TRANSITION from Year 1. Children enter Year 2 with a sound understanding of how to develop, plan and communicate their ideas when designing. In Year 1 they have worked with a range of materials, tools and textiles in focused planned learning and have explored the possibilities of differing techniques. They have been encouraged to share their successes, evaluate and test their ideas. This provides pupils with the knowledge, understanding and skills needed to engage in the building, refining, improving and evaluating their product against a design criteria. When they leave Year 2 and enter Key Stage 2 they will be able to apply their knowledge, understanding and skills to an increasing range of innovative and functional products and designs.

YEAR 2 D.T.	DESIGN		MAKE		EVALUATE		TECHNICAL KNOWLEDGE		COOKING and NUTRITION			
	Developing, planning and communicating ideas		Developing, planning and communicating ideas		Developing, planning and communicating ideas							
	Be able to: <ul style="list-style-type: none">Design purposeful, functional, appealing products for themselves and other users based on design criteria.Generate, develop, and communicate their ideas through talking, drawing, templates, mock ups and where appropriate use information and communication technology.		Be able to: <ul style="list-style-type: none">Select from and use a range of tools and equipment to perform practical tasks (For example cutting, shaping, joining and finishing)		Be able to: <ul style="list-style-type: none">Explore and evaluate existing products.Evaluate their ideas against an existing criteria.		Be able to: <ul style="list-style-type: none">Build structures exploring how they can be made stronger, stiffer and more stable.Explore and use mechanisms for example levers, sliders, wheels and axles in their products.		Be able to: <ul style="list-style-type: none">Use the basic principles of a healthy and varied diet to prepare dishes.Understand where food comes from.			
	AUTUMN				SPRING				SUMMER			
	AUTUMN 1		AUTUMN 2		SPRING 1		SPRING 2		SUMMER 1		SUMMER 2	
	Materials and textiles <ul style="list-style-type: none">Understand the purpose of design criteriaThink of an idea and plan what to do nextSelect materials considered to be suitable.Explain why they have chosen specific textilesMeasure accurately how much textile they need for their product.Use prior knowledge and skills from Year 1 rolling and coiling materials.		Materials and textiles (clay and fabrics) <ul style="list-style-type: none">Generate ideas by drawing on experiences.Develop design ideas through discussion, observation and drawing.Select tools and materials.Use tools safely.Assemble, join and combine materials to make the product.Evaluate the product as it develops and identify strengths and possible changes they might make.Add to their design to improve appearance.		Materials and construction <ul style="list-style-type: none">Develop their own ideas from their initial starting point.Make sensible choices about which materials would be most appropriate for their construction.Use measuring skills.Join materials and components together in different ways.Use tools safely.Explain what went well with their work and suggest improvements.Use prior learning through modelling of experts, to design and create a glass product.		Cooking and Nutrition Mechanisms <ul style="list-style-type: none">Explain what it means to be hygienic and action this in the kitchen.Use kitchen equipment safely and follow kitchen safety procedures.Describe the ingredients used when making a dish.Understand the need for a balanced diet and use knowledge of food groups in preparing their packed lunch.Join materials together as part of a moving product.Understand how winding mechanisms operate.		Materials and construction <ul style="list-style-type: none">Think of an idea and plan what to do nextExplain why they have chosen specific textilesChoose tools and materials and explain why they have chosen themJoin materials and components in different waysMeasure materials to use in a model or structureExplain what went well with their work		Materials, construction and mechanisms <ul style="list-style-type: none">Choose tools and materials and explain why they have chosen themJoin materials and components in different waysIncorporate some type of movement into your product.Measure materials to use in a model or structure.	

DESIGN TECHNOLOGY SKILL DEVELOPMENT FOR YEAR 2

DEVELOPING, PLANNING and COMMUNICATING IDEAS	WORKING WITH TOOLS, EQUIPMENT, MATERIALS and COMPONENTS TO MAKE QUALITY PRODUCTS (INC FOOD)	EVALUATING PROCESSES and PRODUCTS
Year 2 children should be taught to: <ul style="list-style-type: none">• Generate ideas by drawing on their own and other people's experiences• Develop their design ideas through discussion, observation , drawing and modelling• Identify a purpose for what they intend to design and make• Identify simple design criteria• Make simple drawings and label part	Year 2 children should be taught to: <ul style="list-style-type: none">• Begin to select tools and materials; use vocab' to name and describe them• Measure, cut and score with some accuracy• Use hand tools safely and appropriately• Assemble, join and combine materials in order to make a product• Cut, shape and join fabric to make a simple garment. Use basic sewing techniques• Follow safe procedures for food safety and hygiene• Choose and use appropriate finishing technique	Year 2 children should be taught to: <ul style="list-style-type: none">• Evaluate against their design criteria• Evaluate their products as they are developed, identifying strengths and possible changes they might make• Talk about their ideas, saying what they like and dislike about them
DT Vocabulary: Evaluate choices Select product Appropriate technique Manage mechanism Adapt Develop Improve		

DESIGN TECHNOLOGY END POINTS KS1

DT END POINTS (KS1)

In DT by the end of Year 2 children will be able to:

- Design, make a model in response to an idea and describe how and why they made it as it is.
- Select tools and materials appropriately for a design.
- Build structures and investigate how they can be improved in response to design criteria.
- Evaluate what went well and say what they would do differently next time.

DT END POINTS for KS1 MOST ABLE:

In the context of KS1 DT Curriculum or in any extracurricular art experiences, children can:

- Plan by suggesting what to do next.
- Explain their choice of tools and equipment.
- Suggest how their products could be improved.
- Know that a 3-D textiles product can be assembled from two identical fabric shapes.
- know that food ingredients should be combined according to their sensory characteristics.
- know the correct technical vocabulary for the projects they are undertaking
- children who excel in the DT curriculum objectives or are identified as having a specific talent or passion in DT will be supported and encouraged to reach their potential and access the best support possible.

How to achieve this:

- Promote engagement in extracurricular DT and clubs
- Communicate with parents about skills and talents
- Encourage access to school based or externally provided DT experiences
- Provide additional opportunities to engage in DT related trips, visits and performances in the local area utilising local venues and organisations such as The Glass Centre, The Word, Discovery Museum, Local Universities etc.
- Provide opportunities to meet and learn about inspiring designers.

