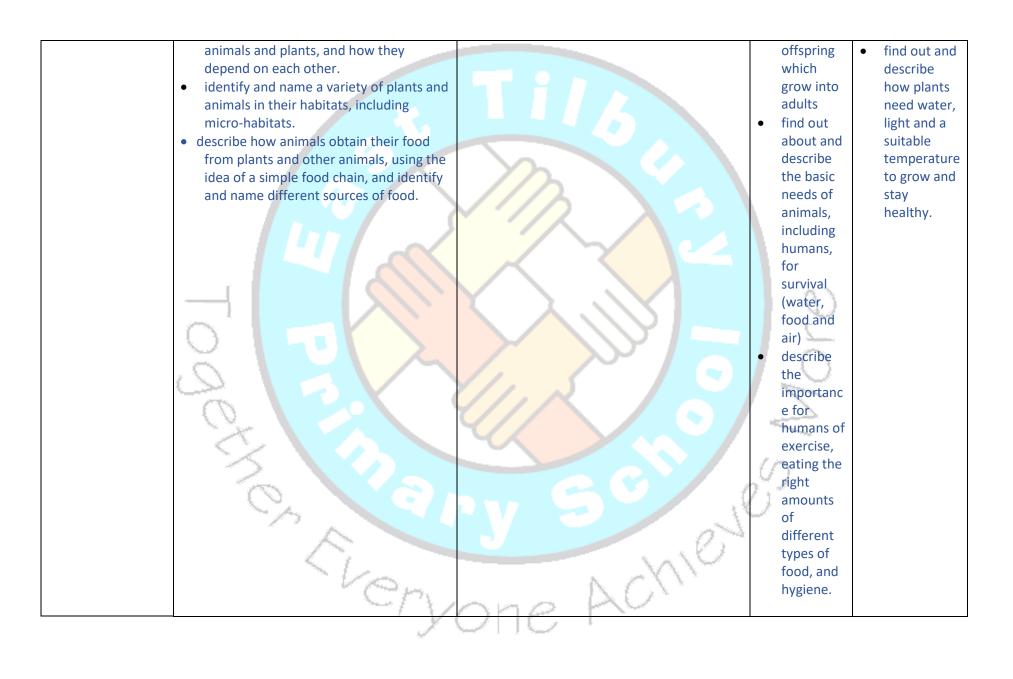
# Curriculum Map - Year Two

	HT1	HT2	HT3	IT4	HT5	HT6
Unit of Study	Animals		Space	5	The Great Fire of	London
Writing	The Crow's Tale – Narrative  Big Cats – Non-Fiction	George and the Dragon – Narrative  Non-Fiction instruction – How to make a bird feeder.	Stardust – Narrative  Neil Armstrong – Non- Fiction, Q&A	Plants – Non-Fiction, Information Text	If I Were in Charge of the World – Poetry  This is How We Do It – Non- fiction, letter.	The Great Fire of London – Non-fiction, Diary  The Building Boy - Narrative
Curriculum Texts:	Text: The Crow's Tale George and the Dragon How to make a Den/Hov Feeder	w to make a Bird	Text: Stardust Our World in Pictures I am Neil Armstrong		Text:  If I were in Charg  The Great Fire of  This is How We D  Building Boy	London
Maths	Strands:  Place Value – to 100  Addition – to 100, add to across tens, add 2 digits	The second second	Strands:  Money – count pence a coins), count pounds an and coins, make the sar	nd pence, chose notes	Strands:  Measurement – I  Position & Direct  Measurement – t  Measurement – r  temperature	ion time

