

St Nicholas CE Primary School

Belonging, Believing, Becoming



Year 2

Key Knowledge and Vocabulary

Subject	Key Knowledge	Key Vocabulary
English	<p>Reading</p> <p>Word Reading</p> <ul style="list-style-type: none">• Decode automatically and fluently• Read accurately by blending the sounds in words that contain the graphemes taught• Recognise and read alternative sounds for graphemes• Read accurately words of two or more syllables that contain the same GPCs• Read words containing common suffixes• Read further common exception words• Read and notice unusual correspondence between grapheme and phoneme• Read most words quickly and accurately when they have been frequently encountered without overt sounding and blending• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation• Read books fluently and confidently <p>Reading Comprehension</p> <ul style="list-style-type: none">• Talk about and give an opinion on a range of texts• Discuss the sequence of events in books and how they are related to each other• Use prior knowledge and context and vocabulary explored to understand texts• Retell orally some stories, including fairy stories and traditional tales• Read for meaning, checking that the text makes sense and correcting inaccurate reading• Know and recognise simple recurring literary language in stories and poetry• Talk about favourite words and phrases.• Increase repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear• Answer and ask appropriate questions and make predictions on the basis of what has been read so far• Draw simple inferences	<p>Grammar</p> <p>Capital letters</p> <p>Full stops</p> <p>Exclamation marks</p> <p>Question marks</p> <p>Commas</p> <p>Subordination</p> <p>Coordination</p> <p>Present tense</p> <p>Past tense</p> <p>Present and past progressive tense</p> <p>Noun, adjective and verb</p> <p>Spellings</p> <p>Sound spelt y at the end of words</p> <p>cry, fly, dry, try, reply, July, every, everybody</p> <p>Sounds spelt ey</p> <p>key, donkey, monkey, chimney, valley</p> <p>c before e, i and y</p> <p>race, ice, cell, city, fancy</p> <p>ge and dge at the end of words</p> <p>badge, edge, bridge, dodge, fudge, age, huge, change, charge, village</p> <p>le at the end of words</p> <p>table, apple, bottle, little, middle</p> <p>el at the end of words</p> <p>camel, tunnel, travel, towel, tinsel</p>

	<p>Writing</p> <p>Transcription</p> <ul style="list-style-type: none"> •Segment spoken words into phonemes and record these as graphemes •Spell words with different alternative spellings, including a few common homophones •Spell longer words using suffixes such as ment, ness, ful, less, ly •Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling •Identify known phonemes in unfamiliar words and use syllables to divide words <ul style="list-style-type: none"> •Form lowercase letters of the correct size relative to one another •Begin to use some of the diagonal and horizontal strokes needed to join letters •Understand which letters, when adjacent to one another, are best left unjoined •Write capital letters and digits of the correct size, with correct orientation and relationship to one another and to lower case letters •Use spacing between words that reflects the size of the letters <p>Composition</p> <ul style="list-style-type: none"> •Write narratives about personal experiences and those of others (real and fictional) •Write for different purposes, including real events •Plan and discuss the content of writing and write down ideas •Orally rehearse structured sentences or sequences of sentences •Evaluate writing independently, with peers and with teacher •Proof-read to check for errors in spelling, grammar and punctuation <ul style="list-style-type: none"> •Use full stops, capital letters, exclamation and question marks accurately to demarcate sentences and commas for lists •Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' •Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) •Use present and past tenses correctly and consistently including the progressive form <p>Spoken Language</p> <p>Ask questions to gain information and to clarify meaning</p> <ul style="list-style-type: none"> •Express themselves using complete sentences when required •Make more specific vocabulary choices, for example—technical language •Take turns when talking in pairs or in small groups •Offer appropriate comments in paired or small group discussion •Begin to be aware that formal and informal situations require a different role and language •Retell a familiar story using narrative language and linking words and phrases •Hold the attention of listeners by adapting the way they talk •Begin to understand how to speak for different purposes and audiences •Perform a simple poem from memory 	<p>al at the end of words metal, pedal, capital, hospital, animal</p> <p>il at the end of words pencil, fossil, nostril</p> <p>y to ies flies, tries, replies, copies, babies, carries, cries</p> <p>I and ll all, ball, call, walk, talk, always</p> <p>w and qu war, warm, towards, quarter, word, work, worm, world, worth, want, watch, wander, quantity, squash</p> <p>o sound other, mother, brother, nothing, Monday</p> <p>s sound television, treasure, usual</p> <p>Words ending tion station, fiction, motion, national, section, fast, last, past</p> <p>kn and gn at the beginning of words knock, know, knee, gnat, gnaw</p> <p>wr at the beginning of words write, wrote, wrong, wrap, written</p> <p>Adding er, ed, ing or est to words ending in y copier, copied, happier, happiest, cried, replied, tried</p>
