



Myton Park Primary Long Term Planning

Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ILP	Land Ahoy & Beach hut		Towers Tunnels and Turrets	Street Detectives	Magnificent Monarchs & Still Life	
English	Key Performance Indicators					
	<p><u>Reading</u> Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. (Word Reading) Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. (Word Reading) Read accurately words of two or more syllables that contain the same graphemes as above Read words containing common suffixes. (Word Reading) Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word. (Word Reading) Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. (Word Reading) Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. (Word Reading) Re-read books to build up their fluency and confidence in word reading. (Word Reading) Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. (Comprehension) Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related. (Comprehension) Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. (Comprehension) Develop pleasure in reading, motivation to read, vocabulary and understanding by being introduced to non-fiction books that are structured in different ways. (Comprehension) Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry. (Comprehension) Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary. (Comprehension) Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing their favourite words and phrases. (Comprehension) Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. (Comprehension) Understand both the books that they can already read accurately and fluently and those that they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher. (Comprehension) Understand both the books that they can already read accurately and fluently and those that they listen to by checking that the text makes sense to them as they read, and correcting inaccurate reading. (Comprehension) Understand both the books that they can already read accurately and fluently and those that they listen to by making inferences on the basis of what is being said and done. (Comprehension)</p>					

	<p>Understand both the books that they can already read accurately and fluently and those that they listen to by answering and asking questions. (Comprehension)</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by predicting what might happen on the basis of what has been read so far. (Comprehension)</p> <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say. (Comprehension)</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. (Comprehension)</p>			
	<p><u>Writing</u></p> <p>Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. (Spelling)</p> <p>Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. (Spelling)</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>Write by forming lower-case letters of the correct size relative to one another. (Composition)</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. (Handwriting)</p> <p>Develop positive attitudes towards and stamina for writing by writing for different purposes. (Composition)</p> <p>Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence (Composition)</p> <p>Make simple additions, revisions and corrections to their own writing by proofreading to check for errors in spelling, grammar and punctuation and evaluate their writing with the teacher and other pupils. (Composition)</p> <p>Use of suffixes –er, -est, in adjectives and use –ly to turn adjectives into adverbs, e.g. smoothly, softly, bigger, biggest, (Vocabulary, Grammar and Punctuation)</p> <p>Use co-ordination (<i>and, so, or but</i>) and some subordination (using <i>if, when, that, or because</i>) to join clauses. (Vocabulary, Grammar and Punctuation)</p> <p>Use past and present tenses mostly correctly and consistently. (Vocabulary, Grammar and Punctuation)</p> <p>Use capital letters, full stops, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and possession. (Vocabulary, Grammar and Punctuation)</p>			
	<p><u>Spoken Language</u></p> <p>Listen and respond appropriately to adults and their peers.</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Talk confidently in a group or whole class scenario in a range of different contexts.</p> <p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Use relevant strategies to build their vocabulary.</p>	<p><u>Spoken language</u></p> <p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Listen and respond appropriately to adults and their peers.</p> <p>Consider and evaluate different viewpoints, attending to and building on the</p>	<p><u>Spoken language</u></p> <p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Talk confidently in a group or whole class scenario in a range of different contexts.</p> <p>Select and use appropriate registers for effective communication.</p>	<p><u>Spoken language</u></p> <p>Use relevant strategies to build their vocabulary. Select and use appropriate registers for effective communication.</p> <p>Use relevant strategies to build their vocabulary. Speak clearly, pronouncing words correctly and audibly, with a good command of Standard English. Talk confidently in a group or whole class scenario in a range of different contexts.</p> <p>Gain, maintain and monitor the interest of the listener(s).</p>

		<p>contributions of others. Talk confidently in a group or whole class scenario in a range of different contexts.</p>	<p>Speak clearly, pronouncing words correctly and audibly. Participate in discussions, presentations, performances, role play, improvisations and debates. Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p>	
	<p><u>Reading</u> Apply phonic knowledge to decode words until automatic decoding is embedded and reading is fluent. Read words accurately that contain the graphemes taught so far, recognising alternative sounds. Read words that common suffixes. Discuss favourite words and phrases. Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wider range of poetry, stories and non-fiction. Discussing and clarifying meanings of words. Discussing favourite words and phrases. Understand books by drawing on what they already know and background information provided by the teacher. Answering and asking questions. Taking turns and listening to what others say.</p>	<p><u>Reading</u> Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Read accurately words of two or more syllables. Read words containing common suffixes. Read most words quickly and accurately, without overt sounding out and blending, when they have been frequently encountered. Re-read books to build up fluency and confidence in word reading. Discuss the sequence of events in books and how items of information are related.</p>	<p><u>Reading</u> Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Re-read books to build up their fluency and confidence in word reading. Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p>	<p><u>Reading</u> Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. Discuss the sequence of events in books and of how items of information are related. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>

