


## Curriculum Framework - Year 2

### Global Themes

- 1) **Identity and Diversity** (individuality, stereotypes, perception, poverty, accepting differences, gender, cultural diversity)
- 2) **Sustainable Development & Globalisation** (pollution, global warming, dependency of the environment, conservation, biodiversity, recycling, comparisons across the world, human impact on the environment)
- 3) **Human Rights/ Power & Governance** (empathy, respect for people, people can bring about change, freedom, peace & conflict, decision-making, community, immigration, democracy)

Curriculum Overview	Curriculum Overview	Curriculum Overview	Curriculum Overview	Curriculum Overview	Curriculum Overview
In this half term children will explore continents and oceans around the world. They will look at historical figures and fictional character and will also study the life of Grace Darling - a local heroine	In this half term children will continue their work on Oceans and island and will study some coastal areas. They will also look at the environmental issues caused by pollution in our seas	In this half term children will learn about the historical events of the Great Fire of London. They will explore why it occurred, who was to blame and the aftermath.	In this half term the children will focus on the Great Fire of Gateshead. They will study the local area and make comparisons between what happened locally and what happened in London in 1666.	In this half term children will learn explore the importance of minibeasts and understand how we need to protect our environment and various habitats for everyone to survive.	In this half term children will compare the lives and reigns of sixteenth-century Queen Elizabeth I, nineteenth-century Queen Victoria and twentieth/twenty first-century Queen Elizabeth II. Place their reigns and significant events from their lives on a timeline. Consider the different things you can learn from portraits and the changes in life that took place between the Tudor, Victorian and Windsor periods. Identify the key roles of a monarch.

Term	<u>Autumn A</u>	<u>Autumn B</u>	<u>Spring A</u>	<u>Spring B</u>	<u>Summer A</u>	<u>Summer B</u>
<i>Topic</i>	Oceans and Islands Pirates	Oceans and Islands Real Life Heroes/ Environmental Issues	Fire! Fire! Great Fire of London	Fire! Fire! Great Fire of Gateshead	A Bug's Life!	Magnificent Monarchs
<i>Education Visits Visitors in School</i>	Talk like a pirate day	Panto	Visit to St Mary's Heritage centre		Chopwell Woods Saltwell Park	Visitor – Chris Connaughton
<b>Science Working scientifically to be taught through all units-</b>  <b>. Asking simple questions and recognising that they can be answered in different ways</b> <b>. Observing closely, using simple equipment</b> <b>. Performing simple tests</b> <b>. Identifying and classifying</b> <b>. Using their observations and ideas to suggest answers to questions</b> <b>. Gathering and recording data to help in answering questions.</b>	<b>Uses of everyday materials</b> 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  <i>Explore materials – how/can they be changed?</i> <i>Record findings</i> <i>Salt Water</i> <i>Sort materials linked to properties</i> <i>Recycling – changing use of objects</i> <i>Recycling station</i>  <b>Living things and their habitats</b> 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.	<b>Uses of everyday materials</b> 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	<b>Plants</b> 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.  <b>Living things and their habitats</b> 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.	<b>Animals, including humans</b> Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.  <b>Animals, including humans</b> 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)		

