



# Year 2 Curriculum Map



	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
<b>English</b>	<p><b>Guided and individual reading</b></p> <p>Skills: apply phonic knowledge, blend, read common suffixes, CEW, increase fluency, retell familiar stories, reading non-fiction structured in different ways, read &amp; discuss poetry, drawing on prior knowledge, literal skills, making inferences, predictions</p> <p><b>Narrative: Traditional tales – Fairy Tales</b> Rapunzel and The Three Little Pigs <b>Outcome:</b> write a retelling of a traditional story.</p> <p><b>Poetry: Vocabulary building (list poems)</b> Outcome: Read list poems. Write and perform own versions.</p> <p>Skills: spell using phonics, CEW, NC spelling rules,</p>	<p><b>Guided and individual reading</b></p> <p>Skills: apply phonic knowledge, blend, read common suffixes, CEW, increase fluency, retell familiar stories, reading non-fiction structured in different ways, read &amp; discuss poetry, drawing on prior knowledge, literal skills, making inferences, predictions</p> <p><b>Non-fiction: Recount</b> <b>Outcome:</b> write first person recounts re-telling historical events using adverbs of time to aid sequencing, and maintaining consistency in tense and person.</p> <p><b>Non-fiction: Explanations</b> Outcome: Writing an explanation of how to stay healthy.</p> <p><b>Poetry: Calligrams</b> Outcome: write own calligram (based on single words).</p>	<p><b>Guided and individual reading</b></p> <p>Skills: apply phonic knowledge, blend, read common suffixes, CEW, increase fluency, retell familiar stories, reading non-fiction structured in different ways, read &amp; discuss poetry, drawing on prior knowledge, literal skills, making inferences, predictions</p> <p><b>Narrative: Stories with recurring literary language</b> Traction Man <b>Outcome:</b> Use a familiar story as a model to write a new story.</p> <p><b>Poetry: Calligrams</b> <b>Outcome:</b> writing own calligrams (shape poems)</p> <p><b>Non-fiction: Report</b> Outcome: Writing a report on Queen Elizabeth I/ Queen Victoria.</p>	<p><b>Guided and individual reading</b></p> <p>Skills: apply phonic knowledge, blend, read common suffixes, CEW, increase fluency, retell familiar stories, reading non-fiction structured in different ways, read &amp; discuss poetry, drawing on prior knowledge, literal skills, making inferences, predictions</p> <p><b>Narrative: Stories with recurring literary language</b> On the Way Home <b>Outcome:</b> Use a familiar story as a model to write a new story.</p> <p><b>Non-fiction: Report</b> Outcome: Writing a report on sharks.</p> <p><b>Poetry: Free Verse</b></p>	<p><b>Guided and individual reading</b></p> <p>Skills: apply phonic knowledge, blend, read common suffixes, CEW, increase fluency, retell familiar stories, reading non-fiction structured in different ways, read &amp; discuss poetry, drawing on prior knowledge, literal skills, making inferences, predictions</p> <p><b>Narrative: Traditional Tales – Myths (Creation stories)</b> Rudyard Kipling Just So Stories. <b>Outcome:</b> Write a creation myth based on ones read e.g. how the zebra got his stripes.</p> <p><b>Non-fiction: Explanations</b> Monsters: An owner's guide <b>Outcome:</b> Produce a flowchart, ensuring</p>	<p><b>Guided and individual reading</b></p> <p>Skills: apply phonic knowledge, blend, read common suffixes, CEW, increase fluency, retell familiar stories, reading non-fiction structured in different ways, read &amp; discuss poetry, drawing on prior knowledge, literal skills, making inferences, predictions</p> <p><b>Narrative: Traditional Tales – Myths (Creation stories)</b> Rudyard Kipling Just So Stories. <b>Outcome:</b> Write a creation myth based on ones read</p> <p><b>Non-fiction: Instructions</b> How to wash a woolly mammoth <b>Outcome:</b> Write a series of fiction-based</p>

	<p>dictated sentences, form letters and digits correct size &amp; orientation, spacing words appropriately, planning, proof reading, revisions &amp; corrections, expanded noun phrases, coordination (and, but, or),</p>	<p>Skills: spell using phonics, CEW, homophones, NC spelling rules, dictated sentences, form letters and digits correct size &amp; orientation, spacing words appropriately, planning, proof reading, revisions &amp; corrections, expanded noun phrases, coordination (and, but, or)</p>	<p>Skills: spell using phonics, CEW, contractions, homophones, NC spelling rules, dictated sentences, form letters and digits correct size &amp; orientation, spacing words appropriately, planning, proof reading, revisions &amp; corrections, commas for lists, expanded noun phrases, coordination (and, but, or), subordination (e.g. when, if, that, because)</p>	<p>Outcome: write and perform free verse poems.