


## Curriculum Framework - Year 2

<p style="text-align: center;"><b>Autumn Term</b> Global theme(s): <b>Power and Governance</b></p> <p style="text-align: center;"><b>Focus:</b> What makes a good leader Positions of power in the UK</p>		<p style="text-align: center;"><b>Spring Term</b> Global theme(s): <b>Sustainable Development</b></p> <p style="text-align: center;"><b>Focus:</b> How we Impact on the Environment</p>		<p style="text-align: center;"><b>Summer Term</b> Global theme(s): <b>Peace and Conflict</b></p> <p style="text-align: center;"><b>Focus:</b> WW2- The Home Front</p>	
<p style="text-align: center;"><b>Autumn 1</b> Positions of Power</p>	<p style="text-align: center;"><b>Autumn 2</b> The voice of the people</p>	<p style="text-align: center;"><b>Spring 1</b> Protecting our Environment</p>	<p style="text-align: center;"><b>Spring 2</b> Waste around the world- China</p>	<p style="text-align: center;"><b>Summer 1</b> What was it like to live during a time of conflict?</p>	<p style="text-align: center;"><b>Summer 2</b> What causes a conflict between countries?</p>
<p style="text-align: center;"><b>Core text</b></p> <p>Vlad and the Great Fire of London</p>  <p>You wouldn't want to be in the Great Fire of London</p>	<p style="text-align: center;"><b>Core text</b></p> <p>The King who Banned the Dark</p> 	<p style="text-align: center;"><b>Core text</b></p> <p>Tin Forest</p> 	<p style="text-align: center;"><b>Core text</b></p> <p>Sam and the Lucky Money</p>  <p>The Magic Paintbrush</p> 	<p style="text-align: center;"><b>Core text</b></p> <p>The Lion and the Unicorn</p> 	<p style="text-align: center;"><b>Core text</b></p> <p>One Hundred Steps</p> 

				 <p>You Wouldn't Want to be a WW2 Evacuee</p>	
<p><b><u>Value</u></b> Bravery Responsibility</p> <p>I can talk about a profession which shows bravery (e.g. firefighter)</p> <p>I can discuss who was responsible for the Great Fire of London.</p>	<p><b><u>Value</u></b> Collaboration Responsibility</p> <p>I can explain why leaders work together to make the right decision</p> <p>I can take responsibility for the decisions I make</p>	<p><b><u>Value</u></b> Kindness Respect</p> <p>I can name 1 way which my personal act of kindness affects the environment (e.g. recycling, switching off lights).</p> <p>I can show respect to the environment in school.</p>	<p><b><u>Value</u></b> Responsibility Gratitude</p> <p>I can give reasons for my environmental decisions</p> <p>I can name 1 reason why I am grateful for the environment</p>	<p><b><u>Value</u></b> Bravery Resilience</p> <p>I can explain how people who lived during WW2 showed bravery</p> <p>I can show resilience towards my work</p> <p>I can empathise with how I would feel as an evacuee</p>	<p><b><u>Value</u></b> Gratitude Collaboration</p> <p>I can be grateful for things in my life and recognise some things which others may have to live without.</p> <p>I can explain how people on the Home Front worked collaboratively in times of uncertainty.</p> <p>I can explain how people today work collaboratively in times of uncertainty.</p>
<p><b>Diversity, Community &amp; Global Project Outcome</b></p> <p>Fire safety</p>	<p><b>Diversity, Community &amp; Global Project Outcome</b></p> <p>Letter to MP/mayor</p>	<p><b>Diversity, Community &amp; Global Project Outcome</b></p> <p>Planting and</p>	<p><b>Diversity, Community &amp; Global Project Outcome</b></p> <p>Litter Picking</p>	<p><b>Diversity, Community &amp; Global Project Outcome</b></p> <p>Visit to local care</p>	<p><b>Diversity, Community &amp; Global Project Outcome</b></p> <p>Plan and hold</p>

