



Rolling Over the Ocean

Year 2

Spring 2 and Summer 1



Rolling over the Ocean

Science (Spring 2)
Plants

History
Significant person - Captain Cook

Design Technology (Spring 2)
Design and evaluate a boat

PE (Spring 2)
Invasion games

Music (Spring 2)
Zootime

RE (Spring 2)
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Music (Summer 1)
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Computing (Summer 1)
Programming: Drawing My
Shapes/Making My Moves with
Scratch Jr

PSHE (Summer 1)
Relationships

Science – Spring 2

Plants		Term: 4	Year: 2
Foundations of previous learning: Year 1 Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen. Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Observe and compare how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	Follow instructions Suggest an idea to test from observations Describe patterns in data.	To know how plants grow. To know what conditions they need to grow.	Grow Seed Bulb Leaf Root Stem Flower Fruit Germination Seedling Water Light Temperature reproduction
	Assessment of Skills Designing experiments Analysis and Evaluation (See Phil Watkins Assessment boards)	Assessment of Knowledge How do plants grow? What conditions do plants need to grow? W	

History

Captain Cook – Significant Event & Person		Topic: Rolling over the ocean (Captain Cook)	Term: Spring 2 and Summer 1	Year: 2
<p>Foundations of previous learning: The work of Mary Anning – a different kind of explorer – wanting to learn about the world How events in history can change the future – changes in fire safety from Great Fire of London, Security of Parliament (link to knowledge of the world – and battling of scurvy) Able to sequence 3 events/objects with a basic understanding of chronology.</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>To understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life To know events beyond living memory that are significant nationally To understand the lives of significant individuals in the past who have contributed to national and international achievements. To know significant historical events, people and places in their own locality.</p>	<p><u>Chronological understanding</u> Puts 3 people, events or objects in order using a given scale. Uses words and phrases such as recently, before, after, now, later. Uses past and present when telling others about an event.</p> <p><u>Knowledge and understanding</u> Uses information to describe the past. Uses information to describe differences between then and now. Recounts main events from a significant in history. Uses evidence to explain reasons why people in past acted as they did.</p> <p><u>Historical interpretation</u> Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet). Understands why some people in the past did things.</p> <p><u>Historical enquiry</u> Looks carefully at pictures or objects to find information about the past. Asks and answers questions such as: 'what was it like for a ...?', 'what happened in the past?', 'how long ago did ... happen?'</p> <p><u>Organisation and communication</u> Describes objects, people and events. Writes simple stories and recounts about the past.</p>	<p>To know who Captain James Cook was. To know he was born in Marton and moved to Staithes where his interest in ships began. To know that he was a famous navigator. To know the places that Captain Cook discovered. To know the dates of his famous voyages. To be able to name the ships which he sailed in. To know the countries that he visited and their cultures. To know when Captain Cook died and how he was killed.</p>	<p>Captain Cook Marton Ship Staithes Voyage Travel Discovery Discover Killed Navigator Achievement Great Ayton Whitby Endeavour Resolution Tahiti</p>	
	Assessment of Skills	Assessment of Knowledge		
	<p>I can use information to describe differences between then and now. I can understand why some people in the past did things. I can look carefully at pictures, text and objects to find information about the past. I can write a simple story or recount about a past event.</p>	<p>Who was Captain Cook? Where was Captain Cook born? Where did Captain Cook work when he was younger? What was Captain Cook famous for? What countries did Captain Cook discover? When were his 3 famous voyages? What were the names of the ships used on the voyages? Where did Captain Cook visit during his time at sea? What did he discover? When and how did Captain Cook die? What impact has he had on today's society?</p>		