</p> <p>Skills: spell using phonics, CEW, contractions, possessive apostrophe, homophones, NC spelling rules, dictated sentences, form letters and digits correct size &amp; orientation, spacing words appropriately, planning, proof reading, revisions &amp; corrections, commas for lists, expanded noun phrases, coordination (and, but, or), subordination (e.g. when, if, that, because)</p>	<p>content is clearly sequenced.</p> <p><b>Poetry: Free Verse</b> Outcome: write and perform free verse poems.</p> <p>Skills: spell using phonics, CEW, contractions, possessive apostrophe, homophones, NC spelling rules, dictated sentences, form letters and digits correct size &amp; orientation, spacing words appropriately, planning, proof reading, revisions &amp; corrections, commas for lists, expanded noun phrases, coordination (and, but, or), subordination (e.g. when, if, that, because)</p>	<p>instructions including diagrams.</p> <p><b>Poetry: Take one poet-poetry appreciation (2 weeks)</b> <b>Outcome:</b> Personal responses to poetry. Recite familiar poems by heart.</p> <p>Skills: spell using phonics, CEW, contractions, possessive apostrophe, homophones, NC spelling rules, dictated sentences, form letters and digits correct size &amp; orientation, spacing words appropriately, planning, proof reading, revisions &amp; corrections, commas for lists, expanded noun phrases, coordination (and, but, or), subordination (e.g. when, if, that, because)</p>
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## Mathematics

<p><b>Place value:</b> Counting forwards and backwards within 20, Tens and ones within 20, Counting forwards and backwards within 50, Tens and ones within 50, Compare numbers within 50, Count objects to 100 and read and write numbers in numerals and words, Represent numbers to 100, Tens and ones with a part-whole model, Tens and ones using addition, Use a place value chart, Compare objects, Compare numbers, Order objects and numbers, Count in 2s, Count in 5s, Count in 10s, Count in 3s.</p> <p><b>Number - addition &amp; subtraction:</b> fact families – addition and subtraction facts to 20. Check calculations, compare number sentences, related facts, bonds to 100 (tens), add and subtract 1's, 10 more and 10 less, add and subtract 10's, add by making 10.</p>	<p><b>Number: addition and subtraction cont:</b> add a 1 digit and 2 digit number crossing 10, subtraction crossing 10, subtract a 1 digit from a 2 digit number crossing ten, add 2 digit numbers – not crossing ten – add ones and add tens, add 2 digit numbers – crossing 10 – add ones and add tens, subtract a 2 digit number from a 2 digit number – not crossing 10, subtract a 2 digit number from a 2 digit number – crossing 10 – subtract ones and tens, find and make number bonds, bonds to 100 – tens and ones, add three 1 digit numbers.</p> <p><b>Measurement - money:</b> Recognising coins and notes, count money – pence, count money – notes – coins and notes, count money - notes and coins, select money, make the same amount, compare money, find the total, find the difference, find change, two step problems.</p> <p><b>Number – multiplication and division:</b> make equal groups, add equal groups, make arrays.</p>	<p><b>Number – multiplication and division cont:</b> recognise equal groups, make equal groups, add equal groups, multiplication sentences using the x symbol, multiplication sentences from pictures, use arrays, make doubles, 2 times-table, 5 times-table, 10 times-table, make equal groups sharing, make equal groups sharing, make equal groups grouping, make equal groups grouping, divide by 2, odd and even numbers, divide by 5, divide by 10.</p> <p><b>Statistics:</b> make tally charts, draw pictograms (1:1), interpret pictograms (1:1), draw pictograms (2,5and10), interpret pictograms (2, 5&amp;10), block diagrams.</p>	<p><b>Geometry – properties of shape:</b> recognise 2-d and 3-d shapes, count sides on 2-d shapes, count vertices on 2-d shapes, draw 2-d shapes, lines of symmetry, sort 2-d shapes, make patterns with 2-d shapes, count faces on 3-d shapes, count edges on 3-d shapes, count vertices on 3-d shapes, sort 3-d shapes, make patterns with 3-d shapes.</p> <p><b>Fractions:</b> make equal parts, recognise a half, find a half, recognise a quarter, find a quarter, recognise a third, find a third, unit fractions, non-unit fractions, equivalence of <math>\frac{1}{2}</math> and <math>\frac{2}{4}</math>, find three quarters, count in fractions.</p>	<p><b>Measurement – length and height:</b> compare lengths and heights, measure lengths (1), measure lengths (2), measure length (cm), measure length (m), compare lengths, order lengths, four operations with lengths.</p> <p><b>Geometry – position and direction:</b> describe position (1), describe position (2), describe movement, describe turns, describe movement and turns, making patterns with shapes.</p> <p><b>Consolidation and problem solving.</b></p>	<p><b>Measurement – time:</b> Telling the time to the hour, telling time to the half hour, O'clock and half past, quarter past and quarter to, telling the time to 5 mins, writing time, hours and days, find durations of time, compare durations of time.</p> <p><b>Measurement – mass, capacity and temperature:</b> introduce weight and mass, measure mass, compare mass, measure mass in grams, measure mass in kilograms, introduce capacity and volume, measure capacity, compare volume, millilitres, litres, temperature.</p>