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Maths	Number Count to 100. Read and write numbers to 100. Compare and arrange numbers within 100. Make and complete number patterns. Recognise place value of digits in a 2 digit number (tens and ones) Addition and Subtraction Add numbers without exchanging. Add numbers with exchanging. Subtract numbers without exchanging. Subtract numbers with exchanging. Add three numbers. Draw models for different situations. Solve problems with addition and subtraction Multiplication and Division Do my 2, 5 and 10 times table. Write multiplication equations. Divide a number by 2, 5 and 10. Write multiplication and division equations. Write a family of multiplication and division facts. Recognise odd and even numbers. Solve word problems using the 2, 5 and 10 times tables. Solve word problems involving multiplication and division. Fractions Make and show halves, quarters and thirds. Name and write a fraction. Name fractions that make one whole. Compare and order fractions. Find part of a set and a quantity.	<u>Number</u> Multiplying Dividing Doubling Arrays <u>Shape, space and measure</u> Half past Quarter past Place value Ones Tens Hundreds Two-digit number Numbers one to one hundred in words Estimate Number line Order Zero Addition Put together Altogether Total Sum Subtraction Distance between Difference between Difference Equals Number bonds

	<p>Length How to estimate and measure length in metres (m). How to measure length in centimetres (cm). When to use cm or m to measure length. How to compare and order length. How to measure and draw lines. How to solve word problems involving length.</p> <p>Volume Compare volume. Estimate and measure volume in litres (l) and millilitres (ml). Solve word problems on volume.</p> <p>Geometry Name triangles, quadrilaterals and polygons. Identify the number of sides and vertices of a shape. Identify the lines of symmetry of a shape or figure. Name the shapes that make up a figure. Compare and sort shapes. Make and complete patterns. Tell how patterns are formed from shapes. Move shapes. Turn shapes. Recognise flat faces and curved surfaces. Name and describe spheres, cuboids, cubes, cylinders, cones, pyramids and prisms. Identify the number of faces, edges and vertices of a shape. Group shapes in different ways. Make patterns with shapes.</p> <p>Mass Estimate and measure mass in kilograms (kg). Estimate and measure mass in grams (g). Compare and order mass. Solve word problems on mass.</p> <p>Temperature Read a thermometer. Measure and write down the temperature.</p> <p>Money Name coins and notes. Count an amount of money. Show amounts of money in different ways. Exchange coins and notes. Compare amounts of money. Calculate change. Solve word problems on money.</p> <p>Time Tell and write the time to 5 minutes. Draw hands on a clock face to show time. Compare and sequence intervals of time. Know the number of minutes in an hour. Know the number of hours in a day.</p>	<p>Multiplying Dividing Odd numbers Even numbers Arrays Repeated addition Mental methods Multiplication tables Inverse operations A third Two quarters Three quarters Equivalence Length Height Metres Centimetres Mass Kilograms Grams Temperature Capacity Litres Millilitres Scales</p>
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	<p>Graphs</p> <p>Read information from pictograms, block diagrams, tally charts and tables.</p> <p>Make pictograms, block diagrams, tally charts and tables.</p> <p>Solve problems using information from pictograms, block diagrams, tally charts and tables.</p>	
Science	<p>Plants: Zhi Grows a plant</p> <ul style="list-style-type: none"> Seeds and bulbs need to be buried underground in soil and will grow into adult plants under the right conditions. Plants need space, sunlight, water and the right temperature to develop and stay healthy. Seeds and bulb germinate and then grow into seedlings, which develop into mature plants. Plants can adapt to their environment so that they can thrive (grow well). Some plants thrive in full sunlight, while others prefer partial or full shade conditions. Plants need different amounts of water and space to thrive. <p><u>Simple Investigations (With Working Scientifically)</u></p> <ul style="list-style-type: none"> Asking Simple Questions & Suggesting Answers: Pupils ask, 'What do plants need to grow?' and suggest answers like water, light, and soil. Planting Seeds: Pupils plant sunflower seeds and bean seeds, varying water and