<p><b>R.E.</b></p>	<p>Christianity Theme: KINDNESS</p>	<p>Christianity Christmas – Jesus as a gift from God Why did God give Jesus to the World?</p>	<p>Judaism Passover How important is it for Jewish people to do what God asks them to do?  The Covenant How special is the relationship the Jews have with God?</p>	<p>Judaism Rites of passage and good works What is the best way for a Jew to show commitment to God?  Christianity Easter – Resurrection Is it true that Jesus came back to life again?</p>	<p>Islam Prayer at home Does praying at regular intervals everyday help a Muslim in his/her everyday life?  Community and Belonging Does going to the Mosque give Muslims a sense of belonging?</p>	<p>Islam Hajj Does completing Hajj make a person a better Muslim?</p>
<p><b>History</b></p>	<p><b>Significant historical events, people and places in their own locality</b> Sort recent historical studies in to a broad time order, recognise some reasons for between the time being studies and now. Retell stories that they have heard about the past. Pick out main elements of stories that they have heard about the past. Discuss what they have enjoyed most about stories from the past.</p> <p><i>Fact finding/ create a pirate fact file -Edward Teach – Blackbeard</i> <b>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 – Explain what they think is important about the past and explain reasons why. Identify any important changes that happened at the time being studied.</b></p> <p>Explain what they think is important about the past and explain reasons why. Identify any important changes that happened at the time being studied.</p> <p>Local Heroes NewcastleGateshead Walk of Fame  <i>Grace Darling</i></p>		<p><b>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London</b> Identify old and new from artefacts. Use pictures and artefacts for answering questions about the past. Use a range of simple sources to devise historical questions. Summarise their learning into short sentences. Ask questions about what they have heard or see.</p> <p>Retell stories that they have heard about the past. Pick out main elements of stories that they have heard about the past. Discuss what they have enjoyed most about stories from the past. Explain what they think is important about the past and explain reasons why. Identify any important changes that happened at the time being studied. <i>Great Fire of London</i></p>	<p><b>Significant historical events, people and places in their own locality</b> Use more complex phrases to describe time – a long time ago, centuries ago... Sort recent historical studies in to a broad time order, recognise some reasons for between the time being studies and now <i>Great Fire of Gateshead</i></p>		<p><b>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.</b> Explain what they think is important about the past and explain reasons why. Identify any important changes that happened at the time being studied. <i>Victorians and Windsors.</i></p> <p>Similarities and Differences</p> <p>Debating what is important – how have the Victorians and Windsors made an impact on the modern world?</p>

<p><b>Geography</b></p>	<p><b>Locational knowledge</b> Name and locate the world's seven continents and five oceans</p> <p><b>Human and physical geography</b> Use basic geographical vocabulary to refer to: beach, cliff, coast, sea, ocean, harbour, port, season, weather Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p><b>Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage</b> -Identify parts of some physical features – e.g. coast -Understand similarities and differences in places -use aerial photographs to identify land use and other geographical features - Know that places are linked by paths or roads</p> <p>-identify features on a map -know the main aspects of the British Isles using maps -draw simple maps and plans sometimes with keys -identify the main regions of the world- continents, equator, tropics.</p>		<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <b>Focus on London</b></p> <p><b>Geographical skills and fieldwork</b> Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment - Ask simple geographical questions -take and use digital photographs -make detailed sketches whilst on fieldwork and or labelled diagrams</p> <p>Use simple fieldwork and observational skills to study the geography of their local area.</p> <p>Compare and contrast the Newcastle and Gateshead quays from the time of the Great Fire of Gateshead to present day.</p> <p>mark some locations on a map of the UK – our town, our school visit, my holiday</p> <p>-Recognise characteristic physical and human features of places – built up, noisy, busy..</p>	<p>- Geographical skills and fieldwork Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment -discuss changes in weather and seasons from a chart -Use tally charts and simple tables to collect information. -make a plan of the classroom -Express views about local area and environments -use vocabulary of size to classify- hamlet, town, city</p>	
<p><b>Art</b></p>	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. <b>Colour</b> Make different tones of one colour. Darken colours without using black. <b>Drawing</b> Show light within drawings. Use paint to produce images on a large scale. Group art linked to oceans</p>	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. <b>Colour</b> Make different tones of one colour. Darken colours without using black. <b>Drawing</b> Show light within drawings. What is tone?- Twinkl lesson <a href="https://www.twinkl.co.uk/resource/t3-ad-2-formal-elements-tone-lesson-pack">https://www.twinkl.co.uk/resource/t3-ad-2-formal-elements-tone-lesson-pack</a> Use clay to build a functional form using two or more techniques. Clay models of sea creatures</p>	<p>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. <b>Say how other artists/craftmakers/designers have used colour, pattern and shape in their work.</b> Create a piece of work in response to another artist's work.</p> <p><b>Christopher Wren – Architect</b> Rebuilding of St Pauls <b>Renzo Piano – The Shard</b></p> <p><b>Junk modelling of Tudor street (linked to fire fighter visit)</b></p> 	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. <b>Colour</b> Make different tones of one colour. Darken colours without using black. <b>Drawing</b> Show light within drawings.</p> <p>Use paint to produce images on a large scale. Group minibeast wall using felt tips</p>	<p>To use a range of materials creatively to design and make products.</p> <p><i>In sewing explore simple stitches – overlapping/layering materials to create effect.</i> <b>Clothes for peg doll monarchs</b></p> 



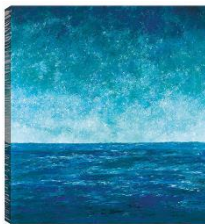
About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices



and disciplines, and making links to their own work.