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<p style="text-align: center;"><b>Science</b></p>	<p><b>Animals, including humans</b></p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p><i>Skills: work scientifically – ask simple questions, use simple equipment, perform simple tests, identifying &amp; classifying, gathering &amp; recording data</i></p>	<p><b>Animals, including humans</b></p> <p>Notice that animals, including humans, have offspring which grow into adults</p> <p><i>Skills: work scientifically – ask simple questions, use simple equipment, perform simple tests, identifying &amp; classifying, gathering &amp; recording data</i></p>	<p><b>Uses of everyday materials</b></p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p><i>Skills: work scientifically – ask simple questions, use simple equipment, perform simple tests, identifying &amp; classifying, gathering &amp; recording data</i></p>	<p><b>All living things and their habitats</b></p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p><i>Skills: work scientifically – ask simple questions, use simple equipment, perform simple tests, identifying &amp; classifying, gathering &amp; recording data</i></p>	<p><b>All living things and their habitats</b></p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p><i>Skills: work scientifically – ask simple questions, use simple equipment, perform simple tests, identifying &amp; classifying, gathering &amp; recording data</i></p>	<p><b>Plants</b></p> <p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p><i>Skills: work scientifically – ask simple questions, use simple equipment, perform simple tests, identifying &amp; classifying, gathering &amp; recording data</i></p>
	<p><b>RE</b></p>	<p><b>God</b> - What do Christians believe God is like?</p> <p><b>Creation</b> - Who made the world?</p> <p><i>Skills:</i> Identify what a parable is. Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. Give clear, simple accounts of what the story means</p>	<p><b>Incarnation</b> - Why does Christmas matter to Christians?</p> <p><i>Skills: Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. Recognise that stories of Jesus' life come from the Gospels. Give examples of ways in which Christians use the story of the nativity to guide their</i></p>	<p><b>Gospel</b> - What is the good news Jesus brings?</p> <p><i>Skills: Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news. Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. Recognise that Jesus gives instructions to people about how to behave. Give at least two examples of</i></p>	<p><b>Salvation</b> – Why does Easter matter to Christians?</p> <p><i>Skills: Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). Recognise that Jesus gives instructions about how</i></p>	<p>- Muslim prayer and action - Shabbat - Showing care and concern</p> <p><i>Skills: Muslim prayer and action; how do Muslims pray? Why is Shabbat important to some Jewish families; how have people of faith influenced the world?</i></p>

Computing	<p>to Christians. Give an example of how Christians put their belief into practice in worship; by saying sorry to God, for example. Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.</p>	<p>beliefs and actions at Christmas. Decide what they personally have to be thankful for at Christmas time.</p>	<p>ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession).</p>	<p>to behave. Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</p>		