DT END POINTS for KS1 LEAST ABLE:

With support children can:

- Generate ideas and recognise characteristics of familiar products.
- Produce plans show that, with help, they can put their ideas into practice.
- Use pictures and words to describe what they want to do.
- Explain what they are making and which tools they are using.
- Use tools and materials with help, where needed.
- Talk about their own and other people's work in simple terms and describe how a product works.

How to achieve this:

- Planning frames to aid the planning process.
- Pre teaching key vocabulary, vocabulary mats

DT END POINTS and SUPPORT children in both EYFS and KS1 with SEND

For children with severe, profound and/or multiple learning difficulties working below National Curriculum standards and not engaged in subject specific study, the 'Engagement Model' will be used for assessment.

The five areas of engagement are:

- Exploration
- Persistence
- Initiation
- Anticipation
- Realisation



This model will be used alongside children's individual EHCP and child Support Plans to plan for and assess children's progression across the bespoke curriculum that they are able to access in line with their strengths and needs.

COMPUTING - KEY KNOWLEDGE MAP

	YEAR 2 AUTUMN TERM	YEAR 2 SPRING TERM	YEAR 2 SUMMER TERM	NATIONAL CURRICULUM
DIGITAL LITERACY	<p>Know how to refine searches using the Search tool.</p> <p>Use digital technology to share work on Purple Mash to communicate and connect with others locally.</p> <p>Have some knowledge and understanding about sharing more globally on the Internet.</p> <p>Understand how we talk to others when they are not there in front of us.</p> <p>Open and send simple online communications in the form of email.</p> <p>Understand that information put online leaves a digital footprint or trail.</p> <p>Identify the steps that can be taken to keep personal data and hardware secure</p>		<p>Understand the terminology associated with the Internet and searching, the Internet</p> <p>Gain a better understanding of searching the Internet.</p> <p>Create a leaflet to help someone search for information on the Internet.</p>	<ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
INFORMATION TECHNOLOGY	<p>Revise prior learning on spreadsheets.</p> <p>Use copying, cutting and pasting shortcuts in 2Calculate.</p> <p>Use 2Calculate totalling tools.</p> <p>Use 2Calculate to solve a simple puzzle</p> <p>Explore a spreadsheet in adding up coins to match the prices of objects</p> <p>Add and edit data in a table layout.</p> <p>Use the data</p>	<p>Explore 2Paint A Picture.</p> <p>Look at the work of Impressionist artists and recreate them using the Impressionism template.</p> <p>Look at the work of pointillist artists such as Seurat.</p> <p>Recreate pointillist art using the Pointillism template.</p> <p>Look at the work of Piet Mondrian and recreate it using the Lines template.</p> <p>Look at the work of William Morris and recreate it using the Patterns template.</p> <p>To look at some surrealist art and create your own using the eCollage function in 2Paint A Picture.</p> <p>Show that the information provided on pictograms is of limited use beyond answering simple questions</p> <p>Use yes/no questions to separate information</p> <p>Construct a binary tree to separate different items.</p> <p>Use 2Question (a binary tree) to answer questions</p> <p>Use a database to answer more complex search questions.</p> <p>Use the Search tool to find information.</p>	<p>Be introduced to making music digitally using 2Sequence.</p> <p>Explore, edit and combine sounds using 2Sequence</p> <p>Add sounds to a tune -improve it.</p> <p>Think about how music can be used to express feelings and create tunes which depict feelings..</p> <p>Upload a sound from a bank of sounds into the Sounds section</p> <p>Record their own sound and upload it into the Sounds section.</p> <p>Create their own tune using the sounds which they have added to the Sounds section.</p> <p>Explore how a story can be presented in different ways.</p> <p>Make a quiz about a story or class topic</p> <p>Make a fact file on non-fiction topic.</p> <p>Make a presentation to the class.</p>	<ul style="list-style-type: none"> create and debug simple programs use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
COMPUTER SCIENCE	<p>Understand what an algorithm is.</p> <p>Create a computer program using an algorithm</p> <p>Create a program using a given design.</p> <p>Understand the collision detection event.</p> <p>Understand that algorithms follow a sequence.</p> <p>Design an algorithm that follows a timed sequence.</p> <p>Understand that different objects have different properties.</p> <p>Understand what different events do in code.</p> <p>Create a program using a given design.</p> <p>Understand the function of buttons in a program.</p> <p>Know what debugging means.</p> <p>Understand the need to test and debug a program repeatedly.</p> <p>Debug simple programs.</p>			

Year 2 COMPUTING CURRICULUM LONG TERM PLAN

TRANSITION from Year 1. The children in Year 1 use Purple Mash to prepare pupils to thrive in an increasingly digital world, the three essential components taught are computer science, digital literacy and information technology. The children have been taught to understand the importance of using technology safely and respectfully, they have been introduced to the common uses of technology beyond the school environment, the functionality of direction keys on the keyboard and understand how to create and debug a set of instructions (algorithm). This means on entering Year 2 children understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. They are ready for the challenges of using spreadsheets, editing data and gaining a better understanding of how to search the internet for information safely, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Children will enter Year 3 ready use search technologies effectively and be discerning in evaluating digital content.