<p>Visit from a firefighter</p> <p>Poster/ leaflet to promote fire safety</p>		<p>maintaining our school forest</p> <p>Litter pick</p>	<p>Recycling project - #projectlittercritter</p>	<p>home to speak to residents about experiences / perform wartime concert</p>	<p>fundraiser #CaptianTom100 to raise money for Captain Tom Foundation</p>
<p><b>Writing outcomes</b></p> <p>Retelling story</p> <p>Information Text - History Link</p> <p>Fire Safety information booklet</p> <p>Fire poetry</p> <p>News Report</p>	<p><b>Writing outcomes</b></p> <p>Debate- who is in charge?</p> <p>Letter writing</p> <p>Instructions</p> <p>Diary entry of a Queen/King</p> <p>Narrative</p>	<p><b>Writing outcomes</b></p> <p>Descriptive Settings</p> <p>Rules for looking after the school forest</p> <p>Explanation text - how to make a shelter</p>	<p><b>Writing outcomes</b></p> <p>Information Text</p> <p>Diary entries</p> <p>Narrative</p> <p>Poetry (rhyming)- Chinese Dragon</p>	<p><b>Writing outcomes</b></p> <p>Narrative</p> <p>Letter writing</p> <p>Explanation text</p> <p>Persuasive speech</p> <p>Newspaper report from WW2</p> <p>Non-chronological report</p>	<p><b>Writing outcomes</b></p> <p>Character description</p> <p>Fact Files</p> <p>Letter writing</p>
<p><b>Curriculum Overview</b></p> <p>The children will learn about the historical events of the Great Fire of London. They will explore why it</p>	<p><b>Curriculum Overview</b></p> <p>Children will learn about who is in charge in our country and the way that other countries are run. They will</p>	<p><b>Curriculum Overview</b></p> <p>Children will think about pollution and litter and how this destroys our environment. They will think about their</p>	<p><b>Curriculum Overview</b></p> <p>The children will explore continents and oceans around the world through the journey of waste. They will</p>	<p><b>Curriculum Overview</b></p> <p>The children will have an overview on what life was like on the homefront during WW2. They will think about how</p>	<p><b>Curriculum Overview</b></p> <p>The children will think more deeply about war soldiers then and now. They will learn about the life of Sir Captain</p>

<p>occurred, who was to blame and the aftermath.</p>	<p>learn about the MPs and the role that they play in informing the PM. They will learn about group decisions and that with power comes responsibility.</p>	<p>local environment and how they can help.</p>	<p>learn about sustainable living in different countries, particularly exploring this in China.</p>	<p>life differed during this period and why lifestyles had to change around that time, particularly thinking about evacuation and rationing.</p>	<p>Tom Moore and his positive impact during the pandemic.</p>
<p><b>Curriculum Drivers</b></p> <p>History- GfL</p> <p>PSHE- democracy</p> <p>Geography- maps of London</p>	<p><b>Curriculum Drivers</b></p> <p>PSHE- Awareness of the leaders in the UK</p> <p>History- history of royals, coronation of the queen, role of PM</p> <p>Geography- maps of London</p>	<p><b>Curriculum Drivers</b></p> <p>Geography - Renewable energy sources</p> <p>PSHE- caring for our environment on a local scale</p>	<p><b>Curriculum Drivers</b></p> <p>Geography - countries and continents</p> <p>Physical and human features in China</p> <p>PSHE- caring for our environment on a global scale</p>	<p><b>Curriculum Drivers</b></p> <p>Historical events- WW2 The Home Front</p> <p>Geography- Rural and urban areas</p> <p>PSHE- Empathy</p> <p>Music- Wartime music and how media has changed over time</p> <p>Forest school - Building air raid shelters</p>	<p><b>Curriculum Drivers</b></p> <p>Historical importance of Captain Tom and fundraising for his foundation</p> <p>PSHE- Empathy</p>