	<p style="text-align: center;"><b>Programming</b></p> <p><i>Skills: understand algorithms as sequences of instructions, convert simple algorithms to programs, predict what simple programs will do, spot &amp; fix (debug) errors in simple programs</i></p>	<p style="text-align: center;"><b>Exploring how computer games work</b></p> <p><i>Skills: describe what happens in computer games, use logical reasoning to predict what a program will do, test predictions, recognise use of IT beyond school, use technology safely and respectfully</i></p>	<p style="text-align: center;"><b>Taking, selecting and editing digital images</b></p> <p><i>Skills: use a camera app, take digital photos, review and reject or rate images they take, edit and enhance photos, select best images</i></p>	<p style="text-align: center;"><b>Researching a topic</b></p> <p><i>Skills: collaborate as a group, searching for information on the internet, note taking, presentation skills</i></p>	<p style="text-align: center;"><b>Communication – emails</b></p> <p><i>Skills: understand that email can be used to communicate; opening, closing &amp; sending emails, listening to audio files, editing &amp; formatting text in emails, online safety issues when using email</i></p>	<p style="text-align: center;"><b>Recording data</b></p> <p><i>Skills: sort &amp; classify items; collect data using tick or tally charts; use simple charting software; take, edit &amp; enhance photos; record information on a digital map</i></p>
	<p style="text-align: center;"><b>Events beyond living memory</b> The Great Fire of London</p> <p><i>Skills: Sequence events/ artefacts or pictures; put people or events studied into a timeline; identify similarities/differences between ways of life in different periods; recognise why people did things, why events happened and what happened as a result; compare 2 versions of a past event; begin to identify different ways to represent the past</i></p>	<p style="text-align: center;"><b>Events beyond Living Memory</b> Guy Fawkes and the Gunpowder Plot Remembrance Sunday</p> <p><i>Skills: Sequence events/ artefacts or pictures; put people or events studied into a timeline; identify similarities/differences between ways of life in different periods; recognise why people did things, why events happened and what happened as a result; compare 2 versions of a past event; begin to identify different ways to</i></p>	<p style="text-align: center;"><b>Lives of significant individuals</b> Compare Elizabeth I and Queen Victoria</p> <p><i>Skills: Sequence events/ artefacts or pictures; put people or events studied into a timeline; identify similarities/differences between ways of life in different periods; recognise why people did things, why events happened and what happened as a result; compare 2 versions of a past event; begin to identify different ways to represent the past (fact or fiction); compare pictures</i></p>	<p style="text-align: center;"><b>Changes within living memory</b> Homes, schools &amp; transport in the past of parents and grandparents</p> <p><i>Skills: Sequence events/ artefacts or pictures; put people or events studied into a timeline; identify similarities/differences between ways of life in different periods; recognise why people did things, why events happened and what happened as a result; compare 2 versions of a</i></p>	<p style="text-align: center;"><b>Significant historical events, people and places in their own locality</b></p> <p><i>Skills: Sequence events/ artefacts or pictures; put people or events studied into a timeline; identify similarities/differences between ways of life in different periods; recognise why people did things, why events happened and what happened as a result; compare 2 versions of a past event; begin to identify different ways to represent the past</i></p>	<p style="text-align: center;"><b>Significant historical events, people and places in their own locality</b></p> <p><i>Skills: Sequence events/ artefacts or pictures; put people or events studied into a timeline; identify similarities/differences between ways of life in different periods; recognise why people did things, why events happened and what happened as a result; compare 2 versions of a past event; begin to identify different ways to represent the past (fact or fiction);</i></p>
History						

	<i>(fact or fiction); compare pictures or photographs of people or events in the past; discuss reliability of photos/accounts/stories</i>	<i>represent the past (fact or fiction); compare pictures or photographs of people or events in the past; discuss reliability of photos/accounts/stories</i>	<i>or photographs of people or events in the past; discuss reliability of photos/accounts/stories</i>	<i>past event; begin to identify different ways to represent the past (fact or fiction); compare pictures or photographs of people or events in the past; discuss reliability of photos/accounts/stories</i>	<i>(fact or fiction); compare pictures or photographs of people or events in the past; discuss reliability of photos/accounts/stories</i>	<i>compare pictures or photographs of people or events in the past; discuss reliability of photos/accounts/stories</i>