light. Observing Closely & Using Equipment: Use magnifying glasses to observe seed changes daily. Recording Data: Measure plant height weekly, record observations in a plant diary. <p><u>Uses of everyday materials</u></p> <ul style="list-style-type: none"> Materials differ in strength. A bridge is a structure built over an obstacle (such as a river) to enable people or vehicles to travel across. The shape of some objects can be changed by stretching, bending, twisting or squashing. Some objects change after stretching, while others return to their original form. Some materials can be melted to change their shape. Charles Macintosh was a chemist who invented waterproof clothing. <p><u>Simple Investigations (With Working Scientifically)</u></p> <ul style="list-style-type: none"> Performing Simple Tests: Pupils test materials like paper, plastic, metal, and rubber to see if they bend, twist, stretch, or squash. Make predictions, conduct tests, and observe outcomes. Identifying & Classifying: Pupils classify materials based on properties. Recording Data: Pupils draw tests and describe observations. <p><u>Animal Needs</u></p> <ul style="list-style-type: none"> All animals have babies that grow up into adults. An adult is a fully grown animal. As animals grow, they develop (change and grow) through different stages. Some animal offspring resemble their parents, while others look quite different. 	<p>Seed Bulb Growth Soil Light Water Temperature</p> <p>Material, Property Hard Soft Bend Stretch Strong, Flexible</p> <p>Life cycle Offspring Toddler Teenager Adult Develop Chick Hatchling</p> <p>Living Alive Dead Move Grow Habitat Microhabitat Survive</p> <p>Rainforest Ocean Desert Arctic Antarctic</p>

	<ul style="list-style-type: none"> • A butterfly's life cycle includes a huge change (metamorphosis from caterpillar to adult butterfly in a chrysalis or pupa). • A frog's life cycle includes the stages: frogspawn, tadpole, froglet and frog. <p><u>Simple Investigations (With Working Scientifically)</u></p> <ul style="list-style-type: none"> • Identifying & Classifying: Use picture cards showing life stages (e.g., egg, caterpillar, butterfly). Discuss how these stages are connected. • Performing Simple Tests: Pupils conduct a heart rate experiment before and after exercises. Record differences. • Using Observations to Suggest Answers: Discuss why exercise affects heart rate <p>Local Habitats</p> <ul style="list-style-type: none"> • A habitat is a place where animals and plants live, where they can find everything they need to survive. • Living things are suited to live in one or more habitats. • Some things are living (e.g. animals, plants), some things were alive but are now dead (e.g. wood, leather), some things have never been alive (e.g. metal, clay). • Environments are constantly changing. • An ecosystem is an area where animals and plants live and where they rely on each other to survive. <p><u>Simple Investigations (With Working Scientifically)</u></p> <ul style="list-style-type: none"> • Exploring & Observing: Nature walk to find living (plants, insects), dead (leaves), and never alive (stones). • Using Simple Equipment: Hand lenses to observe small plants, insects, or soil. • Gathering & Recording Data: Make lists and draw findings. <p>Habitats and Microhabitats</p> <ul style="list-style-type: none"> • Animals need food to survive in their habitat. • The food we eat comes from a natural source, though it may have been changed e.g. frozen, canned, dried. • A microhabitat is small natural area where a living thing can survive, found within larger habitats. • Rainforests, deserts and oceans are important ecosystems on our planet; some areas are endangered. • Polar regions support many different types of animals that are adapted to live there. <p><u>Simple Investigations (With Working Scientifically)</u></p> <ul style="list-style-type: none"> • Observing Over Time: Pupils select a small outdoor area to observe over a week. Record changes in insects and plants. • Using Simple Measurements: Measure temperature and light levels. Compare sunny to shaded spots. • Comparative Testing: Discuss why certain animals are found in one microhabitat and not another. <p>Food Chains and Health</p> <ul style="list-style-type: none"> • Animals need nutrition to live and grow. • A food chain is the order in which living things eat other living things. • Humans need some vital things to survive (food, water, air, shelter). • Our food can be sorted into five food groups (fruit and vegetables, carbohydrates, protein, dairy and fats). 	<p>Environment Ecosystem Endangered</p> <p>Nutrition Healthy Protein Carbohydrate Dairy Fat Exercise Hygiene</p> <p>Food chain, Producer, Consumer, Predator, Health, Diet</p>
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	<ul style="list-style-type: none"> • We should eat a balanced diet, which contains a variety of foods to help our bodies stay healthy. • Exercising regularly is important for health. • We need good hygiene to stay healthy. 	