Design Technology – Spring 2

Design and evaluate a boat		Topic: Rolling over the Ocean	Year: 2	Term: Spring 2
Foundations of previous learning: Children will have made their design using appropriate techniques.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
When designing and making, pupils should be taught to: Design Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate Evaluate their ideas and products against design criteria Technical knowledge To build structures, exploring how they can be made stronger, stiffer and more stable	<u>Plan and communicate ideas</u> 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. Making simple drawings and label parts. <u>Make (technical knowledge)</u> Measure, cut and score with some accuracy. Use tools safely and appropriately. Assemble, join and combine materials in order to make a product. Choose and use appropriate finishing techniques to improve the look of a product. <u>Evaluate</u> Evaluate their products as they are developed identifying strengths and modifications. Talk about their ideas saying what they like and dislike about them.	Know the purpose of boats. Know the materials they could be built from. To know what properties the boat needs to have. Follow the; analyse, design, make and evaluate process in making their boats.	Boat Waterproof Solid Strong Join Strengthen Texture Shape Smooth Purpose Colour Material Suitable Join Stable Stiff	
	Assessment of Skills	Assessment of Knowledge		
	Generate ideas by drawing on their own and other people's experiences Assemble, join and combine materials in order to make a product	Can you identify the features of a boat? Can you design a boat with the correct features? Can you select appropriate materials and explain your choices? Can you use joining techniques effectively to combine materials? Can you identify a strength of your finished product? Can you say what you would improve by comparing your design and your finished product? Can you use the correct vocabulary to describe a boat?		

Physical Education – Spring 2

Invasion Games		Term: Spring 2	Year: 2	
<p>Foundations of previous learning: Year 1: Negotiate space when racing and chasing, adjusting speed or changing direction to avoid obstacles. Pat, throw, kick, stop and sometimes catch a ball. Run a short distance with some control. Jump with both feet from standing. Throw a projectile in a given direction. Show control and co-ordination when moving or standing still. Per-form basic sequences, using space safely and recognising simple technical words. Use skills in different ways in different games, and try to win by changing the way they use skills in response to their opponent's actions. Move fluently, changing direction and speed easily and avoiding collision. Show control and accuracy with the basic actions for rolling, under arm throwing, striking a ball and kicking. Understand the aspects of tracking, and get in line with the ball to receive it. Understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming. <i>Assessment:</i> React to an opponent's actions during an invasion game.</p>				
Unit Learning				
NC Objective - Coverage	Skills and Knowledge	Vocabulary		
<p>To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>To participate in team games, developing simple tactics for attacking and defending</p>	<p>Recognise and describe how the body feels during and after physical activity. Begin to use and understand the terms attacking and defending. Throw and catch a ball with a partner using different techniques and begin to choose the best pass to make in a game. Kick a ball, using the correct technique whilst moving, with some control and fluency. Pass a ball in different ways, using the correct technique, with some control and accuracy. Use throwing, catching and kicking skills in a game with increasing confidence and success. Begin to apply a range of attacking and defending skills in a game successfully, including dodging and marking. Increasingly choose and use the best space in a game, including passing to a player who is in space. Perform learnt skills with increasing control; Follow rules to play different games and understand the importance of having them; Show good teamwork in competitive situations.</p>	<p>Jump Space Zone Defender Attacker Action Coordination Balance Exercise Catch Throw Block Bounce pass Pass Foul Guard Court Overarm</p>	<p>Underarm Collect Stretch Leap Tactic Rules Control Healthy Dribble Target Net Hoop Backboard Pivot</p>	
	Assessment	<p>Pass a ball in different ways, using correct techniques, with some control and accuracy.</p>		