<b>Geography</b>	<b>Location Knowledge</b>  Continents and Oceans  <i>Skills: use world maps, atlases and globes to identify UK and its countries as well as other countries, continents and oceans</i>	<b>Location Knowledge</b>  Continents and Oceans  <i>Skills: use world maps, atlases and globes to identify UK and its countries, continents and oceans</i>	<b>Geographical Skills and Fieldwork</b>  Using and devising maps. Looking at the local area and school.  <i>Skills: use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Devise a simple map. Use and construct a basic key.</i>	<b>Geographical Skills and Fieldwork</b>  Using and devising maps. Looking at the local area and school.  <i>Skills: use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Devise a simple map. Use and construct a basic key.</i>	<b>Place Knowledge</b>  Comparing Buntingford to a coastal area.  <i>Skills: use basic geographical vocabulary to refer to key physical and human features. Identify seasonal and daily weather patterns in UK Identify location of hot and cold areas (in relation to equator and north/south poles)</i>	<b>Place Knowledge</b>  Comparing Buntingford to a coastal area.  <i>Skills: use basic geographical vocabulary to refer to key physical and human features. Identify seasonal and daily weather patterns in UK Identify location of hot and cold areas (in relation to equator and north/south poles)</i>
	<b>Printing</b> Investigating shape, pattern, printing and rubbings. Rangoli art Observational drawings  <i>Skills: -Use a range of printing materials creatively -Use drawing, painting &amp; sculpture to develop ideas &amp; imagination -Draw light &amp; dark lines, patterns &amp; shapes -Explore a range of media</i>	<b>Pattern</b> Creating patterns with a range materials and techniques Christmas cards  <i>Skills: -Use a range of printing materials creatively -Use drawing, painting &amp; sculpture to develop ideas &amp; imagination -Draw light &amp; dark lines, patterns &amp; shapes -Explore a range of media</i>	<b>Drawing</b> Drawings in the style of Quentin Blake & Axel Schaeffer Observational drawings  <i>Skills: -Use a range of materials creatively -Use drawing, painting &amp; sculpture to develop ideas &amp; imagination -Draw from observation -Learn about a range of artists</i>	<b>Form</b> Art from various cultures – Islam (geometric decorations) Create clay tile 3D & sculpture  <i>Skills: -Use a range of materials creatively -Use drawing, painting &amp; sculpture to develop ideas &amp; imagination -Draw from observation</i>	<b>Texture</b> African textile design Paint designs in style of Eva Sonaïke  <i>Skills: -Use a range of materials creatively -Use drawing, painting &amp; sculpture to develop ideas &amp; imagination -Develop wide range of art &amp; design techniques using fabric/textiles -Identify primary, and mix secondary colours &amp; tones</i>	<b>Colour</b> Vincent Van Gogh Mixed Media Collages  <i>Skills: -Use a range of materials creatively -Use drawing, painting &amp; sculpture to develop ideas &amp; imagination -Develop wide range of art &amp; design techniques using fabric/textiles -Identify primary, and mix secondary colours &amp; tones</i>
<b>Art</b>						

	<p>-Understand pattern and how it can be used -Learn a range of techniques with pencil/pen (shade, tone, shape, line) -Record from first hand observation -Evaluate my own &amp; others' work</p>	<p>-Understand pattern and how it can be used -Learn a range of techniques with pencil/pen (shade, tone, shape, line) -Record from first hand observation -Evaluate my own &amp; others' work</p>	<p>-Understand pattern and how it can be used -Investigate texture -Evaluate my own &amp; others' work</p>	<p>-Learn about a range of artists -Understand pattern and how it can be used -Investigate texture -Evaluate my own &amp; others' work</p>	<p>-Design repetitive patterns -Explore knots, fraying, twists -Cut &amp; shape -Use colour for dramatic effect -Collect images from a range of media -Explore Paint programme (ICT) -Evaluate my own &amp; others' work &amp; say what I would change</p>	<p>-Design repetitive patterns -Explore knots, fraying, twists -Cut &amp; shape -Use colour for dramatic effect -Collect images from a range of media -Explore Paint programme (ICT) -Evaluate my own &amp; others' work &amp; say what I would change</p>
DT	<p><b>Mechanisms</b> <b>Wheels and axles</b> - push/pull toys e.g. emergency service vehicle <b>(Fire Engines)</b>  <i>Skills: Assemble vehicles with moving wheels using construction kits. Explore moving vehicles through play. Designing, making and evaluating products for a specified user and purpose. Cutting, joining and finishing skills with card.</i></p>		<p><b>Textiles</b> <b>Templates and joining techniques</b> - make a glove puppet  <i>Skills: Explore and used different fabrics, cut and join fabrics with simple techniques. Think about the user and purpose of products.</i></p>		<p><b>Food: Preparing fruit and vegetables</b> Summer pudding Fruit salad Vegetable salad  <i>Skills: Peel, cut, slice, squeeze, grate and chop safely.</i></p>	
