



YEAR 2	AUTUMN		SPRING		SUMMER	
	FIRST HALF (1)	SECOND HALF (2)	FIRST HALF (1)	SECOND HALF (2)	FIRST HALF (1)	SECOND HALF (2)
ENGLISH (TEXTS)	<p>THE TWITS</p>  <p>Quest Instructions Recount</p>	<p>HANSEL & GRETEL</p>  <p>Rags to riches Narrative</p>	<p>GREGORY COOL (MULTI CULTURAL STORY)</p>  <p>Tale of fear Comparison</p>	<p>THE LIGHTHOUSE KEEPERS LUNCH</p>  <p>Finding tale Evaluation Summary Narrative</p>	<p>PAPER BAG PRINCESS</p>  <p>Defeat monster Persuasive Explanation</p>	<p>PIRATES</p>  <p>Report Narrative</p>


TRANSITION from Year 1. Living things and their habitats, Animals including humans and plants Science knowledge builds on work undertaken in Year 1 that includes the classification of animals, understanding of the structure of plants and identification and naming of common plants. Seasonal changes knowledge from Year 1 is particularly relevant to planned learning. Materials builds on their Year 1 learning naming common materials and grouping them. In Year 1 the disciplinary knowledge taught –asking simple questions and answering them, predicting, carrying out simple tests and recording them in a range of ways underpins the substantive knowledge to be taught in Year 2 and onwards into Key Stage 2.

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<p>SCIENCE</p> 	<p>LIVING THINGS AND THEIR HABITATS</p> <p>As a Scientist be able to:</p> <ul style="list-style-type: none"> Classify things by living, dead or never lived Know how a specific habitat provides for the basic needs of living things living there (LC) Match living things to their habitat Name different sources of food for animals Know about and explain a simple food chain 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 micro-habitats. 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. PFA 	<p>ANIMALS INCLUDING HUMANS (STAYING HEALTHY, EXERCISE, SURVIVAL)</p> <p>As a Scientist be able to:</p> <ul style="list-style-type: none"> Understand the needs of animals, including humans, for survival (PMW) Know the basic stages in a lifecycle for animals including humans Know why exercise, a balanced diet and good hygiene are important for humans (PFA) 	<p>SCIENTIFIC ENQUIRY</p> <p>As a Scientist be able to:</p> <ul style="list-style-type: none"> Use equipment such as thermometers and rain gauges to help observe changes to local environment as the year progresses. (OLE) Perform simple tests considering factors that might influence test results. Use their observations to suggest answers to questions. Use measures to help find out more about the investigations they are engaged with. (Maths link) 	<p>PLANTS</p> <p>The meadow environment will be used to support work on plants and growth. OLE LC</p> <p>As a Scientist be able to:</p> <ul style="list-style-type: none"> Know and explain how seeds and bulbs grow into plants Observe plant growth Know what conditions plants need to grow and stay healthy (water, light, suitable temperature) Conduct an experiment with controlled conditions, hypothesising, recording scientifically and considering a fair test. 	<p>MATERIALS</p> <p>As a Scientist be able to:</p> <ul style="list-style-type: none"> Understand the effect of heating and cooling on materials. Understand reversible and irreversible change. Observe closely using simple equipment. Gather and record data to help answer scientific questions. 	<p>MATERIALS</p> <p>As a Scientist be able to:</p> <p>Children to use their knowledge of materials taught in Year 1 to:</p> <ul style="list-style-type: none"> 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. Investigating and experimenting - Floating/sinking and/or forces. What would make the best boat? Materials? Shape? <p>Use their prior knowledge of whether materials are waterproof in this investigation.</p>

TRANSITION from Year 1. The opportunities given in Year 1 to act as an historian asking questions and seeking answers to significant events and learning about the impact of the lives of significant people, some of which are beyond living memory will help develop the children the necessary skills to improve their understanding of how the past impacts upon the present, how we can learn from the past and in the identification of how the past may be represented as they move into Year 2. As their substantive knowledge and understanding increases they will be introduced to more abstract concepts in preparation for Key Stage 2.