RE	<p><u>The Bible</u></p> <ul style="list-style-type: none"> • To know that the Bible is the Christian holy book. • To know that the Bible tells God's big story. • To know that the Bible is a library of books. • To know that the Bible is the world's best seller. • To know about people who struggle to have a bible of their own. • To know what world faiths have different holy books. <p><u>Christmas</u></p> <ul style="list-style-type: none"> • To know that Christians believe that the birth of Jesus is good news. • To know that angels brought the good news to Zachariah, Mary and the shepherds. • To know what Christians believe Jesus is the saviour of the world. <p><u>Jesus</u></p> <ul style="list-style-type: none"> • To know that the stories we have read can be found in the Gospels in the New Testament. • To know Christians believe the miracles reveal Jesus as the Son of God. • To know that Jesus was teaching us to be a friend to everyone. <p><u>Easter</u></p> <ul style="list-style-type: none"> • To know that there are different objects and symbols used to help explain and understand the meaning of Easter. • To know that the Easter story is central to Christian belief. • To know why the Easter story is central to Christian belief. • To know what Christians believe that Jesus died to save humankind and this is part of God's salvation plan. <p><u>The Church</u></p> <ul style="list-style-type: none"> • To know that the church is a special place where Christians meet to worship and pray. It is also the body of people and not just the building. • To know that for Christians the church is a holy blessed space. • To know the story of Moses and the people of God building the tabernacle (tent of meeting) to house the ark of the covenant. • To know that people of Jewish faith meet together for worship in a synagogue. • To know that there are two main branches of Judaism – orthodox and reform. • To know that the Ark is the most holy place in the synagogue, it contains the Sefer Torah and is the focal point of prayer. <p><u>Ascension and Pentecost</u></p> <ul style="list-style-type: none"> • To know Christians believe that 40 days after the resurrection, Jesus ascended into heaven. • To know Christians believe that God is three in one – Father, Son and Holy Spirit. 	<p>Holy</p> <p>Mary Jones</p> <p>Dead Sea Scrolls</p> <p>Good news</p> <p>Elizabeth</p> <p>Zachariah</p> <p>Angel Gabriel</p> <p>miracle</p> <p>faith</p> <p>cross</p> <p>Crucifix</p> <p>Paschal candle</p> <p>Resurrection</p> <p>Last Supper</p> <p>Eucharist</p> <p>symbol</p> <p>Sacrifice</p> <p>celebration</p> <p>pews</p> <p>font</p> <p>Altar</p> <p>stained glass</p> <p>worship</p> <p>Holy</p> <p>Sacred</p> <p>Mosque</p> <p>Minaret tower</p> <p>Temple</p> <p>Synagogue</p> <p>Ark</p> <p>Gurdwara</p> <p>Langar</p> <p>Ascension</p> <p>Pentecost</p> <p>Holy Spirit</p> <p>power</p> <p>Heaven</p> <p>Trinity</p>

	<ul style="list-style-type: none"> To know Christians believe that the gift of the Holy Spirit was poured out on the disciples at Pentecost and is here with us still. 	