YEAR 2		AUTUMN		SPRING		SUMMER	
COMPUTING	 	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
		Be able to: <ul style="list-style-type: none"> Understand what an algorithm is. Create a computer program using an algorithm Create a program using a given design. Understand the collision detection event. Understand that algorithms follow a sequence. Design an algorithm that follows a timed sequence. Understand that different objects have different properties. Understand what different events do in code. Create a program using a given design. Understand the function of buttons in a program. Know what debugging means. Understand the need to test and debug a program repeatedly. Debug simple programs. 	Be able to: <ul style="list-style-type: none"> Know how to refine searches using the Search tool. Use digital technology to share work on Purple Mash to communicate and connect with others locally. Have some knowledge and understanding about sharing more globally on the Internet. Understand how we talk to others when they are not there in front of us. Open and send simple online communications in the form of email. Understand that information put online leaves a digital footprint or trail. Identify the steps that can be taken to keep personal data and hardware secure Revise prior learning on spreadsheets. Use copying, cutting and pasting shortcuts in 2Calculate. Use 2Calculate totalling tools. Use 2Calculate to solve a simple puzzle Explore a spreadsheet in adding up coins to match the prices of objects Add and edit data in a table layout. Use the data 	Be able to: <ul style="list-style-type: none"> Explore 2Paint A Picture. Look at the work of Impressionist artists and recreate them using the Impressionism template. Look at the work of pointillist artists such as Seurat. Recreate pointillist art using the Pointillism template. Look at the work of Piet Mondrian and recreate it using the Lines template. Look at the work of William Morris and recreate it using the Patterns template. To look at some surrealist art and create your own using the eCollage function in 2Paint A Picture. Understand the terminology associated with the Internet and searching Gain a better understanding of searching the Internet. Create a leaflet to help someone search for information on the Internet. 	Be able to: <ul style="list-style-type: none"> Show that the information provided on pictograms is of limited use beyond answering simple questions Use yes/no questions to separate information Construct a binary tree to separate different items. Use 2Question (a binary tree) to answer questions Use a database to answer more complex search questions. Use the Search tool to find information. 	Be able to: <ul style="list-style-type: none"> Be introduced to making music digitally using 2Sequence. Explore, edit and combine sounds using 2Sequence Add sounds to a tune to improve it. Think about how music can be used to express feelings and create tunes which depict feelings. Upload a sound from a bank of sounds into the Sounds section Record their own sound and upload it into the Sounds section. Create their own tune using the sounds which they have added to the Sounds section. 	Be able to: <ul style="list-style-type: none"> Understand the terminology associated with the Internet and searching. the Internet Gain a better understanding of searching the Internet. Create a leaflet to help someone search for information on the Internet. Explore how a story can be presented in different ways. Make a quiz about a story or class topic Make a fact file on a non-fiction topic. Make a presentation to the class.

COMPUTING SKILL DEVELOPMENT FOR YEAR 2

COMPUTER SCIENCE	DIGITAL LITERACY	PRACTICAL SKILLS	VOCABULARY
<p>Year 2 children should be taught to:</p> <p>Program: Create a simple program in e.g... Scratch, Logo, and Kodu.</p> <p>Debug: Identify and describe bugs in a simple program, and start to suggest corrections.</p> <p>Use logic: Verbalise what will happen in a simple program before activating.</p>	<p>Year 2 children should be taught to:</p> <p>Working with digital content year 2</p> <p>Create, manipulate and present: Go beyond teacher instruction to create content in simple editing programs. With support, create simple presentations e.g... a poster through Publisher or Word. Manipulate digital content e.g... highlight and delete text in Word, zoom in on a digital map.</p> <p>Organise/store: Follow instructions to save files to a specific location.</p> <p>Retrieve: Visit a known website and select some information (copying onto paper).</p> <p>Analyse/evaluate: Start to make selections, e.g... from or within sources of information. Using IT safely (Year 2) Understand who they can report things to if they're worried about anything digital.</p> <p>Communications technology: With support, set up a video conference call, e.g... Skype or Facetime. Using IT respectfully (Year 2) Start to verbalise other people's needs and feelings.</p>	<p>Year 2 children should be taught to:</p> <p>Keyboard: Navigate a qwerty keyboard, e.g.. type a simple sentence and use cursor keys, back-space, etc.</p> <p>Mouse: Use the double-click function.</p>	<p>Year 2 children should be taught to:</p> <p>For programming sprite (de)bug data information object model process horizontal vertical diagonal (i.e. sloped) symmetrical reflect left right</p> <p>For hardware, systems, etc... device application tool file drive disk (sub)folder save save-as internet search video</p> <p>audio text image hardware editing/presentation software window material For controls Shift control caps-lock password Return enter back-space delete open close select zoom highlight For talk about IT similarity difference landscape portrait</p>

COMPUTING END POINTS KS1

COMPUTING END POINTS (KS1)

In Computing by the end of Year 2 children will be able to:

- Use a paint program to create a picture.
- Name and discuss ways of staying safe on the internet.
- Use coding to write a simple program.
- Use the internet as a research tool
- Retrieve and store information

COMPUTING END POINTS for KS1 MOST ABLE:

children who excel in the Computing curriculum objectives or are identified as having a specific talent or passion in Computing will be supported and encouraged to reach their potential and access the best support possible.

children can:

- Make links between the online and offline world;
- Save their work to a folder independently;
- Construct, send and retrieve an email using a computer or digital device;
- Identify dangers online and know what to do about them.
- Explain what to do if a website makes them uncomfortable and why this is important.
- See how a product changes when they change the instructions;
- Evaluate and improve their sequence (debug).
- Explain what a 'digital footprint' is and how it is generated.
- Have knowledge of the location of letters and symbols on the keyboard.

How to achieve this:

- Communicate with parents about skills and talents
- Encourage access to school based or externally provided Computing experiences
- Provide additional opportunities to engage in Computing related trips and visits in the local area utilising local venues and organisations such as The Word.
- Provide opportunities to meet and learn about inspiring inventors and computer scientists.

COMPUTING END POINTS for KS1 LEAST ABLE:

With support children can:

- Use a paint program to create a picture.
- Use a website to safely search for information;
- Know that people can use the information they put online;
- Begin to identify possible dangers online and what to do if a website makes them uncomfortable;
- Know how to save and store information in a folder;

How to achieve this:

Planning frames to aid the planning process (where appropriate).

Pre teaching key vocabulary.

Vocabulary mats.

Support LSA/TCH

Visual instructions - first, then, next

COMPUTING END POINTS and SUPPORT children in both EYFS and KS1 with SEND

For children with severe, profound and/or multiple learning difficulties working below National Curriculum standards and not engaged in subject specific study, the 'Engagement Model' will be used for assessment.

The five areas of engagement are:

- Exploration
- Persistence
- Initiation
- Anticipation
- Realisation

This model will be used alongside children's individual EHCP and child Support Plans to plan for and assess children's progression across the bespoke curriculum that they are able to access in line with their strengths and needs.