Say how other artists/craftmakers/designers have used colour, pattern and shape in their work. Create a piece of work in response to another artist's work.

Alex Echo – in gallery  
Linked to oceans.



To use a range of materials creatively to design and make products.

In sewing explore simple stitches –

overlapping/layering materials to create effect.

Embroider pirate eye patches



Using recyclable materials to create a sea scene

Tile printing of a sea scene  
USE POLYSTIRINE TILES



EXPLORING ART WITH KIDS:  
LINO BLOCK PRINTING

Create silhouette pictures of Great Fire scenes.



Become a butterfly!



Designing and making our own crowns





<p><b>Design Technology</b></p>	<p><b>Cooking and nutrition</b>  Use the basic principles of a healthy and varied diet to prepare dishes  Understand where food comes from.  Name and sort foods into the five groups in the Eatwell Guide.  Prepare simple healthy dishes safely and hygienically, without using a heat source.  Follow procedures for safety  Use appropriate equipment to weigh and measure  <i>Make a gingerbread pirate</i>  <i>Create a menu for a Pirate Restaurant</i>  <i>Make Seabiscuits</i>  <i>Journeys – Farm to School, Field to School, River/Sea to School</i>  <i>Lighthouse Keeper's Lunch – Sea Themed picnic</i></p> <p>Work confidently within a range of contexts, such as imaginary, story based, playgrounds, local community, industry and the wider environment</p> <p><b>Design</b>  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  To research what materials products are made from  To create templates and mock ups of own ideas  State the purpose of the design and the intended use  <b>Make</b>  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  Use simple fixing materials e.g. temporary—paper clips and tape and permanent—glue and staples etc.  Select from a range of tools and equipment explaining their choices  Use finishing techniques (e.g. colour)  <b>Evaluate</b>  Explore and evaluate a range of existing products  Evaluate their ideas and products against design criteria  Suggest how their own and others' products could be improved  Describe what their products are for and explain how their products will work.  Use knowledge of existing products to help come up</p>	<p><b>Design</b>  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  To research what materials products are made from  To create templates and mock ups of own ideas  State the purpose of the design and the intended use  <b>Make</b>  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  Use simple fixing materials e.g. temporary—paper clips and tape and permanent—glue and staples etc.  Select from a range of tools and equipment explaining their choices  Use finishing techniques (e.g. colour)  <b>Evaluate</b>  Explore and evaluate a range of existing products  Evaluate their ideas and products against design criteria  Suggest how their own and others' products could be improved  Describe what their products are for and explain how their products will work.  Use knowledge of existing products to help come up with ideas (such as moving picture books)  Make simple judgements about their products and ideas against design criteria  <b>Technical knowledge</b>  Build structures, exploring how they can be made stronger, stiffer and more stable  Use information and communication technology to develop (research) and communicate their ideas (recording, Stop Motion, instructional poster)  <i>Box Model houses - - discuss materials that may burn faster/slower</i>  <b>Design</b>  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  Design (drawings and labels), Make and Evaluate (verbal) how 3D textiles (simple phone or pencil case, glove puppet) can be assembled from two identical fabric shapes.  <b>Make</b></p>	<p><b>Cooking and nutrition</b>  Use the basic principles of a healthy and varied diet to prepare dishes  Understand where food comes from.  Name and sort foods into the five groups in the Eatwell Guide.  Prepare simple healthy dishes safely and hygienically, without using a heat source.  Understand that food has to be farmed, grown elsewhere or caught  Follow procedures for safety  Use appropriate equipment to weigh and measure  <i>Paper Plate – create a healthy dinner plate</i>  <i>Create an Eatwell Guide spinning wheel</i>  <i>Make Honey/Honeycomb – Bees</i>  <i>Follow the journey honey makes From beehives to homes</i>  <i>Fruit and Vegetable bug snacks</i></p>  <p>Work confidently within a range of contexts, such as imaginary, story based, playgrounds, local community, industry and the wider environment</p> <p><b>Design</b>  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  To research what materials products are made from  To create templates and mock ups of own ideas  State the purpose of the design and the intended use  <b>Make</b>  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  Use simple fixing materials e.g. temporary—paper</p>
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with ideas (such as moving picture books)  
Make simple judgements about their products and ideas against design criteria

**Technical knowledge**

**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**

Discuss and research how products work as well as how and where they might be used (e.g. pirate ships)  
Explore the movements of wheels and axels.