History	<p>Queen Victoria: how did Britain change during her lifetime?</p> <ul style="list-style-type: none"> Describe Victoria's early life. Know what happened when Victoria became Queen of the United Kingdom. Know that Victoria married Albert. Describe Queen Victoria's experiences of being a mother. Identify features of Victorian society shown in the painting 'Work' by Ford Madox Brown. Know how factories changed Britain during Victorian times. Know what the Great Exhibition was and why it was significant. Describe Queen Victoria's relationship with Scotland. Know some of the jobs Victorian children had to do and what this was like for them. Know why Alice Kinloch came to Britain and how she helped miners in Africa. Know the relationship between India and Britain during Victorian times. Know how Britain had changed by the time of Queen Victoria's death. <p>Significant individuals who changed Britain: how did they fight for change?</p> <p><u>Emily Davison</u></p> <ul style="list-style-type: none"> Know of the events that took place at Epsom Racecourse in 1913. Describe Emily Davison's early life and education. Know why Emily Davison joined the Suffragettes. Know some of Emily Davison's actions as a militant suffragette. Describe Emily Davison's funeral and the procession. Know that some women were eventually allowed to vote in Britain. <p><u>Paul Stephenson</u></p> <ul style="list-style-type: none"> Describe events that took place at The Bay Horse pub in Bristol in 1964. Describe Paul Stephenson's life when he was evacuated during the Second World War. Know how Paul Stephenson came to Bristol and what it was like there for black people. Know the reasons for, and events of, the Bristol Bus Boycott. Know how Paul Stephenson's actions had an impact, not just in Bristol, but across Britain. <p>Explain why Emily Davison and Paul Stephenson's stories are similar</p>	<p>monarch, melancholy, coronation, prime minister, government, law, society, factories, chimneys, invention, exhibition, Europe, sources, empire, empress, servant</p> <p>tragedy, vote, literature, degree, vote, Suffragettes, politician, militant, arrested, law, funeral, First World War, vote, factory, manager, arrested, Second World War, evacuated, countryside, RAF, youth worker, Caribbean, protest, boycott, bus conductor, government, equality</p>

	The Stone Age <ul style="list-style-type: none"> There was once a land-bridge called Doggerland between Britain and Denmark. Hundreds of thousands of years ago, humans lived in caves. Our human ancestors were nomadic. Our ancestors were hunter-gatherers. Prehistory means <i>before</i> history, <i>before</i> humans started to write things down. Prehistoric tools from the Stone Age were often made from stone and bone. Skara Brae was a Stone Age village. The longest day of the year is called Midsummer's Day. The shortest day of the year is called Midwinter's Day. 	land-bridge, ancestors, nomadic, tools, hunter-gatherers, Stone Age, mammoths, prehistory, prehistoric, Skara Brae, mounds, Stonehenge, Midsummer's Day, Midwinter's Day
Geography	The UK: what kind of place is it? <ul style="list-style-type: none"> Locate the UK on a globe and world map and annotate a map with key information. Locate the UK's capital cities and find out some information about cities. Locate and name some of Scotland's geographical features using atlases, maps, photographs and Google Earth. Locate and name some of England's geographical features using atlases, maps, photographs and Google Earth. Locate and name some of Wales' geographical features using atlases, maps, photographs and Google Earth. Locate and name some of Northern Ireland's geographical features using atlases, maps, photographs and Google Earth. Life in a capital city: What is life like in London? <ul style="list-style-type: none"> Locate London and identify its features, including the River Thames on maps and aerial photographs. Explain what is special about a capital city and locate, name and describe some of London's most significant landmarks. Identify and name different types of transport used in London and describe some good and bad points about them. Explain why it is important for cities like London to have parks and green spaces. Understand why the River Thames is important to London. Plan a route around London using maps and geographical vocabulary. Cold places: what is it like at the North and South Poles? <ul style="list-style-type: none"> Explain what affects temperatures locally and why it is cold at the North and South Poles. Locate the North and South Polar regions and describe some of their icy features. Locate and talk about the Arctic Circle using maps and globes and describe seasonal changes. Use a range of geographical sources to describe Antarctica and its extreme weather and climate. Identify some of the wildlife found in the Arctic and explain how it is affected by seasonal change. 	The UK: what kind of place is it? country, island, coastline, English Channel, capital city, urban, rural, lake, moorland, farmland, lough, coast Life in a capital city: What is life like in London? scale, capital city, aerial photograph, river, parliament, government, commute, landmark, public transport, London Underground, congestion, pollution, recreation, National Park, city, bridges, flood, travel, route Cold places: what is it like at the North and South Poles? temperature, axis, thermometer, hemisphere, iceberg, Arctic Circle, Arctic Ocean, permanent ice, Antarctic Circle, climate change,