Subtraction – to 100, subtract across ten, amounts, calculate with money, make a subtract from a ten, subtract 2 digits from 2 Times tables: pound digits Two, Five, Ten, Three Multiplication – recognise, add and make Shape 2D and 3D – count sides and vertices, equal groups, use arrays, doubling, draw 2D shapes, recognise and draw lines of Division – make equal groups by grouping and symmetry, use lines of symmetry to sharing, halving, complete shapes, count faces, edges and vertices of 3D shapes Odd and even numbers, multiply and divide by 10 and 5 Times tables: Length and Height – measure in metres and Two, Ten, five, count in 3s centimetres, compare and order lengths and heights Mass, Capacity, temperature – compare mass, measure in grams and kilogrammes, volume and capacity, measure in g, kg, ml, litres Times tables: Ten, Five, Three Living Things And Their Habitats Use of Everyday Materials **Animals Plants** Science • explore and compare the differences identify and compare the suitability of a Including observe and between things that are living, dead, and variety of everyday materials, including describe Humans things that have never been alive wood, metal, plastic, glass, brick, rock, how seeds notice paper and cardboard for particular uses identify that most living things live in that and bulbs habitats to which they are suited and find out how the shapes of solid objects animals, grow into describe how different habitats provide made from some materials can be including mature for the basic needs of different kinds of changed by squashing, bending, twisting humans, plants

and stretching.

have



#### Art & Design



#### Craft and Design

#### Map it Out

#### **Generating ideas:**

 Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.

# **Using sketchbooks:**

Experiment in sketchbooks, using drawing to record ideas.

#### Making skills:

- Further demonstrate increased control with a greater range of media.
- Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.

# **Knowledge of artists:**

- Talk about art they have seen using some appropriate subject vocabulary.
- Create work from a brief, understanding that artists are sometimes commissioned to create art.
- Create and critique both figurative and abstract art, recognising some of the techniques used.

# **Evaluating and analysing:**

 Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in

#### Painting and Mixed Media

#### Life in Colour

## **Generating ideas:**

 Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.

## Making skills:

- Further demonstrate increased control with a greater range of media.
- Make choices about which materials and techniques to use to create an effect.
- Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.
- Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.

# **Knowledge of artists:**

- Talk about art they have seen using some appropriate subject vocabulary.
- Apply their own understanding of art materials learnt from artist work to begin purposefully

# Sculpture and 3D Clay Houses

## **Generating ideas:**

 Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.

## **Using sketchbooks:**

- Experiment in sketchbooks, using drawing to record ideas.
- Use sketchbooks to help make decisions about what to try out next.

# Making skills:

- Further demonstrate increased control with a greater range of media.
- Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.

# **Knowledge of artists:**

- Talk about art they have seen using some appropriate subject vocabulary.
- Create and critique both figurative and abstract art, recognising some of the techniques used.

# **Evaluating and analysing:**

	<ul> <li>and showing an understanding of why they may have made it.</li> <li>Begin to talk about how they could improve their own work.</li> <li>Talk about how art is made.</li> </ul>
Design Technology	<u>Structures</u>
	Baby Bears Chair  Generating and communicating ideas using the second communication communicati

choosing materials for a specific effect.

# **Evaluating and analysing:**

- Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.
- Begin to talk about how they could improve their own work.
- Talk about how art is made.

- Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.
- Begin to talk about how they could improve their own work.
- Talk about how art is made.



- as using sketching and modelling.
- Learning about different types of structures, found in the natural world and in everyday objects.
- Making a structure according to design criteria.
- Creating joints and structures from paper/card and tape.
- Building a strong and stiff structure by folding paper.
- Exploring the features of structures.
- Comparing the stability of different shapes.

## Mechanisms

# **Moving Monster**

- Creating a design criteria for a moving monster as a class.
- Designing a moving monster for a specific audience in accordance with a design criteria.
- Making linkages using card for levers and split pins for pivots.
- Experimenting with linkages adjusting the widths, lengths and thicknesses of card used.
- Cutting and assembling components neatly.