Music – Spring 2

Zootime		Year: 2	Spring 2
<p>Foundations of previous learning: Children can sing and play within different setting and ensembles. Children are able to find the pulse of a piece of music independently or with support. Children have been exploring creating rhythms and responding to them. Children are able to copy a rhythm which has been played for them. Children can recognise different styles of music, they are beginning to identify and name the different instruments. Children are beginning to understand how music makes them feel. Children can say whether they like a piece of music and why. They also and beginning to understanding how all the dimensions of music are working together.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Performing (singing/playing): To be able to sing songs, speak chants and rhymes. To be able to sing and share them with others. To be able to sing in a variety of different styles. To play a class room instrument in a group/band/ensemble</p> <p>Is able to find the pulse of a piece of music on their own or with the support of others. Is able to copy different rhythms performed by an adult.</p> <p>Improvising and composing: To explore and create own simple musical responses, melodies and rhythms To be able to continue to create own responses, melodies and rhythms and record in them in some way.</p> <p>Listening, developing knowledge and understanding: To say whether they like or dislike a song. To continue to internalise, understand, feel, know how all the dimensions of music work together.</p>	<p>To begin to recognise the very basic style indicators for different styles of music.</p> <p>To begin to name and recognise common instruments in songs. (Such as drums, piano, guitar).</p> <p>To begin to understanding how music makes them feel</p>	<p>Pulse Steady Beat Heartbeat High sounds Low Sounds Rhythm Pitch Rapping Fast Slow Quick Loud Quiet Singing Instruments Clap South African Music Record Compose Melodies Rhythm Patterns Reggae Music</p>
	Assessment of Skills	Assessment of Knowledge	
	<p>I am able to sing simple songs, speak chants and rhymes. I can sing and perform for others. I can sing in a variety of different styles. I can play classroom instruments in a group/band/ensemble</p> <p style="background-color: yellow;">I can find the pulse of a piece of music on their own or with the support of others.</p> <p style="background-color: yellow;">I can copy different rhythms.</p> <p>I can explore and create simple musical sounds (own responses, melodies and rhythm) using instruments and voices. I can record my musical responses.</p> <p>I can recognise different instruments and discuss other dimensions (pitch, pulse, dynamics, tempo)</p>	<p>I know the basic style indicators for different styles of music I know and understand basic musical language I am beginning to understand how pulse, rhythm and pitch work together.</p> <p>I can verbalise how music makes me feel.</p>	

Religious Education – Spring 2

Christianity: Easter - Resurrection		Year: 2	Term: Spring 2	
Foundations of previous learning: To have a basic understanding of the Easter story and the key symbols. To know how Jesus was welcomed on Palm Sunday.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
How important is it to Christians that Jesus came back to life after His crucifixion? <ul style="list-style-type: none"> To re-tell the Easter story. To understand what Jesus' resurrection means for Christians. 	Thinking about religion and belief Retell religious, spiritual and moral stories Enquiring, investigating and interpreting Recognise that some questions about life are difficult to answer Ask questions about their own and others' feelings and experiences Identify possible meanings for symbols and other forms of religious expression Beliefs and teachings (what people believe) Retell religious stories and identify some religious beliefs and teachings Practices and lifestyles (what people do) Identify some religious practices, and know that some are characteristic of more than one religion Expression and language (How people express themselves) Suggest meanings in religious symbols, language and stories Identity and experience (Making sense of who we are) Respond sensitively to the experiences and feelings of others, including those with a faith Meaning and purpose (Making sense of life) Realise that some questions that cause people to wonder are difficult to answer Values and commitments (Making sense of right and wrong) Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong	To identify what they believe happens when something dies/comes to an end. To know that having memories can help us see things/others that we can no longer have. To know that people may have different strategies to cope with sad feelings. To know that an Easter eggs are a symbol of new life. To know that the crucifixion is when Jesus died. To know the stories of The walk to Emmaus and Jesus at the beach barbeque. To explore different possibilities of how Christians believe Jesus could have come back to life. To know that Jesus' resurrection symbolises life after death. To know that Jesus was sent by God to rescue them from suffering because of the wrong things they sometimes do. To understand the meaning of the cross, tomb and bolder within the Easter story. To know what Christians believe happened after Jesus was placed in the tomb. To explore their own thoughts to what they believe happened next in the story.	Christians Important Crucifixion Belief Story Easter Bible Symbol Palm Sunday Disciples Jerusalem Followers Palm leaves Priest Heal Temple Cross Betrayal The Last Supper New life Birth	
		Assessment of Skills	Assessment of Knowledge	
		I can say what I believe happens to you when you die and tell you how I remember people close to me. I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.	I can recall what Christians believe happened on Easter Sunday.	