	<ul style="list-style-type: none"> • Identify some of the wildlife found in the Antarctic and explain how it is affected by seasonal change. • Understand how people adapt to living in the harsh environments like the Arctic and can give an example. • Explain what the Antarctic Treaty is and can explain some reasons why people go to Antarctica. <p>Hot places: where are they and what are they like?</p> <ul style="list-style-type: none"> • Locate hot places in the world using an atlas and globe. • Describe the climate of tropical rainforests and use maps to locate them. • Describe the climate of hot deserts and use maps to locate them. • Use knowledge of the hot places of the world to plan and pack for a trip to a hot place. <p>Local area: why is (our place) special?</p> <ul style="list-style-type: none"> • Describe where a place is and how to get there using address, maps and geographical vocabulary. • Describe what the local area is like where you live, and name some jobs that people do there. • Describe and show with maps where you usually go in your local area. • Use weather data to describe the pattern of weather where you live and explain how this might vary across the UK. • Identify and locate some personal, local and national landmarks and give some reasons why they are important. • Carry out fieldwork to help you describe, locate and explain special features of your local area. <p>What is it like to live in Tanzania?</p> <ul style="list-style-type: none"> • Locate Africa and the UK on a map and describe the location of some African countries and ways to travel there. • Use photographs to find out about the climate and landscapes of Tanzania. • Use aerial photographs and satellite images to find out about Tanzania's physical and human features. • Use photographs to identify similarities and differences between Arusha and the place where I live. • Investigate some of the jobs that people do in Arusha. • Identify similarities and differences between the life of a child living in Arusha and my own life. 	<p>species, survive, Inuit, sealskin, tundra, tourism, research.</p> <p>Hot places: where are they and what are they like? equator, hot desert, temperature, climate, tropical rainforest, diversity, hot desert, soil, climate change, holiday resort</p> <p>Local area: why is (our place) special? island, village, area, local, range, symbol, average, climate, meteorologist, temperature, weather, human feature, physical feature, landmark statue, diversity, fieldwork, sense of place, trail.</p> <p>What is it like to live in Tanzania? continent, transport, route, ocean. photograph, climate, landscape, aerial photograph, satellite image, natural, 3D, globe, similarities, differences, climate, physical feature, city, job, community, safari, charity, hot seat, city, village, similarities, differences.</p>
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Computing	<ul style="list-style-type: none"> • Know how to save, share and retrieve my digital work. • Know how to use technology to organise and present my ideas. <p><u>Computer Science</u></p> <ul style="list-style-type: none"> • I know how to plan out an algorithm with a sequence of commands to carry out specific tasks. • Know how to identify 'bugs' in computer programs and use the term debug in context. • Know how to create a simple repeat loop. • Know how to create a simple game program. • Know how to predict the outcome of a sequence of blocks in Scratch. • Information Technology • Know how to design and formatting to enhance my digital work. • Know how to create with technology. E.g. Video, animation, 3D • Know how to collect and record data purposefully. <p><u>Digital Literacy</u></p> <ul style="list-style-type: none"> • Know how to give examples of how technology is used to communicate beyond school. • Know that things online may upset me and that I cannot trust everyone online. (Self-Image) • Know how to use online services to communicate safely. (Online Relationships) • Know that once something it posted you lose control if it and know how to get help if I need to. (Online Reputation) • Know how to give examples of online bullying behaviour, I understand the impact it may have and I know where to go for support. (Online Bullying) • Know how to use a search engine and I am aware that not everything I read online is true. (Online Bullying) • Know the rules of using technology at home or in school. (Health wellbeing) • Know how to explain what personal information is and understand the need for passwords to protect it. (Privacy and Security) • Know that content online is owned by the person that created it. (Copyright) 	Reputation Online Bullying Copyright Self-Image Identity Trust Risks Profile Password Private Empathy Technology Animation Powerpoint Edit Tech Transition Keynote Save Keyboard Delete Slides Load Typing Data Copyright Online Text Presentation Software / app Internet Page Search Engine Explained Repeat Backdrop Program Loops Characters Code /Debug Execute/Run Upload Backdrop Code
Design Technology	<p>Structures and Mechanisms- Vehicles</p> <ul style="list-style-type: none"> • Know about the work of English inventor Richard Newsham. • Know the key features that fire engines have that make them fit for purpose. • Know that 17th century fire engines were very different. • Know that wheels are attached by axles. • Axles work in 2 different ways – having the wheels firmly fixed to the axle so the axle moves the wheels around or having the wheels loose on the static axle. • The chassis is the framework of the vehicle and attaches the axle and wheels to the body of the vehicle. 	Vehicle Wheels Axles Chassis Create Features Material