		Discuss and clarify the meanings of words, linking new meanings to known vocabulary. Predict what might happen on the basis of what has been read so far. Make inferences on the basis of what is being said and done.	Make inferences on the basis of what is being said and done. Answer and ask questions. Predict what might happen on the basis of what has been read so far.			
	<u>Writing Purpose</u> To entertain	<u>Writing Purpose</u> To inform	<u>Writing Purpose</u> To entertain	<u>Writing Purpose</u> To entertain	<u>Writing Purpose</u> To entertain <u>Writing Purpose</u> To inform To persuade	
	<u>Text Types</u> Story (including retelling) Poetry In role / character	<u>Text Types</u> Report Instructions Letter	<u>Text Types</u> Story (innovate) To persuade. Letter	<u>Text Types</u> Story (innovate) To inform Instructions	<u>Text Types</u> Story (innovate / invent) Descriptions Poetry In role / character	<u>Text Types</u> Explanation Recount Advert
	<u>Writing</u> Composition Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional). Writing about real events. Write poetry. Consider what they are going to write before beginning by planning or saying out loud what they are going to write about Write down ideas and/or key words, including new vocabulary. Encapsulating what they want to say, sentence by sentence. Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher. Rereading to check that their writing makes sense. Proofreading to check for errors in punctuation and spelling of common exception words known to date.	<u>Writing</u> Composition Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional). Writing about real events. Write poetry. Consider what they are going to write before beginning by planning or saying out loud what they are going to write about Encapsulate what they want to say, sentence by sentence	<u>Writing</u> Composition Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional). Writing about real events. Consider what they are going to write before beginning by planning or saying out loud what they are going to write about Write down ideas and/or key words, including new vocabulary. Make simple additions, revisions and corrections to their own writing by	<u>Writing</u> Composition Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional). Write about real events. Write poetry. Writing for a range of different purposes Consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary Make simple additions, revisions and corrections to their own writing by evaluating their writing following feedback from the teacher and other pupils. Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. Proofread to check for errors in spelling, grammar and punctuation. Read aloud what they have written with appropriate intonation to make the meaning clear.		

			<p>Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>Rereading to check that their writing makes sense and that verbs to indicate time are used correctly.</p> <p>Proofreading to check for errors in spelling, grammar and punctuation.</p>	<p>evaluating their writing with the teacher and other pupils.</p> <p>Rereading to check that their writing makes sense and that verbs to indicate time are used correctly.</p> <p>Proofreading to check for errors in spelling, grammar and punctuation.</p>		
	<p><u>SPaG</u> Spelling Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. Spell common homophones. Use grapheme to phoneme correspondences to</p>	<p><u>SPaG</u> Spelling Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. Spell 'j' sound spelt Spell 'ge' and 'dge' at the end of words. Spell 's' sound spelt 'c' before i, e and y.</p>	<p><u>SPaG</u> Spelling Learn to spell 'ai' sound spelt 'y' Learn to spell words with contracted forms. Adding the suffixes –ing –ed –er –est to words ending in an 'e' with a consonant before it. Spell 'l' sound spelt –ey and –y.</p>	<p><u>SPaG</u> Spelling Spell words containing 'o' spelt 'a' after w and qu. Spells words containing 'z' spelt s. Adding –es to nouns and verbs ending in 'y' Learn the possessive apostrophe (singular). Adding suffixes –ful, –ness –ly</p>	<p><u>SPaG</u> Spelling Spell words containing 'l' or 'le' sound spelt –el at the end of words. Adding suffixes –ing, –ed –er –est to words ending in 'y' Spell words containing 'or' sound spelt a before l and ll. Add suffixes to spell longer words: –ment, –ness.</p>	<p><u>SPaG</u> Spelling Write from memory sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. Spell words containing 'l' and 'el' spelt '-al' at the end of words. Spell words containing 'u' sound spelt 'o'</p>