Use information and communication technology to develop (research) and communicate their ideas (recording, Stop Motion, instructional poster)

*Create a ships steering wheel (compare to other steering wheels)*

*Design and Create a pirate ship*

*Look at food packaging – effects on animals and the necessity of it. – Discuss various materials that may be used instead of plastic?*

**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**

Use simple fixing materials e.g. temporary—paper clips and tape and permanent—glue and staples etc.

Select from a range of tools and equipment explaining their choices

Use finishing techniques (e.g. colour)

*Fabric Bookmarks*

*Keyring*

*Patchwork Houses*

clips and tape and permanent—glue and staples etc.

Select from a range of tools and equipment explaining their choices

Use finishing techniques (e.g. colour)

**Evaluate**

**Explore and evaluate a range of existing products**

**Evaluate their ideas and products against design criteria**

Suggest how their own and others' products could be improved

Describe what their products are for and explain how their products will work.

Use knowledge of existing products to help come up with ideas (such as moving picture books)

Make simple judgements about their products and ideas against design criteria

*Designing and making bug homes*

*Plasticine minibeasts*

*Castles – Detailed – developed from Y1*

*Crowns, Tiaras, Shields etc.*

**Technical knowledge**

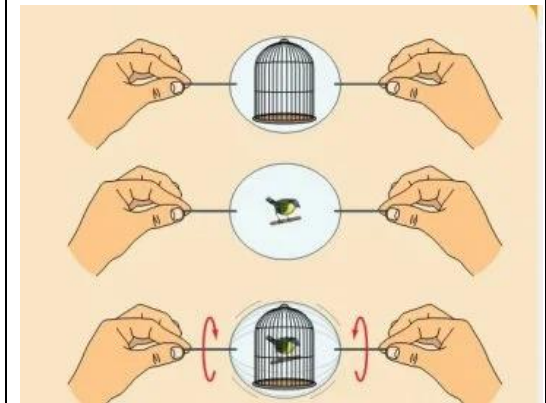
**Build structures, exploring how they can be made stronger, stiffer and more stable**




**Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products**

Use information and communication technology to develop (research) and communicate their ideas (recording, Stop Motion, instructional poster)