Computing – Spring 2

Trusting the Internet & Technology/My Internet Search		Topic: Technology in My Life	Year: 2	Term: Spring 2
<p>Foundations of previous learning: Children from Year 1 are be able to...</p> <ul style="list-style-type: none"> • recognise the ways we use technology in our classroom • recognise ways that technology is used in my home and community. • use links to websites to find information. • begin to identify some of the benefits of using technology. 				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>To recognise common uses of information technology beyond school</p> <p>To 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</p>	<p>Digital Literacy Use technology safely and respectfully. Identify where to go for help and support when they have concerns about content or contact on the internet. Understand that information left online leaves a digital footprint.</p> <p>Research Use simple children’s search engine eg Kiddle</p>	<p>Technology in My Life To think about the technology they use every day To present the technology as a timeline, showing when they would use it To talk about the benefits of using technology To look at a map of a town and talk about the different technologies that are used in different places To talk about the technologies that are used most often To think about ‘What is the internet and what is the World Wide Web?’ To look at the validity of information that we find on the Internet – Tomato Spider website To consider where the information for the school website comes from To make their own creature and information on a website</p> <p>My Internet Search To explain why you used technology in my home and community. To identify benefits of using technology including finding information and communicating with others. To begin to understand that other people have created the information you use. To explain why you use technology in the classroom.</p>	<p>Communicate QR Code Search engine Technology / Computing devices Website World Wide</p>	
Assessment of Skills/Assessment of Knowledge				
	<p>Technology in My Life Can you explain why you used technology in the home and community? Can you identify benefits of using technology including finding information and communicating with others? Can you explain why you use technology in the classroom? Can you explain that other people have created the information I use and know that not all information on the Internet is true? Can you explain why other sites help you to check a website?</p> <p>My Internet Search Can you think of all the things you must not share on the internet? Can you enter a key word in a search engine? Can you find the answers to specific questions?</p>			

PSHE – Spring 2

Healthy Me		Jigsaw	Year: 2	Term: Spring 2
Foundations of previous learning: Y1 - I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy, I can recognise how being healthy helps me to feel happy				
Unit Learning				
Themes (Puzzle pieces)	Outcomes			Vocabulary
Being healthy Being relaxed Medicine safety Healthy eating The healthy me cafe	I know what I need to keep my body healthy I am motivated to make healthy lifestyle choices I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed I can tell you when a feeling is weak and when a feeling is strong I understand how medicines work in my body and how important it is to use them safely I feel positive about caring for my body and keeping it healthy I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy I have a healthy relationship with food and know which foods I enjoy the most I can decide which foods to eat to give my body energy I have a healthy relationship with food and I know which foods are most nutritious for my body I can make some healthy snacks and explain why they are good for my body I can express how it feels to share healthy food with my friends			Healthy Motivated Lifestyle choice Relaxed Stressed Weak Strong Medicine Safety Positive Care Food Food groups Relationship Nutritious
	Assessment			
	I can make some healthy snacks and explain why they are good for my body I can express how it feels to share healthy food with my friends			

Science – Summer 1

Electricity		Term: 5	Year: 2
<p>Foundations of previous learning: ELGS that feed into Science: Understanding the World: Children know 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 another. They make observations of animals and plants and explain why some things occur, and talk about changes. Physical Development: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. Mathematics: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. Communication and Language: Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</p>			
Unit Learning			
*NC Objective - Coverage	Skills	Knowledge	Vocabulary
Identify appliances that run on electricity Recognise the need for a power source (mains, battery, rechargeable, renewable, etc) and a circuit to make an appliance work. Identify both the component and its symbol in a simple circuit. Build simple closed series circuits Know electrical safety	Group by difference, similarity or change Link properties of materials to an application Suggest what might happen Notice risk & know common dangers Follow a spoken or written instructions	To know where we use electricity in our homes. To know how do we use electricity safely. To know what is a circuit. To know what the parts of a circuit are. To be able to build a circuit.	Circuit Appliance main supply battery wire bulb buzzer component connector electricity
	Assessment of Skills Classification Designing experiments (See Phil Watkins Assessment boards)	Assessment of Knowledge Where do we use electricity in our homes? How do we use electricity safely? What is a circuit? What are the parts of a circuit? Can you build a circuit?	