<p><b><u>Oxfam Curriculum</u></b></p> <p><b>Attitudes and Values:</b></p> <ul style="list-style-type: none"> <li>To understand what uneven sharing of power is and how some people are excluded from decision-making.</li> </ul>		<p><b><u>Oxfam Curriculum</u></b></p> <p><b>Attitudes and Values:</b></p> <ul style="list-style-type: none"> <li>To show an understanding of how people can damage or improve the environment.</li> </ul>	<p><b><u>Oxfam Curriculum</u></b></p> <p><b>Attitudes and Values:</b></p> <ul style="list-style-type: none"> <li>To show an awareness of causes of disagreement and conflict at personal, classroom and global levels.</li> </ul>
<p><b><u>Oxfam Curriculum</u></b></p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>To understand how to take part in making and changing rules in own class and school.</li> </ul>		<p><b><u>Oxfam Curriculum</u></b></p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>To understand that there can be positive and negative impacts of people's actions (including our own) on others and the environment.</li> <li>Children show an awareness of how to act upon people's actions and their own to make a positive impact.</li> </ul>	<p><b><u>Oxfam Curriculum</u></b></p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Children can demonstrate some ways of avoiding, managing and resolving conflict.</li> </ul>
<p><b><u>Science</u></b></p> <p><b>Animals and Living things including humans</b></p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic</p>	<p><b><u>Science</u></b></p> <p><b>Materials</b></p> <p>Identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the</p>	<p><b><u>Science</u></b></p> <p><b>Habitats</b></p> <p>Explore and compare the differences between things that are living, dead and things that have never been alive.</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p>	<p><b><u>Science</u></b></p> <p><b>Plants</b></p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Explore plants in the local area.</p>

<p>needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance of exercise for humans, eating the right amounts of different types of food and hygiene.</p>	<p>shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Investigate floating and sinking.</p>	<p>Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain and identify and name different sources of food.</p>	<p>Learn about how plants and animals are dependent on each other.</p> <p>Look at plants from outside our local area.</p>
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### Working Scientifically

- Ask simple questions and recognise they can be answered in different ways.
- Observe closely, using simple equipment.
- Perform simple tests.
- Identify and classify
- Use observations and ideas to suggest answers to questions.
- Gather and record data to help answer questions.

<p><u>RE</u></p> <p>I can understand that God is a loving father.</p> <p>I can understand that Christians are dependent on God for life itself</p>	<p><u>RE</u></p> <p>I can understand aspects of Hanukkah</p> <p>I can understand aspects of the festival of Christmas</p> <p>I understand that</p>	<p><u>RE</u></p> <p>I value diversity and not to fear it.</p> <p>I can learn about the importance for Christians of love, of forgiveness, and of loving both God and one's neighbours.</p>	<p><u>RE</u></p> <p>I can learn about aspects of the festival of Easter.</p> <p>I understand what Lent is</p> <p>I understand that Jesus was a</p>	<p><u>RE</u></p> <p>I can explore Jewish Stories. - Journeys</p> <p>I understand the journey of Abraham and Sarah</p> <p>I understand the</p>	<p><u>RE</u></p> <p>To understand who Jesus is and what he came to do.</p> <p>I can describe why Christians believe Jesus wasn't an ordinary boy.</p>
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	<p>Jesus was known as the light of the world.</p> <p>I understand that Jesus birth was special from the outset</p> <p>I understand the significance of Jesus special visitors.</p>	<p>I can learn about some of the ways in which the Torah shapes Jewish lifestyle.</p>	<p>different kind of King</p> <p>I can explain why Christians believe Jesus died</p> <p>I can explain why Christians believe death was not the end for Jesus.</p>	<p>timeline of God's people</p> <p>I can explore Joseph's journey to Egypt.</p> <p>I can explore Jacob and his sons' journey to Egypt.</p> <p>I can explore the journey of the Israelites out of Egypt.</p>	<p>I can describe how Jesus called his followers</p> <p>I can explain what the Bible says about worry.</p> <p>I can explain what the Bible says about Jesus power.</p>
<p><b><u>Maths</u></b></p> <p><b>Number - Place Value</b></p> <ul style="list-style-type: none"> <li>Count in steps of 2, 3 and 5 from 0 and in tens from any number, forward and backward.</li> <li>Recognise the place value of each digit in a two digit number (tens, ones)</li> <li>Identify, represent and estimate numbers to 100 using different representations including the number line.</li> </ul> <p><b>Number - Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</li> </ul>		<p><b><u>Maths</u></b></p> <p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.</li> <li>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign.</li> </ul> <p><b>Geometry - Properties of Shape</b></p> <ul style="list-style-type: none"> <li>Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical</li> </ul>		<p><b><u>Maths</u></b></p> <p><b>Measurement: Time</b></p> <ul style="list-style-type: none"> <li>Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.</li> <li>Know the number of minutes in an hour and the number of hours in a day.</li> <li>Compare and sequence intervals of time.</li> </ul> <p><b>Measurement: Capacity, mass and temperature</b></p> <ul style="list-style-type: none"> <li>Choose and use appropriate standard units to estimate and measure capacity (litres/ml), mass (kg/g) and temperature (°C) to the nearest appropriate unit, using thermometers</li> </ul>	

- Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two digit number and ones; a two digit number and tens; two two digit numbers; adding three one digit numbers.