*Stop Motion – The miniscules series – create their own episodes*

*A Thaumatrope (string and a picture)*



<p><b>Music</b></p>	<p><b>Listen with concentration and understanding to a range of high-quality live and recorded music</b></p> <ul style="list-style-type: none"> <li>-Listen to simple elements of music</li> <li>-Verbally recall what they have heard with simple vocabulary. I.e loud, soft, high low etc</li> <li>-Identify a strong, steady pulse in music</li> <li>-Identify simple repeated rhythmic patterns</li> </ul> <p><b>Charanga Hands, Feet, Heart (South African music)</b>  <a href="https://www.gatesheadsouthtynsidecharanga.co.uk/scheme/">https://www.gatesheadsouthtynsidecharanga.co.uk/scheme/</a></p>	<p><b>Play tuned and untuned instruments musically</b></p> <ul style="list-style-type: none"> <li>-Follow verbal instructions</li> <li>-Beat out short rhythms and repeat short rhythmic patterns</li> <li>-Repeat short rhythmic phrases from memory</li> <li>-Perform simple accompaniments and simple rhythmic parts</li> <li>-Keep to a steady pulse</li> <li>-Begin to understand tempo, rhythm and tone</li> <li>-Imitate changes in pitch with tuned instruments</li> <li>-Begin to gain a sense of occasion when performing</li> </ul> <p><b>Charanga Ho, Ho, Ho (A Christmas Song)</b>  <a href="https://www.gatesheadsouthtynsidecharanga.co.uk/scheme/1311976-year-2/1312299-">https://www.gatesheadsouthtynsidecharanga.co.uk/scheme/1311976-year-2/1312299-</a></p>	<p><b>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</b></p> <ul style="list-style-type: none"> <li>-Use their own voices in many different ways</li> <li>-Imitate changes in pitch using their voice</li> <li>-Sing songs with more accurate pitch</li> <li>-Maintain a simple part in a round</li> <li>-Sing a wider range of songs from memory</li> </ul> <p><b>Charanga – I Wanna Play in A Band</b>  <a href="https://www.gatesheadsouthtynsidecharanga.co.uk/scheme/1311976-year-2/1312276-i-wanna-play-in-a-band">https://www.gatesheadsouthtynsidecharanga.co.uk/scheme/1311976-year-2/1312276-i-wanna-play-in-a-band</a></p>	<p><b>Listen with concentration and understanding to a range of high-quality live and recorded music</b></p> <p><b>Play tuned and untuned instruments musically</b></p> <ul style="list-style-type: none"> <li>-Listen to simple elements of music</li> <li>-Verbally recall what they have heard with simple vocabulary. I.e loud, soft, high low etc</li> <li>-Identify a strong, steady pulse in music</li> <li>-Identify simple repeated rhythmic patterns</li> </ul> <p><b>Charanga – Zootime</b>  <a href="https://www.gatesheadsouthtynsidecharanga.co.uk/scheme/1311976-year-2/1313449-zootime">https://www.gatesheadsouthtynsidecharanga.co.uk/scheme/1311976-year-2/1313449-zootime</a></p> 	<p><b>Experiment with, create, select and combine sounds using the inter-related dimensions of music</b></p> <ul style="list-style-type: none"> <li>-Create short melodic patterns and rhythmic phrases</li> <li>-Choose sounds to represent to different things in different ways</li> <li>-Make sequences of sounds and combine sounds for different purposes</li> <li>-Show some imagination in the use of sound</li> <li>-Create simple accompaniments</li> </ul>	
					<p><b>Summer 1</b></p> <p><b>Charanga – The Friendship Song</b>  <a href="https://www.gatesheadsouthtynsidecharanga.co.uk/scheme/1311976-year-2/1314286-friendship-song">https://www.gatesheadsouthtynsidecharanga.co.uk/scheme/1311976-year-2/1314286-friendship-song</a></p> 	<p><b>Summer 2</b></p> <p><b>Charanga – Reflect, Rewind, Replay</b>  <a href="https://www.gatesheadsouthtynsidecharanga.co.uk/scheme/1311976-year-2/1314334-reflect-rewind-and-replay">https://www.gatesheadsouthtynsidecharanga.co.uk/scheme/1311976-year-2/1314334-reflect-rewind-and-replay</a></p> 



	<p><a href="#">1311976-year-2/1312274-hands-feet-heart</a></p>  <p><i>Listen and Appraise</i></p> <p><i>explore pitch, rhythm</i></p> <p><i>listen to a range of music/genres and identify key features</i></p>	<p><a href="#">ho-ho-ho</a></p>  <p><i>Explore changing sounds using their voice, body</i></p> <p><i>Move in time to a beat or pulse</i></p> <p><i>play a piece of music on a glockenspiel and recorder</i></p>	 <p><i>explore pitch, rhythm</i></p> <p><i>listen to a range of music/genres and identify key features</i></p> <p><i>Play instruments with a song- with or without notation.</i></p> <p><i>Use voice as an instrument.</i></p>	<p><i>explore pitch, rhythm</i></p> <p><i>listen to a range of music/genres and identify key features</i></p> <p><i>Play instruments with a song- with or without notation.</i></p> <p><i>Use voice as an instrument.</i></p>	<p><i>Charanga - improvisation with instruments</i></p> <p><i>Performing songs - copied and improvised</i></p> <p><i>Explore changing well known songs</i></p> <p><i>Compose own songs, using influences from well known pieces of music</i></p> <p><i>Begin to compose using notation</i></p> <p><i>begin to understand recording and reading music using staves and clefs</i></p> <p><i>Change lyrics to familiar songs to create a new piece of music</i></p>	
<p><b>Computing</b></p>	<p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p> <p>Personal data – online platforms and search engines gather personal data, referred to as</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Y2 will build on skills instilled in chn from Y1. Chn increase ability by:</p> <p>Creating and manipulating pictures to include simple voice clips.</p> <p>Cropping photos and screenshots effectively and for a purpose (manipulate)</p>	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Building on knowledge of Y1 to make us more able and able to create</p>	<p>Create and debug simple programs</p> <p>With a strengthened understanding of algorithms, chn will know the importance of there being no mistakes in order to sequence to run smoothly. Chn will have the opportunity to build on debugging capabilities:</p> <p>Unplugged – chn will have opportunity to debug and revisit algorithms as they are completing activities Could trial Purple Mash</p>	<p>Use logical reasoning to predict the behaviour of simple programs</p> <p>As chn's algorithm and debugging knowledge increases, their logical reasoning should too.</p> <p>Before any programming begins, teaching staff should have the chn explain what they think will need to be done in terms of programming. Chn to explain why, using logical reasoning</p>	<p>Recognise common uses of information technology beyond school</p> <p>Chn to understand what is meant by technology and what technology is used outside of school – chn can be encouraged to think of personal and wider community</p> <p>Chn to be able to record 6 different types of technology, drawing upon previously taught skill of retrieving and</p>