Art and Design – Summer 1

Collage		Topic: Rolling over the Ocean	Term: Summer 1	Year: 2
Foundations of previous learning: Children will have created simple collages based on simple drawings				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Pupils should be taught: 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	Work with a wide range of materials Use imagination to form simple images from a given starting point or a description Begin to form own 3D pieces Collect natural materials to create a temporary collage Develop tearing, cutting and layering paper to create different effects Create and experiment with shades of colour and name some of these Develop an understanding of 2D and 3D in terms of artwork – painting and sculpture Look at sculptures and try to recreate them using everyday objects/materials	To know how to use different materials to make collages. To know how to overlap different textures and materials. To combine different shades of a colour for effect. To know how materials can be re used for a given purpose. To describe what they think or feel about their own and others' work. To explore ideas about collage and use natural and made materials to communicate ideas and meanings in their own images.	Environment Overlapping Sticking Arranging Sculpture Collage Sculpture Circle Hot Cold Sort Select	Stripes Texture Rough Spiky Like Dislike Shiny Dull Rough Smooth Font Capital Develop
	Assessment of Skills	Assessment of Knowledge		
	Develop tearing, cutting and layering paper to create different effects Look at sculptures and try to recreate them using everyday objects/materials	Can you use a range of materials to create an image/scene linked to Captain James Cook? Can you choose appropriate colours within your work? Can you layer the materials to create different textures?		

Physical Education – Summer 1

Gymnastics		Term: Summer 1	Year: 2
Foundations of previous learning:			
<p>Year 1 Gymnastics Negotiate space when racing and chasing, adjusting speed or changing direction to avoid obstacles. Pat, throw, kick, stop and sometimes catch a ball. Accurately shadow a partner's movements. Create simple movement patterns, showing awareness of rhythm. Run a short distance with some control. Jump with both feet from standing. Throw a projectile in a given direction. Show control and co-ordination when moving or standing still. Perform basic sequences, using space safely and recognising simple technical words. Perform basic gymnastic actions, including travelling, rolling, jumping and climbing, and stay still when required. Manage the space safely, showing good awareness of each other, mats and apparatus. Make up and perform simple movement phrases in response to simple tasks. Link and repeat basic gymnastic actions. Perform movement phrases with control and accuracy Know when their body is active and talk about the difference between tension and relaxation. Carry and place appropriate apparatus safely, with guidance. Watch and describe accurately a short sequence of basic gymnastic actions, using appropriate language Copy a partner's sequence of movement. To show their understanding To perform as an individual and as part of a group. <i>Assessment: Compose and perform a series of basic actions in gymnastics.</i></p>		<p>Year 2 Autumn 1 Gymnastics Travel with control and co-ordination, copying and repeating sequences which include rolling, travelling, balancing, climbing, stretching and curling. Take part in activities and work with others to complete a task. Perform a range of actions with control and coordination Repeat accurately sequences of gymnastic actions Move smoothly from a position of stillness to a traveling movement Move smoothly and in a controlled way from one position of stillness to another Devise, repeat and perform a short sequence in which there is a clear beginning, middle and end Adapt the sequence to include apparatus or a partner. Use different combinations of floor, mats and apparatus, showing control, accuracy and fluency Say whether their heart is beating fast or slow, whether their breathing is normal or puffed, and whether they feel hot, warm or cool Recognise and avoid risks when handling and placing apparatus . Describe their own or their partner's sequence accurately, commenting on what it contains and whether it is performed smoothly and with control Choose one aspect of their sequence to improve, and say how to improve it . To identify and show their understanding. To perform as an individual and as part of a group. <i>Assessment: Move smoothly from one action to another in a gymnastics sequence.</i></p>	
Unit Learning			
NC Objective - Coverage	Skills and Knowledge	Vocabulary	
To master basic movements including jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities To perform simple movement patterns.	Create their own shapes on a range of body parts and hold balances still. Identify which part of a performance may need to be improved. Work with a partner to create their own matching balance. Perform paired balances on different pieces of equipment. Demonstrate three different types of roll correctly, including a curled side roll. Show control when performing log, teddy bear and curled side rolls. Perform at least two types of jump correctly, showing a clear body shape in the air. Jump off apparatus independently and land safely Can compose, remember and perform their own sequence containing at least one roll, balance and jump. Describe what is good about a sequence and identify an area for improvement. Work with a partner to compose, remember and perform a matching sequence containing at least one roll, balance and jump. Show good control when performing balances, jumps and rolls, and link movements together to make a sequence.	Combination Apparatus Shape Balance Travel Action Transitions Control Accuracy Movement Gymnastic Sequence Beginning Middle End Strength Fitness	
	Assessment		
	Can compose, remember and perform their own sequence containing at least one roll, balance and jump.		