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HISTORY 	<p>SIGNIFICANT PERSON/EVENT who have contributed to international and national achievements</p>					
	<p>SIGNIFICANT EVENT GREAT FIRE OF LONDON As a Historian be able to:</p> <ul style="list-style-type: none"> Know about a significant event in history and chronology of significant facts leading to this. Understand cause and consequence in the context of the Great Fire of London. Make connections between life in the 17th century and the present day. Consider sources of evidence for historical events. Discuss continuity and change over time. 	<p>SIGNIFICANT PERSON FLORENCE NIGHTINGALE/MARY SEACOLE As a Historian be able to:</p> <ul style="list-style-type: none"> Further develop understanding of chronology and timelines. Understand some of the ways in which we find out about the past and identify different ways in which it is represented. Understand change and continuity and similarities and differences. Consider the significance of both Florence Nightingale's and Mary Seacole's lives. Debate and consider their significance and importance to life today. Interpret historical information. <p>DE</p>	<p>SIGNIFICANT PEOPLE St CUTHBERT As a Historian be able to:</p> <ul style="list-style-type: none"> Begin to understand the meaning of 'legacy'. Research and understand the life and teachings of St Cuthbert and his influence upon Christianity and our local area. <p>(DE)</p>	<p>SIGNIFICANT PEOPLE GRACE DARLING As a Historian be able to:</p> <ul style="list-style-type: none"> Create and understand a timeline, ordering events according to their date. Understand the significance of Grace Darling. Understand cause and consequence. Use their knowledge of life in Victorian times in the context of Grace Darling and her rescue. Know how the local area is different to the way it used to be a long time ago Know the similarities and differences of Souter lighthouse to the Victorian lighthouse at Longstone Island where Grace Darling lived. Understand change over time. Understand the connections between Grace Darling and the RNLI today. Consider her legacy. LC 	<p>EXPLORING LOCAL HISTORY THE LAMBTON WORM LC As a Historian be able to:</p> <ul style="list-style-type: none"> Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Understand some of the ways in which we find out about the past and identify different ways in which it is represented, using secondary sources. 	<p>SIGNIFICANT PEOPLE CHRISTOPHER COLUMBUS As a Historian be able to:</p> <ul style="list-style-type: none"> Understand change over time. Know about similarities and differences in life on board a sailing vessel in 15th century and a pirate ship in 18th century. Interpret historical information. Elicit known historical facts through research. <p>OLE- Hartlepool</p>
<p>UNDERSTAND SOME OF THE WAYS IN WHICH WE FIND OUT ABOUT THE PAST AND IDENTIFY DIFFERENT WAYS IN WHICH IT IS REPRESENTED. DEVELOP ACCURATE UNDERSTANDING OF ABSTRACT HISTORICAL CONCEPTS TO INFORM FUTURE UNDERSTANDING.</p>						

TRANSITION from Year 1 In Year 1 the children have had the opportunity to develop their graphicacy skills and use these practically in the investigation of both the local environment and contrasts made with countries far away. Opportunities for field work and the development of the children's vocabulary linked to location knowledge, place knowledge and physical/human geography have provided the children with the knowledge they need to investigate the global issues our world is struggling with as well as linking together their knowledge gained in other Foundation subjects as they enter Year 2. The Year 2 curriculum will provide them with what is needed to support their learning in Year 3 where they will they need to extend their knowledge and understanding of the United Kingdom, Europe, North and South America including the location and characteristics of a range of the world's most significant human and physical features.

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GEOGRAPHY 	SIMPLE FIELDWORK and OBSERVATION AROUND THE SCHOOL & LOCAL ENVIRONMENT					
	<p>HUMAN IMPACT / GLOBAL CONCERNS As a Geographer, be able to:</p> <ul style="list-style-type: none"> Understand that there are global issues that are impacting on our lives. <p>LC PFA</p>	<p>PHYSICAL FEATURES MAP WORK As a Geographer, be able to:</p> <ul style="list-style-type: none"> Identify features- mountain, lake, island, valley, river, cliff and beach Identify advantages of living in different places Understand an aerial view and create a map. Use grid references to locate places on the map e.g. A1, D7 	<p>PLACE KNOWLEDGE GEOGRAPHICAL SKILLS As a Geographer, be able to:</p> <ul style="list-style-type: none"> Know the main similarities and differences between a place in England and that of a small non-European country (LC) Know the names of and locate the seven continents of the world / the five oceans / the four capital cities of the UK Use a key on a map. Use directional language (N, S, E, W) to locate features on a map. Locate the four capital cities of England, Wales, Scotland and Northern Ireland on a map and globe. 	<p>PHYSICAL FEATURES HUMAN FEATURES PLACE KNOWLEDGE MAP WORK As a Geographer, be able to:</p> <ul style="list-style-type: none"> Know and use physical features, including harbour, estuary, bay. Show an awareness of the impact of climate change. (link to prior learning in Autumn 1 -Science and Geography) Identify and understand human and physical features of the local environment. Recognise and locate landmarks. 	<p>PHYSICAL FEATURES HUMAN FEATURES PLACE KNOWLEDGE MAP WORK As a Geographer, be able to:</p> <ul style="list-style-type: none"> To use world maps, atlases, globes to identify continents and oceans. Understand NE, NW, SE and SW. Use 8 point compass directions, locational and directional language to describe location of features and routes on a map. Use a map, with grid references and the 8 points of the compass to solve clues. <p>OLE LC</p> <p>Local Environment BLOCK The beach Map work using grid references. Points of the compass used in the context of the route taken to the beach and to locate items whilst at the beach. Observe rock formations and coastal erosion Understand and use Geographical vocabulary.</p>	
GEOGRAPHICAL VOCABULARY (PHYSICAL/HUMAN)						

TRANSITION from Year 1. In Year 1 the children were provided with plentiful opportunities to develop a range of techniques, use a variety of tools, as well as exploring and commenting upon the work of other artists and crafts people including themselves and their peers. These skills allow the children to confidently explore and grow as 'artists' using their knowledge and understanding to plan and create whilst responding to the work of other artists. The Year 2 Art Curriculum will support the development of the knowledge and skills needed in Key stage 2 where they need to become proficient in drawing, painting, sculpture and other art, craft and design techniques. As well as supporting their ability to evaluate and analyse creative works using the language of art, craft and design

YEAR 2	AUTUMN	SPRING	SUMMER
The implementation will be embedded across the curriculum through topics and subjects developed following the children's learning and interests from key texts.			

