



<p>PSHE</p> <p>Health and wellbeing</p> <ul style="list-style-type: none"> • What is meant by a healthy lifestyle • How to maintain physical, mental and emotional health and wellbeing. • How to manage risks to physical and emotional health and wellbeing. • Ways of keeping physically and emotionally safe. • About managing change, such as puberty, transition and loss. • How to respond in an emergency. • Identify different influences on health and wellbeing. <p>Relationships</p> <ul style="list-style-type: none"> • How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts • How to recognise and manage emotions within a range of relationships • How to recognise risky or negative relationships including all forms of bullying and abuse • How to respond to risky or negative relationships and ask for help • How to respect equality and diversity in relationships. <p>Living in the wider world</p> <ul style="list-style-type: none"> • Respect for self/others and the importance of responsible behaviours & actions. • About rights and responsibilities as members of groups and as citizens. • About different groups and communities. • To respect equality and to be a productive member of a diverse community. • About the importance of respecting and protecting the environment. • About where money comes from, keeping it safe and managing it effectively. • A basic understanding of enterprise. 						
<p>English (Y2)</p> <p>Reading</p> <p>Word reading</p> <ul style="list-style-type: none"> • Read words containing common suffixes. • Read most words (at an instructional level 93-95%) quickly and accurately, without overt sounding and blending, when they have been frequently encountered. • Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Read accurately words of two or more syllables that contain the same graphemes as above. • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. • Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. • Re-read these books to build up their fluency and confidence in word reading. • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. <p>Comprehension</p> <ul style="list-style-type: none"> • Discussing the sequence of events in books and how items of information are related. • 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. • Becoming increasingly familiar with a wider range of stories, fairy stories and traditional tales. • Being introduced to non-fiction books that are structured in different ways. • Recognising simple recurring literary language in stories and poetry. • Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. • Discussing their favourite words and phrases. • Drawing on what they already know or on background information and vocabulary provided by the teacher 		<p>Writing</p> <p>Composition</p> <ul style="list-style-type: none"> • Writing down ideas and/or key words, including new vocabulary • Encapsulating what they want to say, sentence by sentence • Evaluating their writing with the teacher • Evaluating their writing with other pupils • Re-reading to check that their writing makes sense • Re-reading to check that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • Proof-reading to check for errors in spelling • Writing about real events • Writing narratives about personal experiences and those of others (real and fictional) • Writing poetry • Writing for different purposes • Planning or saying out loud what they are going to write about • Proof-reading to check for errors in grammar • Proof-reading to check for errors in punctuation (for example, ends of sentences punctuated correctly) <p>Transcription- spelling</p> <ul style="list-style-type: none"> • Distinguishing between homophones and near-homophones. • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. • Learn some words with each spelling, including a few common homophones. • The /dʒ/ sound spell as ge and dge at the end of words, and sometimes spell as g elsewhere in words before e, i and y • The /s/ sound spell c before e, i and y • The /l/ or /ɔɪ/ sound spell -le and al at the end of words • Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. • Learning new ways of spelling phonemes for which one or more spellings are already known. • Learning to spell common exception words (mostly correctly) • Learning to spell more words with contracted forms (most words) • Learning the possessive apostrophe (singular) • Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly (most words) • The /n/ sound spell kn and (less often) gn at the beginning of words • The /l/ sound spell wr at the beginning of words • Adding -es to nouns and verbs ending in -y • The /ʌ/ sound spell o 		<p>Art & Design (KSI)</p> <ul style="list-style-type: none"> • Use a range of materials creatively to design and make products • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. <ul style="list-style-type: none"> ○ Drawing- Autumn ○ Painting- Spring ○ Sculpture- Summer • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <ul style="list-style-type: none"> ○ Autumn- Pablo Picasso- Cubism ○ Spring- Henri Rousseau- Post Impressionism ○ Summer- Andy Goldsworthy- Land art/nature 	<p>Computing (KSI)</p> <ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Recognise common uses of information technology beyond school. • 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. • 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. • Recognise common uses of information technology beyond school. 	<p>P.E. (KSI)</p> <p>Autumn</p> <p>Attack Defend Shoot</p> <ul style="list-style-type: none"> -Send a ball using feet and can receive ball using feet -Refine ways to control bodies and a range of equipment -Recall and link combinations of skills (e.g. dribbling etc) <p>Gymnastics</p> <ul style="list-style-type: none"> -Describe and explain how performers can transition and link gymnastic elements -Perform with control and consistency basic actions at different speeds and levels -Challenge themselves to develop strength and flexibility -Create and perform a simple sequence that is judged using simple gymnastic scoring <p>Spring</p> <p>Dance</p> <ul style="list-style-type: none"> -Describe and explain how performers can transition and link shapes and balances -Perform basic actions with control and consistency at different speeds and levels -Challenge themselves to move imaginatively responding to music -Work as part of a group to create and perform short movement sequences to music <p>Send and Return</p> <ul style="list-style-type: none"> -Be able to track a path of a ball over a net and move towards it -Begin to hit and return a ball using hands and rackets with some consistency -Play modified net and wall games, throwing, catching and sending over the net <p>Summer</p> <p>Hit Catch Run</p> <ul style="list-style-type: none"> -To develop hitting skills with a variety of bats -Practice feeding/bowling skills -Hit and run to score points in games <p>Run Jump Throw</p> <ul style="list-style-type: none"> -Develop power, agility, coordination and balance over a variety of activities -Throw and handle a variety of objects including beanbags and balls -Negotiate obstacles showing increased control of body and limbs