Music – Summer 1

Friendship Song		Year: 2	Summer 1
<p>Foundations of previous learning: Children can sing and play within different setting and ensembles. Children are able to find the pulse of a piece of music independently or with support. Children have been exploring creating rhythms and responding to them. Children are able to copy a rhythm which has been played for them. Children can recognise different styles of music, they are beginning to identify and name the different instruments. Children are beginning to understand how music makes them feel. Children can say whether they like a piece of music and why. They also and beginning to understanding how all the dimensions of music are working together.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Performing (singing/playing): To be able to sing songs, speak chants and rhymes. To be able to sing and share them with others. To be able to sing in a variety of different styles. To play a class room instrument in a group/band/ensemble</p> <p>Is able to find the pulse of a piece of music on their own or with the support of others. Is able to copy different rhythms performed by an adult.</p> <p>Improvising and composing: To explore and create own simple musical responses, melodies and rhythms To be able to continue to create own responses, melodies and rhythms and record in them in some way.</p> <p>Listening, developing knowledge and understanding: To say whether they like or dislike a song. To continue to internalise, understand, feel, know how all the dimensions of music work together.</p>	<p>To begin to recognise the very basic style indicators for different styles of music.</p> <p>To begin to name and recognise common instruments in songs. (Such as drums, piano, guitar).</p> <p>To begin to understanding how music makes them feel.</p>	<p>Pulse Steady Beat Heartbeat High sounds Low Sounds Rhythm Pitch Rapping Fast Slow Quick Loud Quiet Singing Instruments Clap South African Music Record Compose Melodies Rhythm Patterns Mixed Style</p>
	Assessment of Skills	Assessment of Knowledge	
	<p>I am able to sing simple songs, speak chants and rhymes. I can sing and perform for others. I can sing in a variety of different styles. I can play classroom instruments in a group/band/ensemble</p> <p>I can find the pulse of a piece of music on their own or with the support of others.</p> <p>I can copy different rhythms.</p> <p>I can explore and create simple musical sounds (own responses, melodies and rhythm) using instruments and voices. I can record my musical responses.</p> <p>I can recognise different instruments and discuss other dimensions (pitch, pulse, dynamics, tempo)</p>	<p>I know the basic style indicators for different styles of music I know and understand basic musical language I am beginning to understand how pulse, rhythm and pitch work together.</p> <p>I can verbalise how music makes me feel.</p>	

Religious Education – Summer 1

Topic: Islam: Community and belonging		Year: 2	Term: Summer 1
Foundations of previous learning: To understand that prayer is an essential part of Muslims daily life			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Does going to the Mosque give Muslims a sense of belonging?</p> <ul style="list-style-type: none"> To understand why Muslims visit the Mosque. To explore whether this gives them a sense of belonging. 	<p>Thinking about religion and belief Retell religious, spiritual and moral stories Identify how religion and belief is expressed in different ways Identify similarities and differences in features of religions and beliefs</p> <p>Enquiring, investigating and interpreting Ask questions about their own and others' feelings and experience Identify possible meanings for symbols and other forms of religious expression</p> <p>Beliefs and teachings (what people believe) Retell religious stories and identify some religious beliefs and teachings</p> <p>Practices and lifestyles (what people do) Identify some religious practices, and know that some are characteristic of more than one religion</p> <p>Expression and language (How people express themselves) Suggest meanings in religious symbols, language and stories</p> <p>Identity and experience (Making sense of who we are) Respond sensitively to the experiences and feelings of others, including those with a faith</p> <p>Values and commitments (Making sense of right and wrong) Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong</p>	<p>To understand how it feels to belong. To identify places where they feel like they belong. To know that a Mosque is Muslim's place of worship. To compare Muslim place of worship to Christian place of worship. To know that Mosques offer more than just a space for prayer. To understand that Muslims feel a strong sense of belonging when in the Mosque. To identify key features of a Mosque. To recall key features of Wudu (wash routine). To know that Muslims can feel like they belonging even when they pray alone. To know that Muslims complete Hajj to visit Makkah. To know that Muslims believe praying in the Mosque is the equivalent of 25 individual prayers.</p>	<p>Muslim Allah Qur'an Islam Crescent moon Special Praying Mecca Prayer mat Prayer Routine Faith Imam Hijab Burka Mosque Wudu Salat Mohammed Five Pillars of Islam Belonging Alone Shared Special Important place worship</p>
	Assessment of Skills	Assessment of Knowledge	
	<p>I can understand how meeting in a certain place could make me feel like I belong. I can discuss how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and consider why this might be.</p>	<p>I can explain what happens when Muslims pray alone or at a Mosque.</p>	