**Multiplication and Division**

- Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.
- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign.

**Measurement: Money**

- Recognise and use symbols of pounds (£) and pence (p); combine amounts to make a particular value

line.

- Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.
- Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three quarter turns.

**Number - fractions**

- Recognise, find, name and write fractions  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{3}{4}$ ,  $\frac{2}{4}$  of a length, shape, set of objects or quantity.
- Write simple fractions for example,  $\frac{1}{2}$  of 6 = 3
- Recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$

**Measurement: Length and Height**

- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers and scales.

**Statistics**

- Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.

and measuring vessels.

- Compare and order volume/capacity and record the results using >, < and =

**Position and direction**

- Order and arrange combinations of mathematical objects in patterns and sequences
- Use mathematical vocabulary to describe movement, including movement in a straight line
- Use mathematical vocabulary to describe position

**Problem solving and efficient methods**

- Solve number problems with number facts and place value
- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts
- Check subtraction calculations using addition calculations by adding in a different order
- Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods
- Apply reasoning to solve problems efficiently

**Consolidation work**



<p><b><u>History Objectives</u></b></p> <p>Show an understanding of the main elements of stories that they have heard about the past.</p> <p>Create written recounts of stories that they have heard about the past</p> <p>Recognise that there are reasons why people acted as they did in the past, beginning to explore more than one view point.</p> <p>Identify any important changes that happened at the time being studied, explaining the reasons why they are important with reference to the past and now</p> <p>Use more complex phrases to describe time - a long time ago, centuries, decades, ...</p> <p>Organise historical studies in to a broad time order using dates in a variety of forms, including days, months and years</p> <p>Summarise their learning in writing.</p> <p>Begin to use historical knowledge to make connections between local and regional history</p> <p>Use a range of sources to devise relevant and specific historical questions and investigate these.</p> <p>Summarise their learning in writing.</p>	<p><b><u>History Objectives</u></b></p> <p>Identify old and new from a variety of representations of the past giving justifications.</p> <p>A wide variety of representations of the past are known and selected appropriately to investigate and answer questions about the past.</p> <p>Summarise their learning in writing.</p>	<p><b><u>History Objectives</u></b></p> <p>Show an understanding of the main elements of stories that they have heard about the past.</p> <p>Create written recounts of stories that they have heard about the past</p> <p>Understand the term significant and be able to discuss and write about the lives of a significant individual and how their life has impacted ours</p> <p>Identify any important changes that happened at the time being studied, explaining the reasons why they are important with reference to the past and now</p> <p>Understand and use evidence to explain some reasons for difference between the time being studied and now</p> <p>Begin to use historical knowledge to make connections between local and regional history</p> <p>Use a range of sources to devise relevant and specific historical questions and investigate these.</p> <p>Summarise their learning in writing.</p>
<p><b><u>History Knowledge &amp; Skills</u></b></p> <p><b>Concepts of governance, monarchy and society</b></p> <p>To retell events that happened during the GFoL in chronological order</p> <p>To discuss how London has changed over the years</p>	<p><b><u>History Knowledge &amp; Skills</u></b></p> <p>To discuss the history of waste and how pollution on our planet has changed</p>	<p><b><u>History Knowledge &amp; Skills</u></b></p> <p><b>Concepts of society, oppression &amp; liberty and invasion</b></p> <p>To explain what life was like on the home front during World War II, comparing it to life today</p>