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<ul style="list-style-type: none"> Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. Checking that the text makes sense to them as they read and correcting inaccurate reading. Making inferences on the basis of what is being said and done. Answering and asking questions. Predicting what might happen on the basis of what has been read so far. 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. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves <ul style="list-style-type: none"> Use of question marks and exclamation marks to demarcate sentences. Apostrophes to mark singular possession in nouns (e.g. the girl's name) co-ordination (using or, and, but) How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation Formation of adjectives using suffixes such as -ful, -less. Subordination (using when, if, that, because) Use of the suffixes -er, -est in adjectives and -ly to turn adjectives into adverbs. Expanded noun phrases for description and specification. Correct choice and consistent use of present tense and past tense throughout writing. Use of capital letters, full stops to demarcate sentences. Use of the progressive form of verbs in the present and past tense to mark actions in progress. Commas to separate items in a list. Apostrophes to mark where letters are missing in spelling Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, tense (past, present), apostrophe, comma Formation of nouns using suffixes such as -ness, -er and by compounding <ul style="list-style-type: none"> Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it. Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it Words ending -il The /aɪ/ sound spell -y at the end of words The /i:/ sound spell -ey The /ɪ/ sound spell -y after w and qu Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter The /ɔ:/ sound spell a before l and ll Words ending in -tion The /ɜ:/ sound spell or after w The /ɔ:/ sound spell or after w The /ɜ:/ sound spell s <p>Speaking and listening – woven through strands</p>	<p>Design & Technology (KS1)</p> <p>Design</p> <ul style="list-style-type: none"> 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 <p>Make</p> <ul style="list-style-type: none"> 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 <p>Evaluate</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products. <p>Cooking and Nutrition</p>	<p>Geography (Y2)</p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map. Recognise the difference between: Great Britain, The UK and The British Isles. Compare England's location with the location of other countries in the UK. Name and locate the seven continents and five oceans on a globe or atlas. Explain the difference between: <ul style="list-style-type: none"> A continent and a country An ocean and a sea Organise the continents and oceans in order of size. Compare and contrast the locations of two oceans. <p>Place knowledge:</p> <ul style="list-style-type: none"> Describe an aspect of the physical and human geography of a distant place. Describe their locality and how it is different and similar to the distant place. 	<p>RE</p> <ul style="list-style-type: none"> Holy Places: where and how do Christians, Sikhs and Muslims Worship? Who celebrates what? How and Where? Celebrations that matter in Sandwell. Beginning to learn Islam: What can we learn from stories of the Prophet? Why does Easter matter to Christians? Beginning to learn Islam: What can we learn from Muslims in Sandwell. What is the good news Christians think Jesus brings? <p>Make sense of belief:</p> <ul style="list-style-type: none"> Recognise that there are special places where people go to worship, and talk about what people do there Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship <p>Understand the impact:</p>
<p>Maths (Y2)</p> <p>Number: Place Value</p> <ul style="list-style-type: none"> count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward recognise the place value of each digit in a two-digit number (10s, 1s) identify, represent and estimate numbers using different representations, including the number line compare and order numbers from 0 up to 100, use <, > and = signs read and write numbers to at least 100 in numerals and in words use place value and number facts to solve problems <p>Number: Addition and Subtraction</p> <ul style="list-style-type: none"> solve problems with addition and subtraction: <ul style="list-style-type: none"> using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> a two-digit number and 1s a two-digit number and 10s 2 two-digit numbers adding 3 one-digit numbers show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot 	<p>Design & Technology (KS1)</p> <p>Design</p> <ul style="list-style-type: none"> 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 <p>Make</p> <ul style="list-style-type: none"> 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 <p>Evaluate</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products. <p>Cooking and Nutrition</p>	<p>Geography (Y2)</p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map. Recognise the difference between: Great Britain, The UK and The British Isles. Compare England's location with the location of other countries in the UK. Name and locate the seven continents and five oceans on a globe or atlas. Explain the difference between: <ul style="list-style-type: none"> A continent and a country An ocean and a sea Organise the continents and oceans in order of size. Compare and contrast the locations of two oceans. <p>Place knowledge:</p> <ul style="list-style-type: none"> Describe an aspect of the physical and human geography of a distant place. Describe their locality and how it is different and similar to the distant place. 	<p>RE</p> <ul style="list-style-type: none"> Holy Places: where and how do Christians, Sikhs and Muslims Worship? Who celebrates what? How and Where? Celebrations that matter in Sandwell. Beginning to learn Islam: What can we learn from stories of the Prophet? Why does Easter matter to Christians? Beginning to learn Islam: What can we learn from Muslims in Sandwell. What is the good news Christians think Jesus brings? <p>Make sense of belief:</p> <ul style="list-style-type: none"> Recognise that there are special places where people go to worship, and talk about what people do there Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship <p>Understand the impact:</p>