Computing – Summer 1

Drawing My Shapes/Making My Moves with Scratch Jr		Topic: Programming	Year: 2	Term: Summer 1
Foundations of previous learning: Children from Year 1 are be able to... <ul style="list-style-type: none"> • give instructions to my friend and follow their instructions to move around. • describe what happens when I press buttons on a robot. • press the buttons in the correct order to make my robot do what I want. • describe what actions I will need to do to make something happen and begin to use the word algorithm. • begin to predict what will happen for a short sequence of instructions. • begin to use software/apps to create movement and patterns on a screen. • use the word debug when I correct mistakes when I program. 				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs	Computer Science: Understand that programs execute by following precise and unambiguous instructions. Understand that objects can be programmed using code to do actions when a key is pressed. Understand that one object can be used to control another object. Can create and debug a simple program.	Drawing my Shapes I can program a robot to do a particular task. I can program software to do a particular task. I can use programming software to make objects move. I can tell you the order I need to do things to make something happen and talk about this as an algorithm. I can program a robot to do a particular task such as drawing a shape. I can watch a program execute and spot where it goes wrong so that I can debug it. Making My Moves with Scratch Jr I can use programming software to make objects move. I can tell you the order I need to do things to make something happen and talk about this as an algorithm. I can watch a program execute and spot where it goes wrong so that I can debug it. I can tell you the order I need to do things to make something happen and talk about this as an algorithm. I can use the word debug when I correct mistakes when I program a floor robot.	Debug Sequences Instructions Robot Programming Program Algorithm Navigate Precise Accurate Sequence Review Algorithm Backward Button Clear Code Distance Execute	Floor robot Forward Go Half turn Instructions Mistake / Error Move Pause / Wait Predict Program Quarter turn / right angle Turn left Turn right Sequence Stop Symbol
	Assessment of Skills/Assessment of Knowledge			
		Drawing my Shapes Can you describe my program? Could you debug any mistakes you made? Can you write most of my name? Can you describe the algorithm you will need to use to create a square? Can you execute the program? Can you debug a program that draws a square incorrectly? Making My Moves with Scratch Jr Can you use a sequence to make the cat visit each corner of the stage? Can you add a second sprite to the stage and program a sequence for each sprite? Can you implement an algorithm as a program for more than one sprite? Can you debug a program accurately at the prediction stage?		

PSHE – Summer 1

Relationships		Jigsaw	Year: 2	Term: Summer 1
Foundations of previous learning: Y1 - I can tell you why I appreciate someone who is special to me and express how I feel about them				
Unit Learning				
Themes (Puzzle pieces)	Outcomes			Vocabulary
Families Keeping safe – exploring physical contact Friends and conflict Secrets Trust and appreciation Celebrating my special relationships	I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate I accept that everyone’s family is different and understand that most people value their family I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not I know which types of physical contact I like and don’t like and can talk about this I can identify some of the things that cause conflict with my friends I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this I recognise and appreciate people who can help me in my family, my school and my community I understand how it feels to trust someone I can express my appreciation for the people in my special relationships I am comfortable accepting appreciation from others			Relationship Share Cooperate Different Value Physical contact Acceptable Unacceptable Touch Conflict Problem solving Technique Resolve Secret Community Trust Comfortable
	Assessment			
	I can identify some of the things that cause conflict between me and my friends I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends			