Year: 2 **Cambridge Road C P & N School Curriculum** September 2023

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **English** | **Troll Swap by Leigh Hodgkinson**  ***Spoken language:***  • Listen and respond • Build vocabulary  • Give well-structured descriptions, explanations and narratives  • Participate in discussions, presentations, performances, role play, improvisations and debates  ***Reading comprehension:***  • Discuss the sequence of events in books and how items of information are related  • 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  • Participate in discussion about books, poems and other works  • Explain and discuss their understanding of books, poems and other material  ***Writing composition***: • Write narratives about personal experiences and those of others (real and fictional) • Write down ideas, key words, new vocabulary  • Encapsulate what is to be written, sentence by sentence • Make simple additions, revisions and corrections (greater depth only) • Evaluate writing with the teacher and other pupils  • Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently  • Proof-read to check for errors in spelling, grammar and punctuation  • Plan or say out loud what is going to be written about | **The Owl Who Was Afraid Of The Dark by Jill Tomlinson**  ***Spoken language:***  • Listen and respond • Ask relevant questions  • Build vocabulary  • Maintain attention and participate actively in collaborative conversations  ***Reading comprehension:***  • Discuss the sequence of events in books and how items of information are related  • Read non-fiction books that are structured in different ways  • Draw on what is already known or on background information and vocabulary provided by the teacher  • Make inferences on the basis of what is being said and done  • Answer and ask questions  • Participate in discussion about books, poems and other works  • Explain and discuss their understanding of books, poems and other material  ***Writing composition:***  • Write for different purposes  • Make simple additions, revisions and corrections (greater depth only)  • Evaluate writing with the teacher and other pupils  • Proof-read to check for errors in spelling, grammar and punctuation  • Read aloud with intonation | **The Dragon Machine by Helen Ward**  ***Spoken language:***  • Ask relevant questions  • Build vocabulary  • Articulate and justify answers  • Use spoken language: speculating, hypothesising, imagining and exploring ideas  ***Reading comprehension:***  • Check the text makes sense  • 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  ***Writing composition:***  • Plan or say out loud what is going to be written about  • Write down ideas, key words, new vocabulary • Encapsulate what is to be written, sentence by sentence  • Make simple additions, revisions and corrections  • Evaluate writing with the teacher and other pupils  • Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently  • Proof-read to check for errors in spelling, grammar and punctuation  • Read aloud with intonation | **Major Glad, Major Dizzy by**  ***Spoken language:***  • Listen and respond  • Ask relevant questions  • Build vocabulary  • Participate in discussions, presentations, performances, role play, improvisations and debates  ***Reading comprehension:***  • Read non-fiction books that are structured in different ways  • Discuss and clarify the meaning of words  • Answer and ask questions  • Predict what might happen on the basis of what has been read so far  • Explain and discuss their understanding of books, poems and other material  ***Writing composition:***  • Write narratives about personal experiences and those of others (real or fictional)  • Write poetry  • Plan or say out loud what is going to be written about  • Write down ideas, key words, new vocabulary • Encapsulate what is to be written, sentence by sentence  • Make simple additions, revisions and corrections  • Evaluate writing with the teacher and other pupils  • Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently  • Proof-read to check for errors in spelling, grammar and punctuation | **The Last Wolf by Mini Grey**  ***Spoken language:***  • Articulate and justify answers  • Maintain attention and participate in collaborative conversations  • Speak audibly and fluently  • Participate in discussions, presentations, performances, role play, improvisations and debates  ***Reading comprehension:***  • Listen to, discuss and express views about a wide range of books at a level beyond that which can be read independently  • Become familiar with and re-tell a wider range of traditional tales  • Recognise simple recurring literary language  • Draw on what is already known and on background information and vocabulary provided by the teacher  • Predict what might happen on the basis of what has been read so far  Writing composition: • Write narratives about personal experiences and those of others (real and fictional)  • Write about real events  • Write for different purposes  • Plan or say out loud what is going to be written about  • Make simple additions, revisions and corrections  • Evaluate writing with the teacher and other pupils  • Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently  • Proof-read to check for errors in spelling, grammar and punctuation | **Grandad’s Secret Giant by David Litchfield**  ***Spoken language:***  • Give well-structured descriptions, explanations and narratives  • Listen and respond  • Ask relevant questions • Participate in discussions, presentations, performances, role play, improvisations and debates  ***Reading comprehension:***  • Discuss the sequence of events in books and how items of information are related • Make inferences on the basis of what is being said and done  • Ask and answer questions  • Predict what might happen on the basis of what has been read so far  • Listen to, discuss and express views about a wide range of books at a level beyond that which can be read independently  ***Writing composition:***  • Write poetry  • Write for different purposes  • Make simple additions, revisions and corrections  • Evaluate writing with the teacher and other pupils  • Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently  • Write for different purposes  • Proof-read to check for errors in spelling, grammar and punctuation |