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- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems

Number: Multiplication and Division

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs
- show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

Number: Fractions

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

Measurement

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm), mass (kg/g), temperature (°C), capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using >, < and =
- recognise and use symbols for pounds (£) and pence (p), combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- compare and sequence intervals of time
- 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
- know the number of minutes in an hour and the number of hours in a day

Geometry- Properties of Shapes

- identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line
- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- identify 2-D shapes on the surface of 3-D shapes, (for example, a circle on a cylinder and a triangle on a pyramid)
- compare and sort common 2-D and 3-D shapes and everyday objects

Geometry- Position and Direction

- order and arrange combinations of mathematical objects in patterns and sequences
- 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 (clockwise and anti-clockwise)

Statistics

- Use the basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from.

Autumn- Structures
Spring- Cooking and Nutrition
Summer- Mechanisms

Human and physical geography:

- Show awareness** that the weather may vary in different parts of the UK and in different parts of the world.
- Describe** which continents have significant hot or cold areas and relate these to the Poles and Equator.
- Recognise** a natural environment and **describe** it using key vocabulary.
- Identify** a range of human environments and **describe** them and some of the activities that occur there using key vocabulary.
- Compare and contrast** a range of environments and their features.
- Describe** how animals adapt to particular environments.
- Identify** the type of location and **classify** some features.
- Describe** environments and some of the activities that occur there using key vocabulary.
- Show** on a map features of places
- Identify** key human landmarks around the world.
- Understand** boat building in Kampong Ayer as an economic activity.

Geographical skills and fieldwork:

- Use a world map, atlas or globe to **name and locate** the seven continents and five oceans.
- Point out the main differences** between a globe and a map.
- Explain the method**, using an atlas, to find the UK, Five oceans, Seven continents, Location of the school.
- Compare and contrast** a map of Earth with a satellite image.
- Describe** a journey on a map of the local area using simple compass directions and locational and directional language.
- Use aerial photos to **classify** physical and human features of a locality.
- Add detail** to a map with a basic key of places showing landmarks.
- Use** simple grid references to locate places.
- Compare and contrast** places, locations.
- Ask geographical questions.
- Use NF books, stories, maps, pictures/photos and internet as sources of information.
- Make observations** about places and why things happen.

- Give examples of stories, objects, symbols and actions used in churches, mosques and/ or synagogues which show what people believe.
- Give simple examples of how people worship at a church, mosque or synagogue
- Talk about why some people like to belong to a sacred building or a community.

Make connections:

- Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas
- Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.

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- interpret and construct simple pictograms, tally charts, block diagrams and tables
- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- ask-and-answer questions about totalling and comparing categorical data

Science (Y2)

History (KS1)

Music (KS1)

Languages

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Working scientifically

- Asking simple questions and recognising that they can be answered in different ways.
- Observing closely, using simple equipment.
- Performing simple tests.
- Identifying and classifying.
- Using their observations and ideas to suggest answers to questions.
- Gathering and recording data to help in answering questions.

Living things and their habitats

- explore and compare the differences between things that are living, dead, and things that have never been alive
- 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
- identify and name a variety of plants and animals in their habitats, including microhabitats
- 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

Plants

- observe and describe 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

Animals, including humans

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Uses of everyday materials

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

-Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
-Events beyond living memory that are significant nationally
-The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.
-Significant historical people and places in their own locality.

Cause and Consequence

- What changes have occurred due to the work of local heroes and why?
- What impact have local heroes had?

Change in Continuity

- Comparing and contrasting toys from the past (focus on 1960s) with those today.
- How has culture influenced how toys and games have been played throughout history?
- How has Britain changes throughout the reign of different Queens? What impact have they had?
- What was life like in the different time periods of the three different queens?
- Comparing monarchies across time.
- Compare and contrast medical care and treatments over time.

Similarities and Differences

- Identifying similarities and difference children observe of toys through the 20th century.
- Comparing explorers in space travel during the 20th century.
- Similarities and differences in the monarchy of the 20th century.

Historical Significance

- Why do historians divide up time?
 - Impact of the reign of three different queens- Queen Elizabeth I, Queen Elizabeth II, Queen Victoria
 - What does it mean for someone to make history?
 - Impact of Florence Nightingale and changes in nursing and medical care- her legacy.
 - Moon landing and Neil Armstrong
- Who was Sunita Williams and why are her achievements significant?

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Year 2 will learn to play the glockenspiels throughout the year.

- Not required at KSI

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