# Mechanisms Fair Ground Wheel

- Selecting a suitable linkage system to produce the desired motions.
- Designing a wheel.
- Selecting appropriate materials based on their properties.
- Selecting materials according to their characteristics.
- Following a design brief.
- Evaluating different designs.
- Testing and adapting a design.

	structures.  • Identifying the v	ngth of their own veakest part of a structure. trength, stiffness and own structure.	<ul> <li>Evaluating over against designers.</li> <li>Using peer form modify a final</li> </ul>	n criteria. eedback to		
Music	Musical Spotlight: Pulse, Rhythm and Pitch	Musical Spotlight: Playing in an Orchestra	Musical Spotlight: Inventing a Musical Story	Musical Spotlight: Rec ognising Different	Musical Spotlight: Expl oring	Musical Spotlight: Our Big Concert
	Social Question: How Does Music Help Us to Make Friends?  • Find and keep a steady beat when improvising. • Listen to the music carefully, move to the music. • Play or clap simple rhythmic patterns using long and short sounds. • Clap four-beat rhythms, creating long and short sounds.	Social Question: How Does Music Teach Us About the Past?  • Find and keep a steady beat. • Keep a steady beat when improvising. • Listen to the music carefully, move to the music. • Play or clap simple rhythmic patterns using long and short sounds. • Clap four-beat rhythms, creating long and short sounds. • Respond to the questions and use any	Social Question: How Does Music Make the World a Better Place?  • Find and keep a steady beat.  • Keep a steady beat when improvising.  • Listen to the music carefully, move to the music.  • Play or clap simple rhythmic patterns using long and short	Social Question: How Does Music Teach Us About Our Neighbourhoo d?  •Find and keep a steady beat. •Keep a steady beat when improvising. •Listen to the music	Social Question: How Does Music Make Us Happy?  • Find and keep a steady beat when improvising. • Listen to the music carefully, move to the music.	Social Question: How Does Music Teach Us About Looking After Our Planet?  • Find and keep a steady beat. • Keep a steady beat when improvising. • Listen to the music carefully, move to the music. • Play or clap simple rhythmic patterns using

• Respond to the	musical words you	•Clap four-beat	move to the	•Play or clap	long and short
questions and use	know.	rhythms, creating	music.	simple	sounds.
any musical words	<ul><li>Explore your feelings</li></ul>	long and short	<ul><li>Play or clap</li></ul>	rhythmic	•Clap four-beat
you know.	and thoughts towards	sounds.	simple	patterns	rhythms, creating
• Explore your feelings	the music.	•Respond to the	rhythmic	using long	long and short
and thoughts	<ul> <li>Respond to different</li> </ul>	questions and	patterns	and short	sounds.
towards the music.	high and low pitches.	use any musical	using long	sounds.	<ul> <li>Respond to the</li> </ul>
Respond to different	Improvising using one,	words you know.	and short	•Clap four-	questions and use
high and low	two or three notes, using	•Explore your	sounds.	beat	any musical
pitches.	C, D and E.	feelings and	•Clap four-	rhythms,	words you know.
Improvising using one,		thoughts towards	beat	creating long	•Explore your
two or three notes,		the music.	rhythms,	and short	feelings and
using C, D and E.		<ul><li>Respond to</li></ul>	creating long	sounds.	thoughts towards
		different high	and short	<ul><li>Respond to</li></ul>	the music.
	7/// 1	and low pitches.	sounds.	the	<ul> <li>Respond to</li> </ul>
_ '		Improvising using	<ul><li>Respond to</li></ul>	questions	different high and
		one, two or three	the	and use any	low pitches.
		notes, using C, D	questions	musical	Improvising using
		and E.	and use any	words you	one, two or three
Caracter Control		/ , /	musical	know.	notes, using C, D
( )			words you	<ul><li>Explore your</li></ul>	and E.
			know.	feelings and	
			<ul><li>Explore your</li></ul>	thoughts	
			feelings and	towards the	
			thoughts	music.	
	6 9		towards the	<ul><li>Respond to</li></ul>	
1/3			music.	different	
/			<ul><li>Respond to</li></ul>	high and low	
<	1		different	pitches.	
	Va	N.	high and low	Improvising	
	Cita		pitches.	using one, two	
			Improvising	or three notes,	
	J 💚	Sant "	using one, two		