<p>(since GFoL) and discuss reasons why.</p> <p>To discuss why the fire started</p> <p>To compare life in 1666 and life in 2021</p> <p>To discuss positions of power in 1666 and debate who was to blame for the GFoL</p>		<p>To retell key events that happened during WWII (in the UK) in chronological order</p> <p>To discuss what WWII was like in the North East and London.</p> <p>To discuss the factors contributing to the conflict of WWII</p> <p>To empathise with children during WWII and discuss how they may have felt.</p> <p>To compare WWII to WWI, discussing similarities and differences.</p>
<p><b><u>Geography Objectives</u></b></p> <p>Create detailed sketches whilst on fieldwork, using specific geographical vocabulary to label diagrams</p> <p>Identify features on a map</p> <p>Confidently name, locate and label the four countries and capital cities of the United Kingdom and its surrounding seas on a map</p> <p>Create maps and plans including simple keys and grid references for a variety of purposes</p> <p>Know physical and human features of different areas and use these to identify what sort of place it is</p> <p>Use vocabulary of size to classify- hamlet, town, city</p>	<p><b><u>Geography Objectives</u></b></p> <p>Use a range of sources to devise relevant geographical questions and investigate these</p> <p>Hypothesise about, and prove changes in weather and seasons using a range of evidence</p> <p>Choose simple field work techniques to investigate human and physical features of the local area</p> <p>Collect, analyse and communicate information in tally charts and tables</p> <p>Identify features on a map</p> <p>Confidently name, locate and label the four countries and capital cities of the United Kingdom and its surrounding seas on a map</p> <p>Name, locate and label the main regions of the world including the world's continents, oceans, tropics and the equator</p>	<p><b><u>Geography Objectives</u></b></p> <p>Take and use digital photographs to record observations and explain findings</p> <p>Create detailed sketches whilst on fieldwork, using specific geographical vocabulary to label diagrams</p> <p>Identify features on a map</p> <p>Create maps and plans including simple keys and grid references for a variety of purposes</p> <p>Use compass directions and locational language (near and far) to describe the location of features and routes on a map</p> <p>Mark local locations on a map of the UK - our town, our school visit, my holiday</p> <p>Use aerial photographs to identify landmarks and describe land use and other geographical features</p>

	<p>Select and use a large range of geographical vocabulary to accurately describe and compare physical and human features of a place</p> <p>Know physical and human features of different areas and use these to identify what sort of place it is</p> <p>Know that places are linked by paths or roads and explain how these are different depending on the location</p> <p>Describe hot and cold areas of the world with reference to the equator, North and South Poles</p>	<p>Know that places are linked by paths or roads and explain how these are different depending on the location</p> <p>Express their views about local area and environments using evidence to justify their views</p> <p>Use vocabulary of size to classify- hamlet, town, city</p>
<p><b><u>Geography Skills</u></b></p> <p>To identify human features in London, including famous landmarks</p> <p>To draw maps of London using symbols and a key</p>	<p><b><u>Geography Skills</u></b></p> <p>To identify the names and locations of continents and oceans, labeling on a map.</p> <p>To identify physical and human features in the UK</p> <p>To identify countries and capital cities in the UK</p> <p>To explain the problem by using fossil fuels for energy and to name some renewable energy sources.</p> <p>To identify the amount of waste in different continents and oceans.</p> <p>To learn about physical and human features in China.</p> <p>To compare China with the UK.</p> <p>To compare the climate in Australia with the UK.</p> <p>To make a tally chart of litter found on a litter pick in the local area</p>	<p><b><u>Geography Skills</u></b></p> <p>To study and draw a map of Ponteland, using a key and marking on important features.</p> <p>To use compass direction to explain the position of landmarks on a map.</p> <p>To create a lego model and record this as an aerial photograph</p> <p>To study maps from the past (time of WWII) and present, making comparisons.</p> <p>To spot and name physical and human features in Ponteland.</p> <p>To identify counties in the North East.</p>