RELATIONSHIPS AND SEX EDUCATION - KEY KNOWLEDGE MAP

	YEAR 2 AUTUMN	YEAR 2 SPRING	YEAR 2 SUMMER
MY RELATIONSHIPS	<p>Recognise that people have different ways of expressing their feelings</p> <p>Identify different ways to respond to the feelings of others.</p> <p>Recognise the differences between bullying, unkind behaviour or teasing.</p> <p>Learn strategies to deal with unkind behaviour, conflict and where to get help if they are upset.</p> <p>Recognise a healthy friendship and its qualities.</p>		
VALUING DIFFERENCE	<p>Identify differences and similarities between others.</p> <p>Recognise and explain how a person's behaviour can affect other people.</p> <p>Learn and use different ways to show good listening.</p> <p>Explain how it feels to be part of a group and left out of a group.</p> <p>Recognise and talk about acts of kindness and how they can impact others.</p>		
KEEPING MYSELF SAFE		<p>Explain simple issues of safety and responsibility about medicines and their use.</p> <p>Identify situations in which they would feel safe or unsafe</p> <p>Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation</p> <p>Identify safe secrets (including surprises) and unsafe secrets and</p> <p>Recognise the importance of telling someone they trust about a secret.</p> <p>Identify inappropriate touch, how it can make someone feel and that people don't like the same types of touch.</p>	
RIGHTS & RESPONS		<p>Identify strategies in cooperation.</p> <p>Identify strategies in self-regulation.</p> <p>Name ways to stay safe when using the internet.</p> <p>Recognise that they have a responsibility to help care for their immediate and broader environment.</p> <p>Learn about saving and spending money.</p>	
BEING MY BEST			<p>Recognise how different food groups work in our body.</p> <p>Explain how some infectious illnesses are spread from one person to another.</p> <p>Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain) and</p> <p>Explain the respiratory and digestive processes.</p> <p>Explain how skills are developed.</p>
GROWING AND CHANGING			<p>Give positive feedback to someone.</p> <p>Recognise the range of feelings associated with loss and to discuss things people can do to feel better.</p> <p>Identify the different stages of growth and what people are able to do at these different stages.</p> <p>Identify the human private parts/genitalia and explain that they are used to make a baby.</p> <p>Explain who can see someone's private part, what consent means and how to protect privacy.</p>

Year 2 RELATIONSHIPS and SEX EDUCATION CURRICULUM LONG TERM PLAN

YEAR 2	AUTUMN		SPRING		SUMMER	
R.S.E	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<p>Be able to:</p> <ul style="list-style-type: none"> Suggest actions that will contribute positively to the life of the classroom; Make and undertake pledges based on those actions. Recognise that people have different ways of expressing their feelings; Identify helpful ways of responding to other's feelings. Recognise, name and understand how to deal with feelings Explain the difference between bullying and isolated unkind behaviour; Recognise that there are different types of bullying and unkind behaviour and that both are unacceptable ways of behaving. Understand and describe strategies for dealing with bullying; 	<p>Be able to:</p> <ul style="list-style-type: none"> Identify some of the physical and non-physical differences and similarities between people; Know and use words and phrases that show respect for other people. Recognise and explain how a person's behaviour can affect other people. Explain how it feels to be part of or left out of a group; Identify groups they are part of; Recognise and describe acts of kindness and unkindness; and how these impact on others; Show acts of kindness to others in school. 	<p>Be able to:</p> <ul style="list-style-type: none"> Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; Identify the types of touch they like and do not like; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable Recognise that some touches are not fun and can hurt or be upsetting; Identify safe secrets (including surprises) and unsafe secrets; Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable. 	<p>Be able to:</p> <ul style="list-style-type: none"> Describe and record strategies for getting on with others in the classroom. Explain, and be able to use, strategies for dealing with impulsive behaviour. Understand that people have choices about what they do with their money; Know that money can be saved for a use at a future time; Explain how they might feel when they spend money on different things. 	<p>Be able to:</p> <ul style="list-style-type: none"> Explain the stages of the learning line showing an understanding of the learning process; Help themselves and others develop a positive attitude that support their wellbeing; Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning. Understand and give examples of things they can choose themselves and things that others choose for them; Explain things that they like and dislike, and understand that they have choices about these things; Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. Explain how germs can be spread; Describe simple hygiene routines such as hand washing; Understand that vaccinations can help to prevent certain illnesses. Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); Describe how food, water and air get into the body and blood. 	<p>Be able to:</p> <ul style="list-style-type: none"> Demonstrate simple ways of giving positive feedback to others. Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. Identify different stages of growth (e.g., baby, toddler, child, teenager, adult); Understand and describe some of the things that people are capable of at these different stages. Explain what privacy means; Know that you are not allowed to touch someone's private belongings without their permission; Give examples of different types of private information.

Year 1 RELATIONSHIP and SEX EDUCATION CURRICULUM PROGRESSION GUIDE (KNOWLEDGE and SKILLS)

Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Doing My Best	Growing and Changing
<ul style="list-style-type: none"> I understand we have different ways to express our feelings. I can express my feelings in a safe, controlled way. I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me. I can tell someone how they are making me feel. I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend. 	<ul style="list-style-type: none"> I can be respectful of those who are different to me. I can describe how someone can change someone's feelings. I can tell you why it is important to show good listening to people who think differently to me. I can name and suggest strategies to someone who feels left out. I can be kind and use kind words to my friends. 	<ul style="list-style-type: none"> I can keep myself safe around medicines. I can explain that they can be helpful or harmful, and say how they can be used safely. I can say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping myself and others safe. I can say what I do and don't like and who to ask for help. I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong. I can give examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something. 	<ul style="list-style-type: none"> I can make choices that help me play and work well with others. I can use some strategies when I feel upset or angry. I can ask for help from a trusted adult. I can name some ways I can look after my environment. I can make choices with money. 	<ul style="list-style-type: none"> I can explain what happens when I learn something new. I can explain how setting a goal or goals will help me to achieve what I want to be able to do. I can explain how hand hygiene stops virus' and germs from spreading. I can give examples of what I can do and give to my body to stay healthy. I can name different parts of my body that are inside me and help to turn food into energy. 	<ul style="list-style-type: none"> I can give support to a friend. I can describe feelings of loss and suggest what someone can do if a friend moves away. I can describe the stages of growth I have been through and what I look forward to in my future. I can name the human private parts that are used to make a baby. I can talk about keeping private parts private.