		or three notes, using C, D and E.	using C, D and E.
History		Skill: <u>Chronological Understanding</u>	Skill: Historical Interpretation
		<ul> <li>sequence events using a timeline</li> <li>use dates to order and place events on a timeline.</li> <li>give reasons for some important events</li> </ul> Knowledge:	<ul> <li>describe events beyond living memory that are significant nationally or globally</li> <li>compare pictures or photographs of people or events in the past</li> <li>identify different ways to represent the past</li> </ul>
		The lives of significant individuals in the past who have contributed to national and international achievements  • who were Neil Armstrong, Buzz Aldrin and Michael Collins  • who is Tim Peake  • why are they remembered in history	<ul> <li>Provide an account of a historical event based on more than one source</li> <li>Identify similarities and differences between ways of life in different periods</li> </ul> Historical Enquiry
	30, Cen	Events beyond living memory that are significant nationally or globally  • how The Space Race started and developed • how the moon landing and Apollo missions took place • the impact of the moon landing on civilisation	<ul> <li>find out about people and events in other times</li> <li>how to use a source of evidence and information – why, what, who, how, where to ask questions and find answers</li> <li>discuss the effectiveness of sources to answer questions about the past and make comparisons</li> </ul>

		Knowledge: Events beyond living memory that are significant nationally or globally  • how, where and why The Great Fire of London started  • what was London like at the time  • what impact did the fire have on London  • about the lives of influential figures at the time
Geography	Would you prefer to live in a hot or cold place?  Name and locate the seven continents on a world map.  Locate the North and the South Poles on a world map.  Locate the Equator on a world map.  Describe some similarities and	Sold Sold Sold Sold Sold Sold Sold Sold