<p><b><u>Computing Objectives</u></b></p> <p><b><u>Digital Literacy</u></b></p> <ul style="list-style-type: none"> <li>-Complete ROAR/MeOnline online E-safety activities.</li> <li>-Discuss and understand the school's e-Safety SMART rules</li> <li>-Know what to do if they find something inappropriate online</li> <li>-Explore what cyberbullying means and how to deal with it</li> <li>-Understand that not everyone they meet online is automatically trustworthy.</li> <li>-Learn how to keep personal information private</li> <li>-Recognise how to use technology respectfully</li> </ul>	<p><b><u>Computing Objectives</u></b></p> <p><b><u>Computer Science</u></b></p> <ul style="list-style-type: none"> <li>-Talk about how everyday devices can be controlled</li> <li>-Know that devices and actions on screen may be controlled by sequences of actions and instructions</li> <li>-Create a sequence of precise instructions. E.g. Create a right-angled shape on screen</li> <li>-Create a sequence of instructions to control a programmable robot to carry out a predetermined route to include direction, distance and turn (on screen or floor robot)</li> <li>-Control a range of control devices such as cameras, sound recorders and other devices</li> <li>-Predict what might happen when controlling</li> </ul>	<p><b><u>Computing Objectives</u></b></p> <p><b><u>Information Technology</u></b></p> <ul style="list-style-type: none"> <li>-Recognise different ways of using ICT and decide which to use</li> <li>-Make a simple slideshow e.g. using digital photos</li> <li>-Use clipart to add and resize a picture</li> <li>-Use shortcuts to insert objects and delete them</li> <li>-Confidently find things on the internet</li> <li>-Begin to word process short narrative and non-narrative texts</li> <li>-Develop basic editing skills including different presentational features (font size, colour and style)</li> <li>-Save, print, retrieve and amend work</li> <li>-Use keywords to find information on the Internet</li> </ul>
<p><b><u>Music</u></b></p> <p>Confidently use their own voices in many different ways.</p> <p>Know how to use high, low and middle voice.</p> <p>Sing songs with more accurate pitch.</p> <p>Maintain a simple part in a round.</p>	<p><b><u>Music</u></b></p> <p>Beat out short rhythms and repeat short rhythmic patterns.</p> <p>Repeat short rhythmic phrases from memory.</p> <p>Perform simple accompaniments and simple rhythmic parts.</p> <p>Keep to a steady pulse.</p>	<p><b><u>Music</u></b></p> <p>Begin to understand tempo, rhythm and tone.</p> <p>Imitate changes in pitch with tuned instruments.</p> <p>Name a range of instruments.</p> <p>Create short melodic patterns and rhythmic phrases.</p> <p>Choose sounds to represent two different contrasting things in different ways. E.g - a rough sea and a calm sea.</p>

<p>Sing a wider range of songs from memory</p> <p>Listen to simple elements of music.</p>	<p>Verbally recall what they have heard with simple vocabulary. I.e loud, soft, high low etc.</p> <p>Identify a strong, steady pulse in music.</p> <p>Identify simple repeated rhythmic patterns.</p>	<p>Make sequences of sounds and combine sounds for different purposes and to reflect a topic.</p> <p>Create simple accompaniments.</p> <p>Use given simples to record long and short sounds.</p> <p>Begin to gain a sense of occasion when performing.</p>
<p><b><u>PSHE</u></b></p> <ul style="list-style-type: none"> <li>● To know the rules for and ways of keeping physically safe (including safety online, the responsible use of ICT, the differences between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment)</li> <li>● To recognise that they share a responsibility for keeping themselves and others safe</li> <li>● To recognise that there are different types of bullying, that these are wrong and unacceptable.</li> <li>● To know about people who are less fortunate than ourselves and how we can help them.</li> <li>● To have an awareness of current issues in the world</li> <li>● To recognise when people are being unkind to them or others, how to respond, who to tell and what to say.</li> <li>● To know how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</li> <li>● To know the names for the main parts of the body (including external genitalia) and</li> </ul>	<p><b><u>PSHE</u></b></p> <ul style="list-style-type: none"> <li>● To have an awareness of global environmental issues</li> <li>● To know that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.</li> <li>● To know what improves and harms their local and wider environments and about some of the ways people look after them</li> <li>● To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</li> <li>● To recognise that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</li> <li>● To know that some household products, including medicines, can be harmful if not used properly. (Health and Wellbeing)</li> </ul>	<p><b><u>PSHE</u></b></p> <ul style="list-style-type: none"> <li>● To manage feelings and behaviours and to ask for help when needed</li> <li>● To know about changes to our country and the effect these might have on us in the future</li> <li>● To know how laws and changes are passed in our country</li> <li>● To know about British Values and how these are incorporated in our country and in school</li> <li>● To identify how to keep your body healthy, clean and hygienic</li> <li>● To know that some household products, including</li> </ul>