	<p><b>New Beginnings</b> Keeping our bodies healthy  <i>Skills: devise a class charter; reconnect with my friends again; identify communities I belong to &amp; what belonging feels like; identify some ways to keep my body healthy; identify the 5W2WB and talk about how to keep mentally healthy; identify why we need to reduce/reuse/recycle.</i></p>	<p><b>Friendship</b> Getting on / Bullying  <i>Skills: identify the difference between wants and needs; identify what makes me happy; identify what bullying is and what teasing is; give constructive feedback; stay safe on line.</i></p>	<p><b>Going for Goals</b> Setting simple goals and thinking about how we can achieve them  <i>Skills: set simple goals for myself; identify how to remain safe around household substances; explain how medicines affect the body and how they can help/harm us; make safe choices; review my PB network hand.</i></p>	<p><b>Good to be Me</b> Personal hygiene Healthy eating Human life cycle  <i>Skills: discuss the importance of personal hygiene; wash my hands correctly; identify that secrets make people feel worried or unsafe but that privacy is ok; understand that I am allowed to have my privacy respected; understand the importance of healthy eating &amp; keeping fit; talk about the human life cycle; discuss Fair trade food from around the world.</i></p>	<p><b>Relationships</b> Keeping our bodies healthy  <i>Skills: build &amp; maintain healthy relationships; understand that people have similarities &amp; differences; understand the benefits of living in a diverse world and that differences should be respected; understand that rights come with responsibilities; identify special people in my life and people who help us; identify right and wrong, and discuss why I think that; I know that making the right choice is sometimes the hard choice; talk about tricky feelings.</i></p>	<p><b>Changes</b> Animals and us Living in a diverse world  <i>Skills: identify healthy &amp; unhealthy habits; understand that I can make choices about my own behaviours; understand that I can change my behaviours if I want; understand that mistakes &amp; set backs are part of learning (Growth Mindset); understand that we are all unique; talk about change and loss.</i></p>
PHSRE						

PE	<p>Tag rugby</p> <p><i>Skills: master basic movements including running, jumping, throwing and catching; develop balance, agility &amp; co-ordination; participate in team games, developing simple tactics; perform dances using simple movement patterns</i></p>	<p>Hockey Dance</p> <p><i>Skills: master basic movements including running, jumping, throwing and catching; develop balance, agility &amp; co-ordination; participate in team games, developing simple tactics; perform dances using simple movement patterns</i></p>	<p>Dodgeball Gymnastics</p> <p><i>Skills: master basic movements including running, jumping, throwing and catching; develop balance, agility &amp; co-ordination; participate in team games, developing simple tactics; perform dances using simple movement patterns</i></p>	<p>Basketball</p> <p><i>Skills: master basic movements including running, jumping, throwing and catching; develop balance, agility &amp; co-ordination; participate in team games, developing simple tactics; perform dances using simple movement patterns</i></p>	<p>Cross country Tennis</p> <p><i>Skills: master basic movements including running, jumping, throwing and catching; develop balance, agility &amp; co-ordination; participate in team games, developing simple tactics; perform dances using simple movement patterns</i></p>	<p>Rounders Athletics</p> <p><i>Skills: master basic movements including running, jumping, throwing and catching; develop balance, agility &amp; co-ordination; participate in team games, developing simple tactics; perform dances using simple movement patterns</i></p>
	<p>Recorders</p> <p><b>Rhythm and duration</b></p> <p>Listening focus: Jazz Harvest</p>	<p>Recorders</p> <p>Fireworks and <b>soundscapes</b></p> <p>Listening focus: Baroque Christmas Production</p>	<p>Recorders</p> <p>Stories – <b>selecting instruments</b></p> <p>Listening focus: 20<sup>th</sup> Century</p>	<p>Recorders</p> <p><b>Composing and music technology</b></p> <p>Listening focus: 21<sup>st</sup> Century Easter</p>	<p>Recorders</p> <p>The great outdoors – <b>descriptive sounds and graphic scores</b></p> <p>Listening focus: Romantic period</p>	<p>Around the World England, Ireland – traditional songs, Indonesia Listening focus: <b>Musical Traditions</b></p>
Music						