<ul> <li>To use a digital device to take a photograph</li> <li>To make choices the uses and features of information</li> <li>To make a digital device to take a photograph</li> <li>To describe a series of instructions as a sequence</li> <li>To recognise that we can count and compare objects using tally charts</li> <li>To say how music can make us feel</li> <li>To explain that a sequence of that a sequence</li> <li>To identify that there</li> </ul>			1			I	
UK and Kenya. Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. Retognise the features of hot and cold places. Locate some countries with hot or cold climates on a world map.  Computing  Computing  Computing  Computing  Computing  Computing  Computing  Systems and networks—IT around us  To recognise the uses and features of information  To make choices when taking a photograph whotograph information  To make choices when taking a photograph information  To make choices when taking a photograph whotograph information  To recognise the uses and features of information  To recognise that we can count and compare objects using tally charts  To explain what happens when we using tally charts							
Kenya   Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. Retognise the features of hot and cold places. Locate some countries with hot or cold climates on a world map.    Computing   Computing systems and networks = IT around us   To recognise the uses and features of information   To recognise the uses and features of information   To make choices when taking a photograph   To metachoices when taking a photograph   To graphing taken to make us feel count and compare objects using tally charts   To identify that there   To describe a series of information   To say how music can make us feel count and compare objects using tally charts   To describe a series of instructions as a sequence   To make choices when taking a photograph   To graphing taken taken the programming taken taken taken the programming taken ta							
Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place.  Recognise the features of of hot and cold places.  Locate some countries with hot or cold climates on a world map.  Computing  Computing  Systems and networks = IT around us  To recognise the uses and features of information photograph when taking a photograph pho		UK and					
the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place.  Recognise the features of hot and cold places.  Locate some countries with hot or cold climates on a world map.  Computing  Computing  systems and networks – IT around us  To recognise the uses and features of information  To recognise the uses and features of information  To make choices when taking a photograph photograph  To make choices when we we music can make us feel compare objects using tally charts  To explain what happens when we using tally charts  To incompare objects using tally charts  To incompare objects using tally charts  To identify that there  To identify that there  To identify that there  To identify that there  To explain what happens when we		Kenya.	sketching findings				
writing about it using key vocabulary and explaining whether they live in a hot or cold place.  Recognise the features of hot and cold places. Locate some countries with hot or cold climates on a world map.  Computing  Computing  Systems and networks — IT around us  To use a digital device to take a photograph the uses and features of information  To make choices when taking a photograph photograph  To make choices when we when we we will be a photograph that there indicings in a bar chart.  Present their findings in abar c							
it using key vocabulary and explaining whether they live in a hot or cold place.  Recognise the features of hot and cold places. Locate some countries with hot or cold climates on a world map.  Computing  Computing  Computing  Computing  Computing  Systems and networks — II around us  To recognise the uses and features of information  To make choices when taking a photograph  To make choices when taking a		the weather,					
vocabulary and explaining whether they live in a hot or cold place.  Recognise the features of hot and cold places. Locate some countries with hot or cold climates on a world map.  Computing  Creating media — Programming A — Robot algorithms  Contain the compare objects of instructions as a sequence  To recognise the uses and features of information  To make choices when taking a photograph  To recognise that we can count and compare objects using tally charts  To identify that there of		writing about					
and explaining whether they live in a hot or cold place. Recognise the features of hot and cold places. Locate some countries with hot or cold climates on a world map.  Computing  Computing  Computing  Computing  Computing  Omnuting  Computing  Omnuting  Creating media Digital photography  Programming A Rebot algorithms  To use a digital device to take a photograph  To recognise the uses and features of information  To make choices when taking a photograph  To explain what happens when we  To explain what happens when we  To recipicate  To explain what happens when we  To identify that there  Programming A - Making music - An introduction to quizzes  To explain that we can count and compare objects using tally charts		it using key					
explaining whether they live in a hot or cold place.  Recognise the features of hot and cold places. Locate some countries with hot or cold climates on a world map.  Computing  To use a digital device to take a photograph  To describe a series of instructions as a series of instructions as a sequence  To recognise that we can count and compare objects using tally charts  Count and compare objects using tally charts  Count and compare objects using tally charts			a bar chart.				
whether they live in a hot or cold place.  Recognise the features of hot and cold places. Locate some countries with hot or cold climates on a world map.  Computing  Computing  Systems and networks – IT around us  To recognise the uses and features of information photograph when taking a photograph information  To recognise the uses and features of information photograph		and		V '//)			
live in a hot or cold place.  Recognise the features of hot and cold places. Locate some countries with hot or cold climates on a world map.  Computing  Computing  Systems and networks = IT around us  To recognise the uses and features of information  To make choices when taking a photograph information  Information  To make choices when taking a photograph information  Information  To explain what happens when we informated a compare objects using tally charts  Retarding A — Programming A — Programming A — Programming A — Programming B — An information — Pictograms  To application to quizzes  To explain what happens when we using tally charts							
or cold place. Recognise the features of hot and cold places. Locate some countries with hot or cold climates on a world map.  Computing  Computing Systems and networks = IT around us  To recognise the uses and features of information  To make choices when taking a photograph information  To cold place.  Programming A— Robot algorithms  To describe a series of instructions as a sequence  To make choices when taking a photograph information  To explain what happens when we using tally charts  To identify that there  To identify that there  To identify that there		,					
Recognise the features of hot and cold places. Locate some countries with hot or cold climates on a world map.  Computing  Computing  Systems and networks – IT around us  To recognise the uses and features of information  To make choices when taking a photograph  To explain what happens when we using tally charts  To describe a series of information  To recognise the take a photograph  To explain what happens when we using tally charts  To identify that there  To identify that there				_			