	<p>spell polysyllabic words. Learn to spell common exception words.</p> <p>Vocabulary, Grammar and Punctuation <i>Recap of V,G and P learning from Year 1.</i> <u>Punctuation:</u> Use of capital letters, full stops, exclamation marks and question marks to demarcate sentences. <u>Word Level:</u> Past tense verbs (introduce adding suffix <i>-ed do nothing</i> rule). <u>Sentence Level:</u></p>	<p>Spell 'n' sound spelt 'kn' and 'gn' at the beginning of words.</p> <p>Vocabulary, Grammar and Punctuation</p> <p><u>Punctuation:</u> Use of capital letters, full stops, exclamation marks and question marks to demarcate sentences. <u>Word Level:</u> Past tense verbs (introduce adding suffix <i>-ed do nothing</i> rule). <u>Sentence Level:</u></p>	<p>Spell 'r' sound spelt 'wr' Adding the suffixes –ing –ed –er –est to words of one syllable ending in a single consonant after the vowel.</p> <p>Vocabulary, Grammar and Punctuation</p> <p><u>Word Level:</u> -Past tense verbs (introduce adding suffix <i>-ed double</i> rule). Formation of adjectives using suffixes such as <i>-fulness</i>. Use of <i>-ly</i> in Standard English to to change adjectvies into adverbs <u>Punctuation:</u> Apostrophes to mark where letters are</p>	<p>Learn to spell more words with contracted forms.</p> <p>Vocabulary, Grammar and Punctuation</p> <p><u>Word Level:</u> Past tense verbs (introduce adding suffix <i>-ed double</i> rule). Formation of adjectives using suffixes such as <i>-fulness</i>. Use of <i>-ly</i> in Standard English to to change adjectvies into adverbs <u>Punctuation:</u></p>	<p>Spell words containing 'o' sound spelt 'or' after 'w' Spell words containing 'l' and 'el' spelt '-al' at the end of words.</p> <p>Vocabulary, Grammar and Punctuation</p> <p><u>Sentence Level:</u> Expanded noun phrases for description and specification (e.g. <i>the huge, blue dragon</i>) Subordination in sentences (use of conjunctions <i>if, when, that, because</i>). <u>Word Level:</u> Past tense verbs (introduce adding suffix <i>-ed drop</i> rule). Use of progressive form of verbs in the present and past tense to mark actions in progress. Use of the suffixes <i>-er –est</i> in adjectives.</p>	<p>Spell words containing 'l' and 'le' sound spelt 'il' at the end of words. Continue to learn common exception words.</p> <p>Vocabulary, Grammar and Punctuation</p> <p><u>Sentence Level:</u> Expanded noun phrases for description and specification (e.g. <i>the huge, blue dragon</i>) Subordination in sentences (use of conjunctions <i>if, when, that, because</i>). <u>Word Level:</u> Past tense verbs (introduce adding suffix <i>-ed drop</i> rule). Use of progressive form of verbs in the present and past tense to mark actions in progress. Use of the suffixes <i>-er –est</i> in adjectives.</p>
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	Use of coordinating conjunctions (and, so, but, or) to join sentences. Expanded noun phrases for description and specification (e.g. <i>the huge, blue dragon</i>)	Use of coordinating conjunctions (and, so, but, or) to join sentences. Identify commands, questions, statements and exclamation sentences.	missing in spelling and to mark singular possession.	Apostrophes to mark where letters are missing in spelling and to mark singular possession.	Use of progressive form of verbs in the present and past tense to mark actions in progress. Use of the suffixes –er –est in adjectives. <u>Punctuation:</u> Commas to separate items in a list.	<u>Punctuation:</u> Commas to separate items in a list.	
	<u>Handwriting</u> Form lower-case letters of the correct size relative to one another. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Use spacing between words that reflects the size of the letters. Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	<u>Handwriting</u> Form lower-case letters of the correct size relative to one another. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Use spacing between words that reflects the size of the letters. Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	<u>Handwriting</u> Form lower-case letters of the correct size relative to one another. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Use spacing between words that reflects the size of the letters. Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	<u>Handwriting</u> Form lower-case letters of the correct size relative to one another. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Use spacing between words that reflects the size of the letters. Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	<u>Handwriting</u> Form lower-case letters of the correct size relative to one another. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Use spacing between words that reflects the size of the letters. Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	<u>Handwriting</u> Form lower-case letters of the correct size relative to one another. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Use spacing between words that reflects the size of the letters. Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	<u>Handwriting</u> Form lower-case letters of the correct size relative to one another. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Use spacing between words that reflects the size of the letters. Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
	Number Place value Addition and Subtraction	Measurement Money Number Multiplication and Division	Number Multiplication and Division Statistics	Geometry Properties of shape Number Fractions	Measurement Length and Height Geometry Position and Direction	Measurement Time Mass, Capacity and Temperature	