	<p>'harvesting' or 'farming'</p> <p>Provide chn with template of accessing / downloading an app for the first time – chn pay particular attention to boxes they tick.</p> <p>Online Challenges – that they acquire mass followings and encourage others to take part in what they suggest</p> <p>Provide chn with example of previous online challenges (e.g. water bucket, mannequin, bottle-flipping, Kylie Lip challenge etc.) and they identify and explain which are fun and harmless, and which may be dangerous and or even illegal.</p> <p>Abuse Online – some online behaviours are abusive. They are negative in nature, potentially harmful and in some cases illegal</p> <p>Make a poster with a drawing of a 'Kindness Superhero' who treats others kindly online – around the outside children draw or write what this person is</p>	<p>Use video, in addition to photos</p> <p>Organise photos into categories (organise)</p> <p>Sort and organise data into categories and graphs</p> <p>Chn to use search engines to retrieve data and make a leaflet</p> <p>Multimedia presentation – chn have opportunity to complete a presentation based on their topic.</p>	<p>complex algorithms. We will do this by:</p> <p>Refamiliarise chn with algorithms by revisiting unplugged activities (see Y1 column for guidance)</p> <p>Chn to create their own musical algorithm. Class teacher to direct to ensure algorithm has been made successfully – i.e. giving a specific order of instruments</p> <p>This LI is all about chn thinking 'computationally', and we need to encourage them to do so in everyday contexts. Chn will have a more secure understanding of algorithms if they can relate to their own life, e.g:</p> <p>Cake recipe How to draw a square How to get changed Plan to build a Lego model Directions to hidden treasure – link to Y2 pirates theme How to build a paper plane How to make a jam sandwich Barefoot 'treasure hunt' activity</p>	<p>Chn have opportunity to debug algorithm activities on purple mash, incl.</p> <p>2Code – chn will debug as they go to ensure their algorithm is a success</p> <p>2Sequence – chn debug musical sequence to ensure they meet requirements</p>	<p><b><u>Computer Science-programming</u></b></p> <p>-Talk about how everyday devices can be controlled</p> <p>-Know that devices and actions on screen may be controlled by sequences of actions and instructions</p> <p>-Create a sequence of instructions to create a right-angled shape on screen</p> <p>-Create a sequence of instructions to control a programmable robot to carry out a pre-determined route to include direction, distance and turn (on screen or floor robot)</p> <p>-Experience a range of control devices such as cameras, sound recorders and other devices</p> <p>-Predict what might happen when controlling</p>	<p>manipulating digital content</p>
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	<p>thinking, saying and doing to demonstrate this.</p> <p><u>Digital Literacy</u> -Discuss and understand the school's e-Safety SMART rules -Know what to do if they find something inappropriate online -Explore what cyber bullying means and how to deal with it -Understand that not everyone they meet online is automatically trustworthy e.g. FauxPaw video from <a href="http://iKeepSafe.org">iKeepSafe.org</a> to highlight that not everyone is trustworthy</p> <p>Explore CEOP Thinkuknow resources, based on Hector's World. <a href="http://www.thinkuknow.co.uk/5-7/">www.thinkuknow.co.uk/5-7/</a></p> <p><i>E safety posters</i> <i>Show me 5</i></p>		<p>Apps / Software</p> <p>Beebot</p> <p>Purple Mash</p> <p>2Code</p> <p>2sequence</p>			
<p><b>PSHE (3D Dimensions)</b></p> <p><b>Core Theme 1 Health and Wellbeing</b></p> <p><b>Core Theme 2 Relationships</b></p> <p><b>Core Theme 3 Living in the Wider World</b></p>	<p>Core Theme 3 Unit 2 LESSON 1: Our School - Common Goals Core Theme 3 Unit 2 LESSON 2: Belonging - I Belong ... Core Theme 3 Unit 2 LESSON 3: Belonging - Join Our Club! Core Theme 3 Unit 2 LESSON 4: Local Citizenship - Our Local Area Core Theme 3 Unit 2 LESSON 5: Local Citizenship - Community Care</p>	<p>Core Theme 1 Unit 4 LESSON 2: Anger - Grrrr! Core Theme 1 Unit 4 LESSON 3: Love - Three Little Words Core Theme 1 Unit 4 LESSON 4: Sadness - How to Cope Core Theme 1 Unit 4 LESSON 5: Consequences - Good v Bad Core Theme 1 Unit 4 LESSON 6: Aspirations - It's a Goal!</p>	<p>Core Theme 2 Unit 4 LESSON 1: Friendship - Forever Friends Core Theme 2 Unit 4 LESSON 2: Friendship - Make Friends Core Theme 2 Unit 4 LESSON 3: Friendship - Hola! Bonjour! Core Theme 2 Unit 4 LESSON 4: Friendship - Share Alike</p> <p>Core Theme 1 Unit 3 LESSON 5: Responsibility - Who's at Fault?</p>	<p>Core Theme 3 Unit 3 LESSON 1: Money - Grows on Trees? Core Theme 3 Unit 3 LESSON 2: Money - Coining it in! Core Theme 3 Unit 3 LESSON 3: Money - Keep Money Safe Core Theme 3 Unit 3 LESSON 4: Money - Shopping List Core Theme 3 Unit 3 LESSON 5: Choices - This or That? Core Theme 3 Unit 3 LESSON 6: Enterprise - Dragons' Den</p>	<p>Core Theme 1 Unit 1 LESSON 3: Healthy Eating - Party Time!</p> <p>Core Theme 1 Unit 3 LESSON 1: Similarities and Differences - Boys v Girls Core Theme 1 Unit 3 LESSON 2: The Human Body - Body Bits Core Theme 1 Unit 1 LESSON 2: Healthy Eating - Meat Eaters; Core Theme 1 Unit 1 LESSON 4: Physical Activity - Get Physical!</p>	<p>Core Theme 1 Unit 5 LESSON 2: Road Safety - Green X Code Core Theme 1 Unit 5 LESSON 3: Drug Safety - Magic Medicine</p> <p>Extremism and Radicalisation</p> <p>Lesson1: Fact and Opinion Lesson 2: Right or Wrong Lesson 3: Valuing Difference</p>