the features of hot and cold places. Locate some countries with hot or cold climates on a world map.  Computing  Computing  Systems and networks — IT around us  To recognise the uses and features of information  To make choices when taking a photograph  To mode choices when taking a photograph  To mode choices when taking a photograph  To make choices when taking a photograph  To mode choices when taking a photograph  To explain what happens when we  To describe a series of instructions as a sequence  To explain what happens when we  To indentify that there  To describe a series of instructions as a sequence count and compare objects using tally charts							
of hot and cold places. Locate some countries with hot or cold climates on a world map.  Computing  Computing  Systems and networks – IT around us  To recognise the uses and features of information  To make choices when taking a photograph  To explain what happens when we using tally charts  To data and information — Pictograms  To and information — Pictograms  To and information — Pictograms  To recognise that we can count and compare objects using tally charts  To identify that there				( )		( f)	
Computing  Computing  Computing  Systems and networks – IT around us  To recognise the uses and features of information  To make choices when taking a photograph information  To make choices when taking a photograph information  To cond places.  Locate some countries with hot or cold climates on a world map.  Creating media — Programming A — Robot algorithms  Information — Pictograms  To describe a series of instructions as a sequence  To recognise that we can count and features of information  To explain what happens when we using tally charts  To describe a series of instructions as a sequence  To make choices when taking a photograph when we using tally charts  To identify that there		0.00				F	
Locate some countries with hot or cold climates on a world map.  Computing  Systems and networks — IT around us  To recognise the uses and features of information information  To make choices when taking a photograph  To make choices when taking a photograph  Information  To explain what compare objects using tally charts  To computing  Creating media — Programming E — An introduction to quizzes  To say how music can make us feel  To explain what compare objects using tally charts  To identify that there of		2 /			Y	3	
Computing  Computing  Computing Systems and networks – IT around us  To recognise the uses and features of information features of information photograph  To make choices when taking a photograph information photograph  To explain what features of information photograph features of information photograph  To explain what features of information photograph features of information photograph features of information photograph features of information photograph features of information features of instructions as a sequence count and compare objects features of information featur		chemics.		<b>/</b>	) / ( ) ( )		
or cold climates on a world map.  Computing  Computing  Systems and networks – IT around us  To use a digital device to take a photograph the uses and features of information  To make choices when taking a photograph  To computing  Creating media – Programming A – Robot algorithms  To describe a series of instructions as a sequence  To recognise the uses and features of information  To make choices when taking a photograph  To explain what compare objects using tally charts  To creating media – Making music — An introduction to quizzes  To say how music can make us feel  To explain what compare objects  To identify that there  To describe a sequence  To recognise that we can count and compare objects  To identify that there		F 70 E					
Computing  Computing  Computing Systems and Networks = IT Around us  To recognise the uses and features of information features of information photograph  To make choices when taking a photograph  To explain what happens when we  To make a digital device to take a series of instructions as a sequence sequence To explain what compare objects using tally charts  To eating media — Making music — An introduction to quizzes  To explain that a sequence of		and the second s		//, //		Lanne.	
Computing Systems and Systems and Networks – IT around us  To recognise the uses and features of information when taking a photograph information when taking a photograph information  Creating media — Programming A — Robot algorithms  To use a digital device to take a series of instructions as a sequence the uses and features of information photograph information  Creating media — Making music — An introduction to quizzes  To recognise that we can sequence count and feel that a sequence information photograph happens when we using tally charts  To make choices when taking a photograph happens when we using tally charts		5. 5.1					
systems and networks – IT around us  To use a digital device to take a photograph the uses and features of information photograph information photograph information  To make choices when taking a photograph information  Digital photography  To use a digital device to take a series of instructions as a sequence when taking a photograph information  To make choices when taking a photograph information  Digital photography  To use a digital device to take a series of instructions as a sequence count and feel that a sequence information  To explain what compare objects using tally charts  To identify that there of				<b>Y</b> //		Witness of the Control of the Contro	
networks – IT around us  To use a digital device to take a photograph  To make choices the uses and features of information  To use a digital device to take a photograph  To make choices when taking a photograph  To make choices when taking a photograph  To describe a series of instructions as a sequence  To recognise that we can count and compare objects using tally charts  To say how music can make us feel  To explain that a sequence  To identify that there of	Computing	Computing					_
<ul> <li>To use a digital device to take a photograph</li> <li>To make choices the uses and features of information</li> <li>To make a digital device to take a photograph</li> <li>To describe a series of instructions as a sequence</li> <li>To recognise that we can count and compare objects using tally charts</li> <li>To say how music can make us feel</li> <li>To explain that a sequence of that a sequence</li> <li>To identify that there</li> </ul>		systems and	Digital photography	Robot algorithms	<u>information –</u>	<ul> <li>Making music</li> </ul>	<u>– An</u>
device to take a photograph  To recognise the uses and features of information  device to take a series of instructions as a sequence that we can count and features of information  device to take a series of instructions as a sequence that we can count and compare objects using tally charts  To recognise that we can count and compare objects using tally charts  To explain that a sequence of		<u>networks – IT</u>	• To use a digital	• To docaribo o	<u>Pictograms</u>	To say how	introduction to
<ul> <li>To recognise the uses and features of information</li> <li>photograph instructions as a sequence that we can count and features of information</li> <li>photograph instructions as a sequence that we can count and compare objects using tally charts</li> <li>To explain that we can count and compare objects using tally charts</li> <li>To explain that a sequence of</li> </ul>		around us				F 4.	<u>quizzes</u>
the uses and features of information  To make choices sequence count and compare objects happens when we using tally charts  To make choices sequence count and compare objects happens when we of							
features of information when taking a photograph when taking a photograph happens when we wising tally charts that there of	9 at						•
information photograph happens when we using tally charts that there of			97 3		S N . N		
			A CAPPACITY OF THE PROPERTY OF	The second secon	1 Table 1981 1 Table 1981 1 Table 1981	•	·
technology   Clidite the didentity   Sie datteths   command	No new York		pnotograph	1.1	S		_
	00000 III	technology		P AL DO IT SPECIAL		-	commands
of instructions that objects can in music has a start			7.1	of instructions	tnat objects can	in music	has a start