Science	Living things and their habitats.		Uses of everyday materials.	Uses of everyday materials.	Animals including humans.	Plants.
Computing	Follow the school's safer internet rules. Recognise and demonstrate that information can be found online and offline.	Recognise why digital technology is used in the classroom, home and community.	Use computing hardware in different ways to collect data. Create and edit multimedia components for a range of tasks.	Create and edit multimedia components for a range of tasks Recognise some uses of the internet.	Plan and enter a sequence of instructions using a robot, specifying distance and angle of turn. Use different types of software and identify their purpose.	Plan and enter a sequence of instructions using a robot, specifying distance and angle of turn.
History	Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.	Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it. Describe and explain the importance of a significant individual's achievements on British history.	Describe the everyday lives of people in a period within or beyond living memory. Explain why an event from the past is significant	Describe, in simple terms, the importance of local events, people and places. Sequence significant information in chronological order.	Describe the hierarchy of a past society. Use historical sources to begin to identify viewpoint. Use historical models to make judgements about significance and describe the impact of a significant historical individual.	Use the historical terms year, decade and century. Describe what it was like to live in a different period.
Geography	Human features Erosion Changes in the environment over time UK vs non-EU country (human and physical similarities and differences)	Natural and man-made materials – where they are found Local industry Significance of a place	Weather in hot and cold places Equator North and South Pole Collect and organise simple data (fieldwork and observation) Geographical questions	Aerial photographs Simple maps – symbols and key Simple compass directions Improving local environment	Physical features	Seas around the UK Five oceans Seven continents Four countries and major cities of the UK
Art & Design	Materials and techniques that are well suited to different tasks include ink; smooth paper and polystyrene blocks for printing; hard and black pencils and cartridge paper for drawing lines and shading; poster	The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together. Common themes in art include landscapes, portraiture, animals,	Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture. Malleable materials, such as clay, plasticine or salt dough, are easy to shape. Interesting	A block print is made when a pattern is carved or engraved onto a surface, such as clay or polystyrene, covered with ink, and then pressed onto paper or fabric to transfer the ink. The block can be repeatedly	A drawing, painting or sculpture of a human face is called a portrait. Works of art are important for many reasons: they were created by famous or highly skilled artists; they influenced the	A sketch is a quickly-produced or unfinished drawing, which helps artists develop their ideas.

	<p>paints, large brushes and thicker paper for large, vibrant paintings and clay, clay tools and slip for sculpting.</p> <p>A landscape is a piece of artwork that shows a scenic view.</p> <p>Natural forms are objects found in nature and include flowers, pine cones, feathers, stones, insects, birds and crystals.</p>	<p>streets and buildings, gardens, the sea, myths, legends, stories and historical events.</p> <p>A sketch is a quickly-produced or unfinished drawing, which helps artists develop their ideas.</p> <p>Textures include rough, smooth, ridged and bumpy. Tone is the lightness or darkness of a colour. Pencils can create lines of different thicknesses and tones and can also be smudged. Ink can be used with a pen or brush to make lines and marks of varying thicknesses, and can be mixed with water and brushed on paper as a wash. Charcoal can be used to create lines of different thicknesses and tones, and can be rubbed onto paper and smudged.</p>	<p>materials that can make textures, patterns and imprints include tree bark, leaves, nuts and bolts and bubble wrap.</p>	<p>used, creating a repeating pattern.</p> <p>Common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, legends, stories and historical events.</p> <p>Art papers have different weights and textures. For example, watercolour paper is heavy and has a rough surface, drawing paper is of a medium weight and has a fairly smooth surface and handmade paper usually has a rough, uneven surface with visible fibres. Different media, such as pastels, or watercolour paint, can be added to papers to reveal texture and the rubbing technique, frottage, can be used to create a range of effects on different papers.</p>	<p>artwork of others; they clearly show the features of a style or movement of art; the subject matter is interesting or important; they show the thoughts and ideas of the artist or the artist created a large body of work over a long period of time.</p>	
<p>Design & Technology</p>	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking,</p>	<p>Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products.</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and</p>	<p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Build structures, exploring how they can</p>	<p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Design purposeful, functional, appealing products for</p>	<p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p>	