<p>similarities and differences between boys and girls.</p> <ul style="list-style-type: none"> <li>To know how to deal with negative thoughts and who to talk to if worried</li> </ul>		
<p><b><u>Art</u></b></p> <ul style="list-style-type: none"> <li>-Choose from a range of materials to design and make different products.</li> <li>-Select appropriate equipment needed to work with different materials.</li> <li>-Choose from a range of mediums to share their ideas, experiences and imagination.</li> <li>-Experience using natural and manmade materials.</li> <li>-Explain how they have made their model/product describing the process.</li> </ul>	<p><b><u>Art</u></b></p> <ul style="list-style-type: none"> <li>-Choose from a range of materials to design and make different products.</li> <li>-Select appropriate equipment needed to work with different materials.</li> <li>-Choose from a range of mediums to share their ideas, experiences and imagination.</li> <li>-Experience using natural and manmade materials.</li> <li>-Explain how they have made their model/product describing the process.</li> <li>-Mix colours and describe how to make them.</li> <li>-Control paint and water to mix paint of different thicknesses.</li> <li>-Choose and use a wide range of art and design techniques with different drawing and painting tools.</li> </ul>	<p><b><u>Art</u></b></p> <ul style="list-style-type: none"> <li>-Choose from a range of materials to design and make different products.</li> <li>-Select appropriate equipment needed to work with different materials.</li> <li>-Choose from a range of mediums to share their ideas, experiences and imagination.</li> <li>-Experience using natural and manmade materials.</li> <li>-Explain how they have made their model/product describing the process.</li> <li>-Continue to develop their knowledge of the work of a range of artists, craft makers and designers.</li> <li>-Describe and explain similarities and differences between their own and other artists' work.</li> <li>-Experiment with different practices to begin to create pieces using a similar style.</li> </ul>
<p><b><u>DT</u></b></p> <ul style="list-style-type: none"> <li>-Use like and dislike when evaluating or describing</li> <li>-Explain why some products are useful/not useful</li> <li>-Say how the product will be useful to the user</li> </ul>	<p><b><u>DT</u></b></p> <ul style="list-style-type: none"> <li>-Generate ideas and plan what to do next using their experience of materials and components</li> <li>-Use their knowledge of some working characteristics of materials when designing</li> </ul>	<p><b><u>DT</u></b></p> <ul style="list-style-type: none"> <li>-Measure out and cut fabric</li> <li>-Use a simple template for cutting out</li> <li>-Begin to select tools for folding, joining, rolling</li> </ul>



<ul style="list-style-type: none"> <li>-Follow basic safety rules</li> <li>-Understand and use the terms ingredient and component</li> </ul>	<ul style="list-style-type: none"> <li>-Use wheels, slide and levers in plans</li> <li>-Follow basic safety rules</li> <li>-Use plans to show how to put their ideas into practice</li> <li>-Draw pictures with labels , with some text</li> <li>-Use like and dislike when evaluating or describing</li> <li>-Explain why some products are useful/not useful</li> <li>-Say how the product will be useful to the user</li> <li>-Talk about how moving objects work</li> <li>-Describe how a commercial product works</li> <li>-Recognise what they have done well and talk about what could be improved</li> <li>-Seek out the views and judgements of others</li> <li>-Predict how changes will improve the finished product</li> <li>-Use simple scales or balances</li> <li>-Understand main rules of food hygiene</li> </ul>	<ul style="list-style-type: none"> <li>-Select tools and techniques appropriate to the job</li> <li>-Practice skills before using them</li> <li>-Use simple finishing techniques</li> <li>-Follow basic safety rules</li> <li>-Use simple scales or balances</li> <li>-Use digital photography to present design or finished work</li> <li>-Use their knowledge of some working characteristics of materials when designing</li> <li>-Use wheels, slide and levers in plans</li> <li>-Understand and use the terms ingredient and component</li> <li>-Use like and dislike when evaluating or describing</li> <li>-Explain why some products are useful/not useful</li> <li>Say how the product will be useful to the user</li> </ul>
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### French

Listen and engage with words spoken in other languages.

Use simple vocabulary for common nouns and verbs.  
Repeat simple phrases, with increasing understanding.

Repeat rhymes, enjoying the sounds.  
Label objects in the new language.

Copy/ write in the new language.

Match pictures and vocabulary.

**Visit**

Visit to Fire Station  
/ from fire engine

**Visit**

Visit to Great Fire  
of Newcastle and  
Gateshead (Heritage  
Centre)

**Visit**

Litter Pick- Local  
Area

**Visit**

Cragside (Made In  
The North East  
week)

**Visit**

Science visit- plants  
focus

**Visit**

Visit to Beamish