<ul> <li>To identify uses of information technology the school</li> <li>To identify information technology beyond school technology beyond school technology helps us</li> <li>To explain how to use information technology safely</li> <li>To recognise the choices are many when using information technology</li> </ul>	makes a good photograph  To decide how photographs can be improved  To use tools to change an image To recognise that photos can be changed	<ul> <li>To use logical reasoning to predict the outcome of a program (series of commands)</li> <li>To explain that programming projects can have code and artwork</li> <li>To design an algorithm</li> <li>To create and debug a program that I have written</li> </ul>	be represented as pictures  To create a pictogram  To select objects by attribute and make comparisons  To recognise that people can be described by attributes To explain that we can present information using a computer	<ul> <li>To show how music is made from a series of notes</li> <li>To show how music is made from a series of notes</li> <li>To create music for a purpose</li> <li>To review and refine our computer work</li> </ul>	<ul> <li>To explain that a sequence of commands has an outcome</li> <li>To create a program using a given design</li> <li>To change a given design</li> <li>To create a program using my own design</li> <li>To decide how my project can be improved</li> </ul>
RE  Who is a Musliand what do the believe?  Talk about the fact that Musliand believe in Gor (Allah) and for	• Talk about the fact that Jewish people believe in God • Recognise that some	What can we learn from  Islam  Talk about some of the in religion and why peo Recognise some ways in their sacred books	stories that are used ple still read them	What makes some  Islam  Identify special of symbols found in a people worship ar	bjects and a place where