	<p>Core Theme 3 Unit 1 LESSON 1: Rules / Expectations - We Expect ...</p> <p>Core Theme 3 Unit 1 LESSON 2: Rules / Expectations - Class Charter</p> <p>Core Theme 3 Unit 1 LESSON 3: Taking Turns - It's Your Turn!</p> <p>Core Theme 3 Unit 1 LESSON 4: Lending / Borrowing - The Borrowers</p> <p>Core Theme 3 Unit 1 LESSON 5: Sharing - Share the Booty</p>			<p>Core Theme 1 Unit 1 LESSON 5: Physical Activity - Mighty Muscles</p> <p>Core Theme 1 Unit 1 LESSON 6: Exercise - Workout!</p>	
<b>P.E.</b>	<p><b><u>Indoor</u></b></p> <p><b><u>Gymnastics</u></b> Master basic movements including developing balance, agility and coordination.</p>	<p><b><u>Indoor</u></b></p> <p><b><u>Dance</u></b> Explore and perform dances using simple movements and pattern.</p>	<p><b><u>Indoor</u></b></p> <p><b><u>Run Jump Throw</u></b> Develop power, agility, coordination and balance. Negotiate obstacles showing increased control. Master running and jumping skills.</p>		
	<p><b><u>Outdoor</u></b></p> <p><b><u>Attack Defend Shoot</u></b> <b>Master skills in ball control (throwing, catching, kicking, stopping, passing)</b> <i>Futsal coach (multi skills)</i> <i>Master basic movements including running, jumping, throwing, catching.</i></p>	<p><b><u>Outdoor</u></b></p> <p><b><u>Hit Catch Run</u></b> Master hitting skills with a variety of bats. Practise feeding and bowling skills. Hit and run to score points.</p>	<p><b><u>Outdoor</u></b></p> <p><b><u>Send and Return</u></b> Master skills in throwing, catching and sending over a net. Develop agility and coordination.</p>		