| **Mathematics** | Number – number and place value  -count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.  -identify, represent and estimate numbers using different representations, including the number line.  -recognise the place value of each digit in a two-digit number (tens, ones).  -compare and order numbers from 0 up to 100; use <, > and = signs.  -count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.  Number – addition and subtraction  -recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.  -using concrete objects and pictorial representations, including those involving numbers, quantities and measures.  -a two-digit number and ones.  -count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.  -a two-digit number and tens.  -recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.  -applying their increasing knowledge of mental and written methods.  -show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.  -add two two-digit numbers.  -adding three one-digit numbers.  -using concrete objects and pictorial representations, including those involving numbers, quantities and measures.  -apply their increasing knowledge of mental and written methods. | Measurement – money  -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.  -recognise and know the value of different denominations of coins and notes.  Number- multiplication and division  -solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.  -calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.  -solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.  -recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. | 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.  -solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.  Statistics  -interpret and construct simple pictograms, tally charts, block diagrams and simple 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.  Measurement – length and height  -solve problems with addition and subtraction:  -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 =.  -using concrete objects and pictorial representations, including those involving numbers, quantities and measures. | 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.  -compare and sort common 2-D and 3-D shapes and everyday objects.  -order and arrange combinations of mathematical objects in patterns and sequences.  Number – Fractions  -recognise, find and name a half as one of two equal parts of an object, shape or quantity.  -recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.  -recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity.  -write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and ½. | 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).  Problem Solving and efficient methods  -use place value and number facts to solve problems.  -solve problems with addition and subtraction:  -recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.  -show that multiplication of two numbers can be done in any order (commutative) and division of one 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.  -using concrete objects and pictorial representations, including those involving numbers, quantities and measures. | Measurement – time  -tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.  -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.  Measurement – weight, volume and temperature  -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 =. |
| **Science** | **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). | **Animals Including Humans**  -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 uses 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. | **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. | **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 . | **Living Things and their Habitats**  -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. |
| **Computing** | **Information Technology around us**  -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. | **Digital Photography**  -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. | **Robot Algorithms**  -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.  -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. | **Pictograms**  -Use technology purposefully to create, organise, store, manipulate, and retrieve digital content.  -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. | **Digital Music**  -Use technology purposefully to create, organise, store, manipulate, and retrieve digital content**.** | **Programming Quizzes**  -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.  -Use technology purposefully to create, organise, store, manipulate, and retrieve digital content. |
| **RE** | **Judaism**  *What do Jews believe about God?*  -I can retell and suggest meanings to some religious and moral stories.  -I can explore and discuss sacred writings and sources of wisdom and recognising the communities from which they come.  -I can recognise some different symbols and actions which express a community’s way of life, appreciating some similarities between communities  -I can find out about questions of right and wrong and begin to express my own ideas and opinions.  -Why is the Torah important for Jews?  -What do Jews believe about God?  -Who was Joseph?  -How did Miriam show courage and truthfulness and choose between right and wrong?  -What rules are important for Jews?  -What do Jews believe about a creator God? | **Judaism**  *How do Jews show faith through practices and celebrations ?*  -I can ask and respond to questions about what communities do, and why.  -I can identify what difference belonging to a community might make.  -I notice and respond sensitively to some similarities between different religions and worldviews.  -How do Jews remember Shabbat?  -What is the symbolism of the Shabbat meal?  -What does “God is One” mean?  -How did Esther show honesty and bravery? -How is this remembered at Purim?  -How do Jewish families and their communities celebrate Hanukkah?  -Who are the Jewish Matriachs and Patriachs? | **Christianity**  *Why is the Bible a special book for Christians?*  -I can retell a religious story using prompts and know that it is from a sacred text and is special to some people.  -I can recognise some religious symbols and words.  -I ask questions about belonging, meaning and truth and can express my own ideas and opinions in response  -What makes a book “Special”?  -Why do Christians try to live their lives according to teachings in the Bible?  -What sort of different books are in the Bible?  -What words of wisdom are there in the Bible?  -What could the story of David and Goliath teach a Christian? How did David show courage?  -How does the story of the stilling of the storm help Christians? What other passages have special significance for Christians?  -What prayers are there in the Bible and why do Christians pray? | **Christianity**  *Who was Jesus and why is he important to Christians today?*  -I have started to share my opinions and say what is important to myself and to others.  -I can say ideas which are important to me and can say what I think to be right and wrong.  -Who were the disciples?  Why was Jesus a teacher and leader? -What happened at the feeding of the 5000?  -Why do Christians believe that Jesus was a healer?  -Why was Jesus’ death part of a bigger plan for Christians?  -What is the resurrection?  Why do Christians follow Jesus? | **Christianity**  *Why did Jesus teach people through stories?* | Free Choice Unit  Life stages |
| **History** | **London’s Burning**  -To recognise and explain why The Great Fire of London happened.  -To understand what changed as a result of the fire.  **Skills:**  -Compare and use sources to answer questions about the fire.  -Place The Great Fire of London on a timeline. | **London’s Burning**  -To recognise and explain why The Great Fire of London happened.  -To understand what changed as a result of the fire.  **Skills:**  -Compare and use sources to answer questions about the fire.  -Place The Great Fire of London on a timeline. | - | - | **Pioneers**  -To recognise that people in the past have had an impact on the world we live in today.  -To understand how to find out about pioneers from the past.  **Skills:**  -Compare aspects of life across different periods.  -Use a wide variety of everyday historical terms. | **Pioneers**  -To recognise that people in the past have had an impact on the world we live in today.  -To understand how to find out about pioneers from the past.  **Skills:**  -Compare aspects of life across different periods.  -Use a wide variety of everyday historical terms. |
| **Geography** | - | - | **Indian Spice**  **Knowledge:**  -To use maps to locate Ellesmere Port, the surrounding areas and key features.  -To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in India.  **Skills:**  -Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.  -Use basic geographical vocabulary to refer to:  key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. | **Delamere Forest**  **Knowledge:**  -Use basic geographical vocabulary to refer to:  key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.  Skills:  -To use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.  -Use simple fieldwork and observational skills to study the geography of Delamere Forest and the key human and physical features of its surrounding environment.  -Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. | - | - |
| **Art & Design** | **London’s Burning**  Pastel and chalk drawings to create a picture of the Great Fire in the style of famous artists of the time.  -To use a range of materials creatively to design and make products  -To use drawing, painting and sculpture to develop and share their ideas, experience and imagination  -To develop a wide range of art and design techniques in using colour, pattern, texture, line shape, form and space  -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. | - | - | **Delamere Forest**  -Skills and fieldwork study.  Environmental sculpture - Andy Goldsworthy  -To use a range of materials creatively to design and make products  -To use drawing, painting and sculpture to develop and share their ideas, experience and imagination  -To develop a wide range of art and design techniques in using colour, pattern, texture, line shape, form and space  -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. | **Pioneers**  -Design, make and evaluate a Victorian seaside souvenir. (Textiles: puppets – Punch and Judy) Look at Susie Vickery, textile artist.  -To use a range of materials creatively to design and make products  -To use drawing, painting and sculpture to develop and share their ideas, experience and imagination  -To develop a wide range of art and design techniques in using colour, pattern, texture, line shape, form and space  -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. | - |
| **DT** | - | **London’s Burning**  Construction  (Making model houses to use in retelling the story of the Great Fire).  -select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. | **Indian Spice**  Cooking and nutrition  (Plan and cook an Indian meal).  -use the basic principles of a healthy and varied diet to prepare dishes  -understand where food comes from. | - |  | **Pioneers**  Textiles  (Design, make and evaluate puppets inspired by Punch and Judy to use in a class puppet show)  **Design**  -design purposeful, functional, appealing products for themselves and other users based on -design criteria  generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology  **Make**  -select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  -select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  **Evaluate**  -explore and evaluate a range of existing products  -evaluate their ideas and products against design criteria |
| **PE** | **Gymnastics**  -Demonstrate changes of direction, level & speed.  -Show an awareness of how the body functions/changes during exercise.  -Repeat and Perform sequences of movements.  -Display development in the fundamentals of movement (Jog, Sprint, Jump, Hop, Weight on Hands, Balance & Coordination).  **Games**  -Throw and catch displaying a degree of competency, in isolation and in varied environments.  -Demonstrate changes of direction, level & speed.  -Show an awareness of how the body functions/changes during exercise.  -Display development in the fundamentals of movement (Jog, Sprint, Jump, Hop, Weight on Hands, Balance & Coordination).  -Use fundamentals of movement to achieve success in competitive environments, individually and as a team.  -With guidance participate displaying respect, fair play and working well with others. | **Gymnastics**  -Demonstrate changes of direction, level & speed.  -Show an awareness of how the body functions/changes during exercise.  -Repeat and Perform sequences of movements.  -Display development in the fundamentals of movement (Jog, Sprint, Jump, Hop, Weight on Hands, Balance & Coordination).  **Games**  -Throw and catch displaying a degree of competency, in isolation and in varied environments.  -Demonstrate changes of direction, level & speed.  -Show an awareness of how the body functions/changes during exercise.  -Display development in the fundamentals of movement (Jog, Sprint, Jump, Hop, Weight on Hands, Balance & Coordination).  -Use fundamentals of movement to achieve success in competitive environments, individually and as a team.  -With guidance participate displaying respect, fair play and working well with others. | **Games**  -Throw and catch displaying a degree of competency, in isolation and in varied environments.  -Demonstrate changes of direction, level & speed.  -Show an awareness of how the body functions/changes during exercise.  -Display development in the fundamentals of movement (Jog, Sprint, Jump, Hop, Weight on Hands, Balance & Coordination).  -Use fundamentals of movement to achieve success in competitive environments, individually and as a team.  -With guidance participate displaying respect, fair play and working well with others.  **Dance**  -Demonstrate changes of direction, level & speed.  -Show an awareness of how the body functions/changes during exercise.  -Repeat and Perform sequences of movements.  -Display development in the fundamentals of movement (Jog, Sprint, Jump, Hop, Weight on Hands, Balance & Coordination). | **Games**  -Throw and catch displaying a degree of competency, in isolation and in varied environments.  -Demonstrate changes of direction, level & speed.  -Show an awareness of how the body functions/changes during exercise.  -Display development in the fundamentals of movement (Jog, Sprint, Jump, Hop, Weight on Hands, Balance & Coordination).  -Use fundamentals of movement to achieve success in competitive environments, individually and as a team.  -With guidance participate displaying respect, fair play and working well with others.  **Dance**  -Demonstrate changes of direction, level & speed.  -Show an awareness of how the body functions/changes during exercise.  -Repeat and Perform sequences of movements.  -Display development in the fundamentals of movement (Jog, Sprint, Jump, Hop, Weight on Hands, Balance & Coordination). | **Gymnastics**  -Demonstrate changes of direction, level & speed.  -Demonstrate changes of direction, level & speed.  -Show an awareness of how the body functions/changes during exercise.  -Repeat and Perform sequences of movements.  -Display development in the fundamentals of movement (Jog, Sprint, Jump, Hop, Weight on Hands, Balance & Coordination).  **Athletics**  -Show an awareness of how the body functions/changes during exercise.  -Display development in the fundamentals of movement (Jog, Sprint, Jump, Hop, Weight on Hands, Balance & Coordination).  -Use fundamentals of movement to achieve success in competitive environments, individually and as a team. | **Gymnastics**  -Demonstrate changes of direction, level & speed.  -Demonstrate changes of direction, level & speed.  -Show an awareness of how the body functions/changes during exercise.  -Display development in the fundamentals of movement (Jog, Sprint, Jump, Hop, Weight on Hands, Balance & Coordination).  **Athletics**  -Show an awareness of how the body functions/changes during exercise.  -Display development in the fundamentals of movement (Jog, Sprint, Jump, Hop, Weight on Hands, Balance & Coordination).  -Use fundamentals of movement to achieve success in competitive environments, individually and as a team. |
| **Music** | **Hands, Feet and Heart**  -use their voices expressively and creatively by singing songs and speaking chants and rhymes (covered in *Musical Activities* and *Perform & Share*).  -play tuned and un-tuned instruments musically (covered in *Musical Activities* and *Perform & Share*).  -listen with concentration and understanding to a range of high-quality live and recorded music (covered in *Listen & Appraise* and *Musical Activities*).  -experiment with, create, select and combine sounds using the inter-related dimensions of music (covered in *Musical Activities*). | **Ho Ho Ho**  -use their voices expressively and creatively by singing songs and speaking chants and rhymes (covered in *Musical Activities* and *Perform & Share*).  -play tuned and un-tuned instruments musically (covered in *Musical Activities* and *Perform & Share*).  -listen with concentration and understanding to a range of high-quality live and recorded music (covered in *Listen & Appraise* and *Musical Activities*).  -experiment with, create, select and combine sounds using the inter-related dimensions of music (covered in *Musical Activities*). | **I Wanna Play In A Band**  -use their voices expressively and creatively by singing songs and speaking chants and rhymes (covered in *Musical Activities* and *Perform & Share*).  -play tuned and un-tuned instruments musically (covered in *Musical Activities* and *Perform & Share*).  -listen with concentration and understanding to a range of high-quality live and recorded music (covered in *Listen & Appraise* and *Musical Activities*).  -experiment with, create, select and combine sounds using the inter-related dimensions of music (covered in *Musical Activities*). | **Zootime**  -use their voices expressively and creatively by singing songs and speaking chants and rhymes (covered in *Musical Activities* and *Perform & Share*).  -play tuned and un-tuned instruments musically (covered in *Musical Activities* and *Perform & Share*).  -listen with concentration and understanding to a range of high-quality live and recorded music (covered in *Listen & Appraise* and *Musical Activities*).  -experiment with, create, select and combine sounds using the inter-related dimensions of music (covered in *Musical Activities*). | **Friendship Song**  -use their voices expressively and creatively by singing songs and speaking chants and rhymes (covered in *Musical Activities* and *Perform & Share*).  -play tuned and un-tuned instruments musically (covered in *Musical Activities* and *Perform & Share*).  -listen with concentration and understanding to a range of high-quality live and recorded music (covered in *Listen & Appraise* and *Musical Activities*).  -experiment with, create, select and combine sounds using the inter-related dimensions of music (covered in *Musical Activities*). | **Reflect, Rewind and Replay**  -use their voices expressively and creatively by singing songs and speaking chants and rhymes (covered in *Musical Activities* and *Perform & Share*).  -play tuned and un-tuned instruments musically (covered in *Musical Activities* and *Perform & Share*).  -listen with concentration and understanding to a range of high-quality live and recorded music (covered in *Listen & Appraise* and *Musical Activities*).  -experiment with, create, select and combine sounds using the inter-related dimensions of music (covered in *Musical Activities*). |
| **RSE** | **Equalities Week – It’s OK to be me**  -that families are important for children growing up because they can give love, security and stability.  -the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time -together and sharing each other’s lives.  that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.  -that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.  -that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.  -how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. | **Keeping & Staying Healthy – Healthy Eating / Brushing Teeth**  -how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.  -about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.  -the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.  -about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.  -about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.  -the facts and science relating to allergies, immunisation and vaccination.  -what constitutes a healthy diet (including understanding calories and other nutritional content).  -the principles of planning and preparing a range of healthy meals.  -the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). | **Relationships – Bullying / Body Language**  -how important friendships are in making us feel happy and secure, and how people choose and make friends.  -the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.  -that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.  -that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.  how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.  -the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.  -practical steps they can take in a range of different contexts to improve or support respectful relationships.  -the conventions of courtesy and manners.  -the importance of self-respect and how this links to their own happiness.  -that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.  about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.  -what a stereotype is, and how stereotypes can be unfair, negative or destructive.  -the importance of permission-seeking and giving in relationships with friends, peers and adults. | **Being Responsible – Helping someone in need**  -what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).  -about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.  -that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.  -how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.  -how to recognise and report feelings of being unsafe or feeling bad about any adult.  -how to ask for advice or help for themselves or others, and to keep trying until they are heard.  -how to report concerns or abuse, and the vocabulary and confidence needed to do so.  -where to get advice e.g. family, school and/or other sources. | **Feelings & Emotions – Worry / Anger**  -that mental wellbeing is a normal part of daily life, in the same way as physical health.  that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.  -how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.  -how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.  -the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.  -simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.  -isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.  -that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.  -where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).  it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.  -how important friendships are in making us feel happy and secure, and how people choose and make friends.  -the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.  -that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.  -that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.  -how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. | **Computer Safety – Image Sharing**  -that people sometimes behave differently online, including by pretending to be someone they are not.  -that the same principles apply to online relationships as to face--toface relationships, including the importance of respect for others online including when we are anonymous.  -the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.  -how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.  -how information and data is shared and used online. |