- the example of the Prophet Muhammad
- Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like
- Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah
- Re-tell a story about the life of the Prophet Muhammad
- Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel
- Recognise some objects used by Muslims and suggest why they are important

- remember God in different ways (e.g. mezuzah, on Shabbat)
- Talk about how the mezuzah in the home reminds Jewish people about God.
- Talk about how
  Shabbat is a special day
  of the week for Jewish
  people, and give some
  examples of what they
  might do to celebrate
  Shabbat
  Re-tell a story that
  shows what Jewish
  people at the festivals
  of Sukkot, Chanukah or
  Pesach might think
  about God, suggesting
  what it means
- Recognise that sacred texts contain stories which are special to many people and should be treated with respect
- Re-tell stories from Islam and suggest the meaning of these stories
- Talk about issues of good and bad, right and wrong arising from the stories

What can we learn from sacred books?

# <u>Judaism</u>

- Talk about some of the stories that are used in religion and why people still read them
- Recognise some ways in which Jewish people treat their sacred books
- Recognise that sacred texts contain stories which are special to many people and should be treated with respect
- Re-tell stories from Judaism and suggest the meaning of these stories
- Talk about issues of good and bad, right and wrong arising from the stories

- something about what they mean and how they are used
- Talk about ways in which stories, objects, symbols and actions used in mosques show what people believe
- Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel

What makes some places sacred?

#### <u>Judaism</u>

- Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used
- Talk about ways in which stories, objects, symbols and actions used in a synagogue show what people believe
- Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel



PSHE	Eamilies and friendships	Palanging to a community	Physical health and Montal
SHE	<ul> <li>Families and friendships</li> <li>making friends</li> <li>feeling lonely and getting help</li> <li>Safe relationships</li> <li>managing secrets</li> <li>resisting pressure and getting help</li> <li>recognising hurtful behaviour</li> <li>Respecting ourselves and others</li> <li>recognising things in common and differences</li> <li>playing and working cooperatively</li> <li>sharing opinions</li> </ul>	<ul> <li>Belonging to a community</li> <li>belonging to a group</li> <li>roles and responsibilities</li> <li>being the same and different in the community</li> <li>Media literacy and digital resilience</li> <li>the internet in everyday life</li> <li>online content and information</li> <li>Money and work</li> <li>what money is</li> <li>needs and wants</li> <li>looking after money</li> </ul>	Physical health and Mental wellbeing  why sleep is important medicines and keeping healthy keeping teeth healthy managing feelings and asking for help  Growing and changing growing older naming body parts moving class or year  Keeping safe safety in different environment risk and safety at home emergencies
British Values		AV E	10
	Rule of La	aw Individual Liberty Mutual Respect	Tolerance of others Democracy



# **Ball Skills**

- Perform some dribbling skills with hands and feet using space
- Pass a ball accurately (hands & feet) over longer distances to a team mate
- Combine stopping, pick up/collect & send a ball accurately to other players
- Be able to describe what the effects of exercise have on their bodies.

#### **Team Games**

- Make simple decisions about when /where to move in game to receive a ball
- Play small sided conditioned games of no more than 4 a side.
- Understand what a team mate is and an opponent

# Racquet Skills

- Stand in a ready position holding a racquet correctly
- Tap the ball/shuttle cock off of the racquet

#### **Team Games**

- Make simple decisions about when /where to move in game to receive a ball
- Play small sided conditioned games of no more than 4 a side.

#### **Gymnastics**

- Make body tense, relaxed, curled and stretched, in a range of movements.
- Perform a sequence with changes in speed & direction including 3 different actions (sometimes giving advice to others)
- Be still on single/two + points of contact on floor/apparatus showing tension & control
- Link known shape/travel/roll/jump to a balance using floor & on apparatus
- Jump/land with control using different body shapes in flight

#### Dance

- Change rhythm, speed, level and direction with consistency.
- Dance with control and co-ordination.
- Make a sequence by linking sections together.
- Link some movement to show a mood or feeling.

#### **Athletics**

- Run with agility and confidence.
- Learn the best jumping techniques for distance.
- Throw different objects in a variety of ways.
- Hurdle an obstacle and maintain effective running style
- Run for distance.
- Complete an obstacle course with control and agility.
- Use relay batons in relay games.

# **Striking & Fielding**

- Send a ball off a tee using a bat or a racket
- Play two types of games to score: running around a series of hula hoops or forwards and backwards between hula hoops
- Stop moving when the 'bowler' has the ball
- Play as a fielder and pass the ball back to the bowler to make the runner stop
- Follow rules for a game (carry the bat, don't overtake, run around the outside of the hula hoops)