	<p>Cooking and Nutrition-Bread</p> <ul style="list-style-type: none"> • There are lots of different types of bread products from all over the world. • Different types of bread have different tastes, appearances and textures. • We need to wash our hands before touching any food. • Yeast is used in most breads and it is what makes bread rise. • Flour is the main ingredient of bread. • You can add other ingredients to bread to change the flavour and appearance. • How to knead dough. <p>Textiles-Sewing</p> <ul style="list-style-type: none"> • There are different ways to join fabric together including stapling, gluing, pinning and sewing. • Some methods are more suitable than others for specific purposes. • Running stitch is one of the easiest stitches to do. • A back stitch is one of the strongest stitches. • A back stitch helps prevent any stitching from coming undone. • Design criteria are the clear goals that a project must achieve in order to be successful. • We must keep our design criteria in mind when planning our product. • It is important to evaluate our products so we know what went well and how we can improve it next time. 	<p>Bread</p> <p>Taste Texture Appearance Evaluate Hygienic Ingredients Flour Yeast Dough Design Design criteria Plan Evaluate Safety Improve Sewing Joining Textiles Sew Template Stitch Fabric Running stitch Thread Needle</p>
Art and Design	<p>Autumn</p> <ul style="list-style-type: none"> • I know how some artists explore the world around them to help them find inspiration. • I can explore my local environment (school, home, etc) and collect things which catch my eye. • I can explore composition by arranging the things that I have collected. • I can talk about what I collected, and how and why I arranged the things I collected. • I can take photographs of my artwork and I can think about focus and light. • I can use careful looking to practice observational drawing, and I can focus for 5 or 10 minutes. • I can hold an object and I can make a drawing thinking about the way the object <i>feels</i>. • I can combine different drawing media such as wax resist and watercolour, graphite and water, wax crayon and pencil in my observational drawings. • I can work small in my sketchbook and on large sheets of paper, exploring how I can use line, shape and colour in my work. • I can cut out and collage to explore composition. • I can talk about the work I have made with my classmates, sharing the things I thought were successful and thinking about things I would like to try again. 	<p>Explore Collect Imagine Curious Present Arrange Composition Photograph Light Shade Colour Pattern Observational Drawing Close study Draw slowly Intention Pressure Line Mark Wax resist Graphite Watercolour Pencil Mark making Tone Shape Reflect Discuss, Feedback</p>

	<p>Spring</p> <ul style="list-style-type: none"> • I can make drawings using photos from films as my source material. • I can look closely guided by my teacher's voice, and work in my sketchbook or on paper to make drawings using soft pencil or handwriting pen. • I can look closely at small objects close to me and make drawings with soft pencil or handwriting pen at the same scale or size. • I can think carefully about which marks I will include in my drawing. • I can share my sketchbook work with the class and talk about what I like about my work. • I can listen to others talking about their work, and sometimes I can add my thoughts. • I know what a mono print is and have explored the work of an artist who uses mono print. • I can share my thoughts on the artist's work. • I can use carbon paper to make mono prints. I can experiment with the kinds of marks I make and think about how they help make my drawings interesting. • I can base my drawings upon careful observational looking. I can slow down my looking and mark making and work for 5 to 15 minutes on a drawing. • I can explore a theme and make mono prints using my imagination to make my drawings personal. • I can share my work and talk about what I like, and what I would like to try again. • I can enjoy looking at the work of my classmates and sometimes I can share my thoughts about their work. <p>Summer</p> <ul style="list-style-type: none"> • I know that some artists are inspired by other artforms such as music. • I can share my response to an artist's' work and listen to others. • I can listen to sounds and use my mark making skills to make marks in response. • I can draw from observation whilst listening to a piece of music, and let the music inspire my drawing. • I can use my imagination and work on a larger scale to make drawings of imaginative instruments. • I can share my work with the class. • I can reflect upon what I have made and share my work with the class. I can listen to their responses to my work and talk about my response to their work. • I can take photos of my artwork. 	<p>Close Looking Pausing Seeing & Understanding Listening Reacting Thinking Considering Speed Fast Slow Experiment Represent Impression Handwriting pen Soft B Pencil Chalk Soft Pastel Oil pastel Life size Scale Form Dark Shadow Respond Mono Print Mono Type Carbon paper Colour Mixing Secondary Colours: Green, Orange, Purple Sequence Image Narrative Story Imagination Invent Discover Gesture Weight Speed Media Abstract Informed Texture Balance Devise Invent Combine Express Design Through Making Construct</p>