KS1 RELATIONSHIPS and SEX EDUCATION CURRICULUM END POINTS

RSE END POINTS KS1 (as part of Personal, Social and Emotional development, Health Education and Sex Education)

RSE END POINTS (KS1)

In RSE by the end of Year 2, children will know:

- That families are important for children growing up because they can give love and security.
- The importance of spending time together and sharing each others lives.
- That others' families, either in school or the wider world, sometimes look different from their family, but they should respect those differences.
- Begin to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
- How important friendships are in making us feel happy and secure.
- The characteristics of friendships including truthfulness, kindness, sharing interests and experiences.
- That healthy relationships are positive and welcoming towards others.
- That most friendships have ups and downs, and that these can often be worked through so that friendship is repaired or even strengthened and that resorting to violence is never right.
- Begin to recognise who to trust and who not to trust and how to seek help or advice from others, if needed.
- The importance of respecting others, even if they are very different from them.
- The conventions of courtesy and manners.
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About different types of bullying (including cyber bullying), the impact of bullying and how to get help.
- The rules and principals for staying safe on line.
- Begin to understand how information and data is shared and used on line.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical and other, contact.
- How to respond safely and appropriately to adults they encounter (in all contexts, including on line) whom they don't know).

RSE END POINTS for KS1 MOST ABLE:

- Pupils learn about and can discuss solving problems that might arise with friendships.
- Pupils understand about valuing the similarities and differences between themselves and others and can explain what is meant by a community and the importance of belonging to a group e.g.. Class group
- Pupils know about celebrating achievements and setting personal goals , and about positive ways to deal with set-backs
- Pupils can discuss the need to about make healthy choices about food and drinks and how branding can affect what foods people choose to buy
- Pupils have an understanding of why people may eat or avoid certain foods (religious, moral, cultural or health reasons)
- Pupils know about keeping active, can discuss ways in which to do this and some of the challenges this might involve.
- Pupils can talk about how everybody needs to be cared for and ways in which they care for others. They know about different types of family and how their home-life is special.

How to achieve this:

- Organisation and involvement in class/school events and celebrations linked to RSE
- Opportunities to visit and perform other groups within the community e.g.. singing for elderly, McMillan Cancer coffee morning.
- Involve children in School Council Initiatives
- Invitation of visitors to school from differing cultures and communities
- Planned teaching re: different families and the celebration of similarities and differences.

RSE END POINTS KS1 (as part of Personal, Social and Emotional development, Health Education and Sex Education)

RSE END POINTS and SUPPORT for KS1 LEAST ABLE

Children working below ARE

With support children can:

- Discuss what makes themselves and others special
- Demonstrate an understanding of the importance of being cooperative with others
- Talk about safety in familiar situations, including personal safety. They can name people who help keep them safe outside the home.
- Explain the importance of physical activity, sleep and rest and will articulate the names and roles of people who help us to stay healthy and well and outline basic health and hygiene routines.
- Recognise bullying and how it can make people feel. Pupils can talk about and are becoming more aware of different types of bullying, including 'online' and how to respond to bullying incidents.

How to achieve this:

- Involve children in small group games/play alongside others
- Modelling by adults
- Planning of opportunities where collaboration is key to success
- Ensuring the planned learning initiates opportunities for decision making, sharing of resources', exploration of and practise using a variety of materials and tools competently, safely and purposefully.

RSE END POINTS and SUPPORT children in both EYFS and KS1 with SEND

For children with severe, profound and/or multiple learning difficulties working below National Curriculum standards and not engaged in subject specific study, the 'Engagement Model' will be used for assessment.

The five areas of engagement are:


- Exploration
- Persistence
- Initiation
- Anticipation
- Realisation

This model will be used alongside children's individual EHCP and child Support Plans to plan for and assess children's progression across the bespoke curriculum that they are able to access in line with their strengths and needs.

	YEAR 2 AUTUMN TERM	YEAR 2 SPRING TERM	YEAR 2 SUMMER TERM
	<p>Who is Muslim and how do they live? (part 1) Make sense of belief:</p> <ul style="list-style-type: none"> Recognise the words of the Shahadah and its importance to Muslims Identify some of the key Muslim beliefs about God and the 99 names of Allah, and give a simple description of what some of them mean Give examples of how stories about the Prophet show what Muslims believe about Muhammad <p>Understand the impact:</p> <ul style="list-style-type: none"> Give examples of how Muslims use the Shahadah to show what matters to them Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions Give examples of how Muslims put their beliefs about prayer into action <p>Why does Christmas matter to Christians? Make sense of belief:</p> <ul style="list-style-type: none"> Recognise that stories of Jesus' life come from the Bible Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians <p>Understand the impact:</p> <ul style="list-style-type: none"> Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas 	<p>Who is Muslim and how do they live? (part 2) Make sense of belief:</p> <ul style="list-style-type: none"> Recognise the words of the Shahadah and its importance to Muslims Identify some of the key Muslim beliefs about God and the 99 names of Allah, and give a simple description of what some of them mean Give examples of how stories about the Prophet show what Muslims believe about Muhammad <p>Understand the impact:</p> <ul style="list-style-type: none"> Give examples of how Muslims use the Shahadah to show what matters to them Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions Give examples of how Muslims put their beliefs about prayer into action <p>Why does Easter matter to Christians? Make sense of belief:</p> <ul style="list-style-type: none"> Recognise that Incarnation and Salvation are part of a 'big story' of the Bible Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of salvation <p>Understand the impact:</p> <ul style="list-style-type: none"> Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter 	<p>What is the good news Christians say Jesus brings? Make sense of belief:</p> <ul style="list-style-type: none"> Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news' Give clear, simple accounts of what Bible texts mean to Christians Recognise that Jesus gives instructions to people about how to behave <p>Understand the impact:</p> <ul style="list-style-type: none"> Give two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless Give two examples of how Christians put these beliefs into practice in the Church community and their own lives <p>What makes some places sacred to believers? Make sense of belief:</p> <ul style="list-style-type: none"> Recognise that there are special places where people go to worship, and talk about what people do there Identify three objects used in worship in two religions and give a simple account of how they are used and something about what they mean Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship <p>Understand the impact:</p> <ul style="list-style-type: none"> Give examples of stories, objects, symbols and actions used in churches, mosques and synagogues which show what people believe Give simple examples of how people worship at a church, mosque or synagogue Talk about why some people like to belong to a sacred building or community

Year 2 RELIGIOUS EDUCATION CURRICULUM LONG TERM PLAN

TRANSITION from Year 1. Children enter Year 2 having explored what a belief is and why it is important to people, they have been exposed to a range of resources to explore and support their understanding of religion and belief. They have had the opportunity to share and ask questions about what they know, have seen or heard in relation to What do Christians believe God looks like and who is Jewish and how do they live. This 'people' based approach to exploring faiths and beliefs allows the children to make connections between faiths and helps them understand the impact on of believers. In Year 2 this approach and respect for the faith of others is further developed when who is a Muslim, why does Christmas matter to Christians and places sacred to believers are all explored. In Year 2 children will also begin to use abstract terms linked to faith for context, discussions and doctrine, theology and faith. This approach underpins the work that will be undertaken in Key Stage 2 using the new syllabus established in Sunderland.