	<p>drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Explore how a structure can be made stronger, stiffer and more stable.</p> <p>Evaluate their ideas and products against design criteria.</p>	<p>ingredients, according to their characteristics.</p> <p>Evaluate their ideas and products against design criteria.</p>	<p>be made stronger, stiffer and more stable.</p> <p>Evaluate their ideas and products against design criteria.</p> <p>Explore and evaluate a range of existing products.</p>	<p>themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes.</p>		
Music	<p>Sing simple songs and chants with a sense of melody and shape</p>	<p>Play tuned and un-tuned percussion instruments and use your voice with awareness of others. Play a range of rhythms and pulses and identify the differences between them.</p>	<p>Create, select and combine layers of sound and vocalisations with awareness of the effect.</p>	<p>Recognise and respond to simple notation.</p>	<p>Listen and respond with movement, words and pictures to a range of high-quality live and recorded music that tell a story. Describe how an instrument has been used to represent a sound, animal or object.</p>	<p>Describe the lives and music of composers studied.</p>
Physical Education	<p>Gym – Balance and Co-ordination</p> <p>To develop balance, agility and co-ordination, and begin</p>	<p>Sending and Receiving – Invasion</p> <p>master basic movements including passing and receiving</p>	<p>Dance the UK – Traditional Dances</p> <p>Demonstrate simple star and arch shapes.</p>	<p>Rule Making – Outdoor Adventure</p> <p>given the opportunity to continue to develop the fundamental skills</p>	<p>Movements – Athletics</p> <p>To run in a coordinated & fluent way over obstacles.</p>	<p>Group Games – Strike and Field</p> <p>be able to work effectively within a small group</p>

	to apply these in a range of activities.		Demonstrate folk dances Create different formations	of travelling, throwing and balancing as well as starting to recognise how different rules work within a game.	To throw a range of different throwing implements	attempt to create a group game using small equipment
Personal, Social,	What makes a good friend? Relationships Friendship; feeling lonely; managing arguments	What is bullying? Relationships Behaviour; bullying; words and actions; respect for others	What jobs do people do? Living in the wider world People and jobs; money; role of the internet	What helps us to stay safe? Health and wellbeing Keeping safe; recognising risk; rules	What can help us grow and stay healthy? Health and wellbeing Being healthy: eating, drinking, playing and sleeping	How do we recognise our feelings? Health and wellbeing Feelings; mood; times of change; loss and bereavement; growing up
Religious Education	Why is the Qur'an sacred book? Explain why Muhammad has a special connection to the Qur'an. Show understanding of how God uses prophets and angels to communicate messages.	Why do Christians celebrate Christmas? Explain that Christians welcome Jesus because he helps them. Make a link between a Christmas celebration and why Christians are happy at Christmas.	The Torah: God's law for the Jews Explain Abraham and Moses' role in Jewish history and myth Explain three types of biblical literature Comparison with Sikhi, Islam and Christianity	Why do Christians celebrate the last supper? Explain why Jesus can be represented as a light in the darkness. Explain why Christian Communion is for everyone, even people who do bad things	What did Jesus leave behind? Retell one story and explain what it tells us about caring for others. Retell one story and explain the information it gives people about God.	The Guru Granth Sahib: a living guru. Guru Nanak: An extraordinary life. Make a connection between the way the GGS is treated and the language it is written in: Gurmurkhi Explain two differences between the GGS in Sikhism and other holy books