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Music	<p>Folksongs</p> <ul style="list-style-type: none"> • Beginning to control sounds with intention. • Know how to create own rhythmic patterns and perform them with a steady pulse. • Know how to find the pulse and the strong beat when listening and performing. • Know how to identify timbre by describing the sound and link it with the intended effect. • Know how to sing with developing control of pitch and know when to breathe developing an awareness of phrase. • Demonstrate increased confidence when following musical directions given both aurally and through physical inflection. • Recognise instruments and understand how they are played e.g. blown, plucked. <p>Toys</p> <ul style="list-style-type: none"> • Beginning to control sounds with intention. • Beginning to relate simple dot notation to changes in sound. • Accompany singing with playing instruments in time with a steady pulse. • Create simple patterns through improvisation. • Demonstrate increased confidence when following musical directions given both aurally and through physical inflection. • Explore, use and recognise changes in timbre, pitch, dynamics and tempo. • Sing with developing control of pitch and can follow the pitch direction with hands. • Demonstrate and utilise images to structure a piece using a simple dot notation score. <p>Four Seasons</p> <ul style="list-style-type: none"> • Beginning to identify 1 beat crotchets and ½ beat paired quavers when performing simple rhythms. • Beginning to understand the meaning of dynamics and can respond playing loudly or quietly. • Know how to follow simple dot notation. • Know how to repeat rhythms with a steady pulse. • Know how to respond to changes in high and low pitch. • Know how to use percussion instruments and body percussion to repeat simple rhythms. 	drone folk pitch pulse rhythm texture dynamics composer tempo conductor orchestra crescendo decrescendo beat improvise unison melody notation
Physical Education	<ul style="list-style-type: none"> • I can describe how my body feels during exercise. • I can identify good technique. • I can jump and land with control. • I can use an overarm throw to help me to throw for distance. • I can work with others, taking turns and sharing ideas. • I show balance and co-ordination when running at different speeds. • I try my best. • I provide feedback using key words. • I can dribble a ball with my hands and feet with some control. • I can roll and throw a ball to hit a target. • I can send and receive a ball using both kicking and throwing and catching skills. 	Techniques Control Overarm throw Underarm throw Working together Balance Co-ordination Speed Dribble Roll Sending Receiving Routine Hopping Running

	<ul style="list-style-type: none"> • I can track a ball and collect it. • I can work co-operatively with a partner and a small group. • I can copy, remember, repeat and create dance phrases. • I can show a character and idea through the actions and dynamics I choose. • I can use counts to stay in time with the music. • I can work with a partner using mirroring and unison in our actions. • I show confidence to perform. • I can show hopping and jumping movements with some balance and control. • I persevere with new challenges. • I show determination to continue working over a longer period of time. • I understand that running at a slower speed will allow me to run for a longer period of time. • I work with others to turn a rope and encourage others to jump at the right time. • I am beginning to turn and jump in an individual skipping rope. • I can show balance when changing direction. • I can show hopping, skipping and jumping movements with some balance and control. • I can work co-operatively with a partner and a small group. • I am proud of my work and confident to perform in front of others. • I can perform the basic gymnastic actions with some control and balance. • I can plan and repeat simple sequences of actions. • I can use directions and levels to make my work look interesting. • I can use shapes when performing other skills. • I can work safely with others and apparatus. • I can defend space on my court using the ready position. • I can hit a ball over the net and into the court area. • I can throw accurately to a partner. • I can use simple tactics to make it difficult for an opponent. • I know how to score points and can remember the score. • I show good sportsmanship when playing against an opponent. • I am developing underarm and overarm throwing skills. • I can hit a ball using equipment with some consistency. • I can track a ball and collect it. • I understand the rules of the game and can use these to play fairly in a small group. 	Jogging Agility Confidence Surroundings Hitting Rules Tracking Tactics Copy and repeat Perseverance Cooperation
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PSHE	<ul style="list-style-type: none"> • Making friends; feeling lonely and getting help • Managing secrets; resisting pressure and getting help; recognising hurtful behaviour • Recognising things in common and differences; playing and working co-operatively; sharing opinions • Belonging to a group; roles and responsibilities; being the same • and different in the community • The internet in everyday life; online content and information • What money is; needs and wants; looking after money • Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help • Growing older; naming body parts; moving class or year • Safety in different environments; risk and safety at home; 	Friends Emotions Co-operating Listening Opinions Fair/Unfair Sad Lonely Pressure Caring Change Bullying Teasing Persistent Anxious Ashamed Similarities/Differences Comfortable feelings Communicating Rights Responsibilities Individual Community Devices Online Fact/Fiction Money Spending Saving Needs/wants Work/Jobs Wage Physical/Mental Health Vulva Testicles Male/Female Medicines Hazard
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