YEAR 2	AUTUMN		SPRING		SUMMER	
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
RE 	<p>Who is Muslim and how do they live? (part 1) Make sense of belief: Be able to:</p> <ul style="list-style-type: none"> Recognise the words of the Shahadah and its importance to Muslims Identify some of the key Muslim beliefs about God and the 99 names of Allah, and give a simple description of what some of them mean Give examples of how stories about the Prophet show what Muslims believe about Muhammad <p>Understand the impact: Be able to:</p> <ul style="list-style-type: none"> Give examples of how Muslims use the Shahadah to show what matters to them Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions Give examples of how Muslims put their beliefs about prayer into action 	<p>Why does Christmas matter to Christians? Make sense of belief: Be able to:</p> <ul style="list-style-type: none"> Recognise that stories of Jesus' life come from the Bible Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians <p>Understand the impact: Be able to:</p> <ul style="list-style-type: none"> Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas 	<p>Who is Muslim and how do they live? (part 2) Make sense of belief: Be able to:</p> <ul style="list-style-type: none"> Recognise the words of the Shahadah and its importance to Muslims Identify some of the key Muslim beliefs about God and the 99 names of Allah, and give a simple description of what some of them mean Give examples of how stories about the Prophet show what Muslims believe about Muhammad <p>Understand the impact: Be able to:</p> <ul style="list-style-type: none"> Give examples of how Muslims use the Shahadah to show what matters to them Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions Give examples of how Muslims put their beliefs about prayer into action 	<p>Why does Easter matter to Christians? Make sense of belief: Be able to:</p> <ul style="list-style-type: none"> Recognise that Incarnation and Salvation are part of a 'big story' of the Bible Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of salvation <p>Understand the impact: Be able to:</p> <ul style="list-style-type: none"> Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter 	<p>What is the good news Christians say Jesus brings? Make sense of belief: Be able to:</p> <ul style="list-style-type: none"> Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news' Give clear, simple accounts of what Bible texts mean to Christians Recognise that Jesus gives instructions to people about how to behave <p>Understand the impact: Be able to:</p> <ul style="list-style-type: none"> Give two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless Give two examples of how Christians put these beliefs into practice in the Church community and their own lives 	<p>What makes some places sacred to believers? Make sense of belief: Be able to:</p> <ul style="list-style-type: none"> Recognise that there are special places where people go to worship, and talk about what people do there Identify three objects used in worship in two religions and give a simple account of how they are used and something about what they mean Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship <p>Understand the impact: Be able to:</p> <ul style="list-style-type: none"> Give examples of stories, objects, symbols and actions used in churches, mosques and synagogues which show what people believe Give simple examples of how people worship at a church, mosque or synagogue Talk about why some people like to belong to a sacred building or community

RELIGIOUS EDUCATION SKILL DEVELOPMENT FOR YEAR 2

UNDERSTANDING RELIGION AND FAITH	SKILLS: THINKING and INTERACTION	VOCABULARY APPLICATION	
Year 2 pupils should be taught to:	Year 2 pupils should be taught to:	Year 2 pupils should start using abstract terms that link to faith:	
Understanding religion and faith:	Insight versus knowledge:	For context	
Understand that there is more than one belief system.	Demonstrate a respect for other people's knowledge.	years BC/AD	
Questioning:	Respect & empathy:	CE/BCE (dating system)	
Show curiosity by voluntarily asking questions about what they have seen, heard or read.	Demonstrate respect for others (e.g. by choosing to help each other).	century	
Reading:	Listen courteously: (e.g. take turns to explain views).	period	
Read, hear and discuss religious literature; start to make own selections.	Right & Wrong:	later	
Using Texts:	Understand the concept of right and wrong, and accept that other people and other faiths may view this differently.	earlier	
Identify ways that religion is presented and represented (e.g. fiction, images, maps).	Social skills:	since	
Start to explain a personal response to (parts of) books and religious texts.	Demonstrate awareness of the 'rules' for behaviour in a religious setting.	long (after, before)	
Finding Morals: (in stories)		at the same time	
Recognise and start to explain the moral of a story.		sculpture	
		For discussions	
		document	stands for
		compare	difference
		rank	similarity
		order	represents
		value	imagination
		experience	
		For doctrine, theology and faith	
		Convert	sacrifice
		Martyr	fast
		Eternal	truth
		ceremony	Bible/Qu'ran
		hymn	Church/mosque
		marriage	Priest/rabbi
		funeral	

RE END POINTS KS1

RE END POINTS (KS1)

In RE by the end of Year 2, children will know:

Sense of Beliefs

Pupils should be able to:

- Identify the core beliefs and concepts studied and give a description of what they mean
- Give examples of how stories show what people believe
- Give clear, simple accounts of what stories and other texts mean to believers

Understanding the impact

Pupils should be able to:

- Give examples of how people use stories, texts and teachings to guide their beliefs and actions
- Give examples of ways in which believers put their belief into action

Make connections

Pupils should be able to:

- Think, talk and ask questions about whether the ideas they have been studying have something to say to them
- Give a good reason for the views they have and the connections they make.

RE END POINTS for KS1 MOST ABLE:

- Associate core beliefs and concepts studied demonstrating understanding.
- Make connections between stories and what they have studied and their own beliefs.

Children who excel in the RE curriculum objectives or are identified as having a specific talent or passion in RE will be supported and encouraged to reach their potential and access the best support possible.

How to achieve this:

- Communicate with parents about skills and talents
- Encourage access to school based or externally provided RE experiences
- Provide opportunities to meet and learn about inspiring people within the field.

RE END POINTS for KS1 LEAST ABLE:

In RE by the end of Year 2, children will know:

With or without support:

Sense of Beliefs

- Identify the core beliefs and concepts studied and give a simple description of what they mean
- Give some examples of how stories show what people believe

Understanding the impact

- Give some examples of how people use stories, texts and teachings to guide their beliefs and actions

Make connections

- Think, talk and ask questions about whether the ideas they have been studying have something to say to them

RE END POINTS and SUPPORT children in both EYFS and KS1 with SEND

For children with severe, profound and/or multiple learning difficulties working below National Curriculum standards and not engaged in subject specific study, the 'Engagement Model' will be used for assessment.

The five areas of engagement are:

- Exploration
- Persistence
- Initiation
- Anticipation
- Realisation

This model will be used alongside children's individual EHCP and child Support Plans to plan for and assess children's progression across the bespoke curriculum that they are able to access in line with their strengths and needs.

Year 2 MUSIC CURRICULUM LONG TERM PLAN

TRANSITION from Year 1. Children in Year 1 have a dedicated music lesson each week from a specialist music teacher. The children also have the opportunity to learn the violin from a peripatetic music teacher. The focus on listening and appraising a wide genre of music, identification of the key elements of music, composition and performance ensure the standards of children's musical knowledge and understanding are high with children being able to create, blend or using existing sounds or a tuned instrument to create melody and harmony when entering Year 2. In Year 2 the teaching by a specialist music teacher continues. On leaving Year 2 they use their voices expressively and creatively by singing songs and performing and can listen with concentration a wide range of high quality live or recorded music. On entering Year 3 they are ready to play, improvise, compose and perform for a range of purposes.

YEAR 2	AUTUMN	SPRING	SUMMER
	The implementation of the intent will be embedded across the curriculum through topics and subjects developed following the children's learning and interests in key annual events. Opportunities for each discipline identified below.		
MUSIC			
	<p>TEMPO Learn term 'tempo'.</p> <ul style="list-style-type: none"> Recognise contrasts in pieces and understand reasons for them. Follow instructions from leader. <p>DURATION</p> <ul style="list-style-type: none"> Explore different note lengths in notation - 1 beat, 2 beat and 4 beat notes. Understand what a 'bar' is. Learn the effects of silence in music. Introduce the use of a 'res'. Explore the length of sounds produced by instruments and devise ways of representing the different lengths with symbols. <p>PITCH</p> <ul style="list-style-type: none"> Perform in small and large groups when singing to an audience a variety of songs with different styles. DE 	<p>DYNAMICS</p> <p>Recap Italian terms 'p', 'pp', 'f', 'ff'. Introduce the terms 'crescendo' and 'diminuendo'. Listen to examples.</p> <ul style="list-style-type: none"> Control dynamics in own music making to create different effects. <p>TIMBRE</p> <ul style="list-style-type: none"> Explore a wide range of percussion instruments from around the world. Use knowledge of instruments to create sound effects for a class story by matching and sorting appropriately. Create accompaniments to familiar songs e.g., nursery rhymes. Consider different composers use of sounds in well-known pieces e.g., Leroy Anderson. <p>TEXTURE</p> <ul style="list-style-type: none"> Recap the term 'texture' referring to music as 'full or 'thin'. Create a class and group compositions using a simple score that indicates changes in texture. Listen to music with contrasting textures e.g., Ravel's 'Bolero' and Radetzky's 'March'. Discuss the different moods of music. DE Respond through pictures. DE 	<p>STRUCTURE</p> <ul style="list-style-type: none"> Introduce the term 'ABBA' to describe a 'musical sandwich'. Develop skills in identifying different sections of music. Understand what a 'phrase' is. Explore different structures e.g., 'AAAB'. Create rhythmical patterns with specific structures. <p>PITCH</p> <ul style="list-style-type: none"> Introduce the concept of a scale. Explore pentatonic and diatonic scales on a range of tuned percussion including electronic keyboards. Develop skills in controlling sound on tuned percussion e.g., holding 2 beaters. Develop skills in improvising short tunes (using knowledge of simple structures to help). Develop singing skills. (See ongoing skills) Develop skills in reading music and recording own work in a way that indicates the rise and fall of the pitch. Develop knowledge of other tuned instruments e.g., violin and consider how the pitch is changed. PFA 3
	<p>Listen and Appraise: Develop skills in listening to and evaluating others' music making. Developing skills in making constructive suggestions on how to improve their own work and that of others.</p> <p>Musical Activity: Develop skills in following instructions using scores, symbols, notation and hand signals. Learn to recognise different styles of music such as jazz, pop, folk etc.. Listen to music from around the world and develop an appreciation for the different cultures. Use the terms 'pulse', 'beat', 'ostinato', 'rhythm', and 'rest' in lessons when talking about music. Begin to include the terms describing musical elements such as 'tempo' in their vocabulary.</p> <p>Improvisation and Composition: Develop confidence in naming, selecting and controlling sounds on a range of percussion instruments. Develop ensemble skills, creating music with a partner and in groups of 4. Learn to maintain own part, keeping in time. Develop skills in finding ways to record their own compositions using symbols, notation etc.. Learn to combine different elements when composing independently e.g., texture, structure and dynamics.</p> <p>Performance: Develop confidence, skill and accuracy in singing and playing skills, working in small and large groups using voice and instruments. Be able to improve / refine a performance. Learn to sing in different parts, developing skills in singing in tune and with good control.</p>		

Year 2 MUSIC CURRICULUM PROGRESSION GUIDE (KNOWLEDGE and SKILLS)

MUSIC SKILL DEVELOPMENT FOR YEAR 2

LISTEN	VOCABULARY	PERFORM	COMPOSE
Year 2 pupils should be taught to:	Year 2 pupils should be taught to:	Year 2 pupils should be taught to:	Year 2 pupils should be taught to:
Listen & describe:	In general:	Sing:	Create:
Start to compare styles, instrumentation and volume.	Use a wide range of everyday musical terms.	Sing in a group, mostly in time.	Create, blend or use existing sounds or a tuned instrument to create melody and harmony.
Identify themes:	Vocabulary for structure:	Aural memory:	Use technology:
Make comments about the 'feel' of a piece of music.	compose	Reproduce simple motifs and melodies (singing).	With help, do a simple search (e.g. on Kids Tube) or for musical information.
Appreciation:	symphony	Play - untuned	Critique:
Clearly verbalise their musical (dis)likes for pieces as a whole; accept that other people may have different views.	opera	Perform in an ensemble, mostly in time.	Discuss the effect of their composition.
Compare:	fanfare	Play - tuned	
Make musical comparisons between more complex pieces.	orchestra	Play in key with others.	
Ask questions:	ensemble		
Show curiosity by voluntarily asking questions about what they have heard.	solo		
	call and response		
	walking bass		
	lip syncing		
	hook		
	Vocabulary for notes and notation:		
	rhythm (spelled)		
	melody		
	harmony		
	unison		
	scale		
	pitch		
	double-time		
	crotchet		
	quaver		
	minim		
	rest		

Year 2 MUSIC CURRICULUM PROGRESSION GUIDE (KNOWLEDGE and SKILLS)

LISTEN	VOCABULARY	PERFORM	COMPOSE
	<p>For music history</p> <p>years (dating system)</p> <p>then</p> <p>century</p> <p>period</p> <p>earlier / later</p> <p>since</p> <p>long after / long before</p> <p>at the same time as</p> <p>For music history:</p> <p>modern</p> <p>pop</p> <p>retro</p> <p>Vocabulary for instrumentation:</p> <p>orchestra</p> <p>ensemble</p> <p>choir</p> <p>chorus (ensemble sense)</p> <p>band</p> <p>(lead/backing) vocal</p> <p>(lead) guitar</p> <p>keyboard</p> <p>synth</p> <p>drum kit</p>		

MUSIC END POINTS KS1

MUSIC END POINTS (KS1)

In Music by the end of Year 2, children will know:

- Have knowledge of percussion instruments, recognising their sound qualities.
- Work as part of a small group, organising sounds and applying their knowledge of musical elements to create a short composition.
- Sing with confidence to an audience with expression.
- Sing in different parts.
- Listen attentively so they can recognise the use of and discuss different elements in both recorded music and in their own music making.

MUSIC END POINTS for KS1 MOST ABLE:

- Read simple musical notation.
- Engage with tuition in a tuned or untuned instrument.
- Play with an increasing degree of accuracy.

Children who excel in the Music curriculum objectives or are identified as having a specific talent or passion in Music will be supported and encouraged to reach their potential and access the best support possible.

How to achieve this:

- Communicate with parents about skills and talents
- Encourage access to school based or externally provided Music experiences
- Provide additional opportunities to engage in Music related trips and visits in the local area utilising local venues and organisations such as the theatre, the Sage.
- Provide opportunities to meet and learn about inspiring people within the field.

MUSIC END POINTS for KS1 LEAST ABLE:

In Music by the end of Year 2, children will know:

With or without support:

- Have knowledge of percussion instruments, recognising their sound qualities.
- Work as part of a small group, organising sounds and applying their knowledge of musical elements to create a short composition.
- Sing with confidence to an audience with expression.
- Listen attentively so they can recognise the use of and discuss different elements in both recorded music and in their own music making.

MUSIC END POINTS and SUPPORT children in both EYFS and KS1 with SEND

For children with severe, profound and/or multiple learning difficulties working below National Curriculum standards and not engaged in subject specific study, the 'Engagement Model' will be used for assessment.

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Year 2 PHYSICAL EDUCATION CURRICULUM LONG TERM PLAN

YEAR 2	AUTUMN	SPRING	SUMMER
PE (PFA)	<p>FUNS 10 (Coordination: footwork), FUNS 1 (Static balance: one leg)</p> <ul style="list-style-type: none"> Hopscotch forwards and backwards alternating the hopping leg each time Complete a 3-step zig-zag pattern forwards and backwards(one leg) Stand still for 30 seconds with eyes closed (both sides) (one leg) Complete 5 squats (both sides) (one leg) Complete 5 ankle extensions (both sides) <p>FUNS 6 Dynamic balance to agility: jumping and landing), FUNS 2 (static balance: seated)</p> <ul style="list-style-type: none"> Jump 2 feet to 2 feet with a 180° turn in both directions Complete tucked jump Complete tucked jump with a 180° turn (both directions) (seated with feet in the air) Pick up a cone from one side, swap hands and replace to the floor with the other hand Sit in a dish shape for 5 seconds 	<p>FUNS 5 (Dynamic balance: on a line), FUNS 4 (Static balance: stance),</p> <ul style="list-style-type: none"> (on a line) Perform a marching action, forwards and backwards, lifting elbow and knees to 90° (on a line) walk forwards and backwards lifting heels up to bottom and using a heel to toe landing Lunge walk forwards bringing opposite elbow up to 90° (on a low beam) maintain balance whilst receiving a small force from various angles (on a low beam) maintain balance whilst raising alternate feet 5 times (on a low beam) maintain balance whilst raising alternate knees 5 times (on a low beam) maintain balance whilst catching a ball at my chest and throwing it back <p>FUNS 9 (Coordination: ball skills), FUNS 7 (Counter Balance: with a partner)</p> <ul style="list-style-type: none"> Stand with legs apart and move a ball around one leg 16 times (right and left leg. Move a ball around the waist 17 times. Stand with legs apart and move a ball around alternate legs 16 times. Hold onto a partner with two hands, with a short base, lean back, hold the balance and move back together. Hold onto a partner with one hand, with a short base, lean back, hold the balance and move back together. 	<p>FUNS 8 (Coordination: sending and receiving), FUNS 12 (Agility: action and response),</p> <ul style="list-style-type: none"> Strike a ball against a wall or with a partner with alternate hands in a rally Kick a ball against a wall or with a partner with alternate feet in a rally Roll 2 balls against a wall or with a partner, sending one whilst receiving the other Catch a small ball dropped from shoulder height after 1 bounce and land on 1 leg <p>FUNS 11 (Agility: ball chasing), FUNS 3 (Static Balance: Floor work)</p> <ul style="list-style-type: none"> Roll a ball, let it go through the legs and chase it to collect Bounce a ball, let it roll, let it go through the legs and chase it to collect Hold a full-front support position Hold a full-front support position and point to the ceiling (both arms) Hold a full-front position, place a cone on the back and remove it with the opposite hand. <p>Dance will utilise and extend all movement skills taught.</p> <p>Games and Athletics will ensure taught skills are utilised and extended in competitive and non-competitive games</p>
	15 minutes additional physical activity either in the classroom or in the outdoor area. This maybe activities taken from 'take 10', 'active breaks' or children running around the perimeter of the playground 'daily mile activity'. In all cases, these activities will result in an increase in heart rate and promote exercise as a means towards a healthy lifestyle.		