ART and DESIGN	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<p>As an Artist be able to:</p> <ul style="list-style-type: none"> Use three different grades of pencils in my drawing to achieve a desired effect, (Charcoal, pencil crayons and pastels.) Create different tones using light and dark. Show pattern and texture within the drawing. Use a viewfinder to focus on specific areas before drawing. Compare illustrators and say how other artists have used colour, shape and pattern. 	<p>As an Artist be able to:</p> <ul style="list-style-type: none"> Respond to the work of George Seurat. Create a piece of work in response to George Seurat's work. Consider the use of shape, colour and pattern in his work. Create different tones using light and dark. Show pattern and texture within the drawing. Use a viewfinder to focus on specific areas before drawing. 	<p>As an Artist be able to:</p> <ul style="list-style-type: none"> Show pattern and texture within the drawing Link colours to natural and manmade objects Create a piece of work in response to another artist's work. Work within a group to create a large scale collage. (Caribbean Island) Use a selection of materials for different effects. Write notes on how they have changed their work. Record in sketch books. 	<p>As an Artist be able to:</p> <ul style="list-style-type: none"> Create a print using; pressing, rolling, rubbing and stamping. Create a print like a designer (look at tiles and fabric designs). Demonstrate ideas through photographs and sketches. Set out ideas and plan/annotate designs. Keep notes as to how they have changed their work. 	<p>As an Artist be able to:</p> <ul style="list-style-type: none"> Create a large scale class/group collage. Work creatively within a team. (PMW) Use different materials and explain why they have used them. Repeat a pattern within their collage. Use stitching and knotting techniques to create and evaluate a product. 	<p>As an Artist be able to:</p> <ul style="list-style-type: none"> Use grades of pencils effectively to create tones of light and dark within a self-portrait. Evaluate and reflect on progress made in sketch book, throughout Year 2. Use a paint program and edit and improve an image they have created. Work creatively using their knowledge of colour, pattern to create a T-shirt design.

TRANSITION from Year 1. Children enter Year 2 with a sound understanding of how to develop, plan and communicate their ideas when designing. In Year 1 they have worked with a range of materials, tools and textiles in focused planned learning and have explored the possibilities of differing techniques and have been encouraged to share their successes, evaluate and test their ideas. This provides pupils with the knowledge, understanding and skills needed to engage in the building, refining, improving and evaluating their product against a design criteria. When they leave Year 2 and enter Key Stage 2 they will be able to apply their knowledge, understanding and skills to an increasing range of innovative and functional products and designs.

**YEAR 2
D.T.**



DESIGN <i>Developing, planning and communicating ideas</i>	MAKE <i>Developing, planning and communicating ideas</i>	EVALUATE <i>Developing, planning and communicating ideas</i>	TECHNICAL KNOWLEDGE	COOKING AND NUTRITION
Be able to: <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, and communicate their ideas through talking, drawing, templates, mock ups and where appropriate use information and communication technology. 	Be able to: <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks (For example cutting, shaping, joining and finishing) 	Be able to: <ul style="list-style-type: none"> Explore and evaluate existing products. Evaluate their ideas against an existing criteria. 	Be able to: <ul style="list-style-type: none"> Build structures exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms for example levers, sliders, wheels and axles in their products. 	Be able to: <ul style="list-style-type: none"> Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.

AUTUMN		SPRING		SUMMER	
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AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
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Materials and textiles <ul style="list-style-type: none"> Understand the purpose of design criteria Think of an idea and plan what to do next Select materials considered to be suitable. Explain why they have chosen specific textiles Measure accurately how much textile they need for their product. Use prior knowledge and skills from Year 1 rolling and coiling materials. 	Materials and textiles (clay and fabrics) <ul style="list-style-type: none"> Generate ideas by drawing on experiences. Develop design ideas through discussion, observation and drawing. Select tools and materials. Use tools safely. Assemble, join and combine materials to make the product. Evaluate the product as it develops and identify strengths and possible changes they might make. Add to their design to improve appearance. 	Materials and construction <ul style="list-style-type: none"> Develop their own ideas from their initial starting point. Make sensible choices about which materials would be most appropriate for their construction. Use measuring skills. Join materials and components together in different ways. Use tools safely. Explain what went well with their work and suggest improvements. Use prior learning through modelling of experts, to design and create a glass product. 	Cooking and Nutrition Mechanisms <ul style="list-style-type: none"> Explain what it means to be hygienic and action this in the kitchen. Use kitchen equipment safely and follow kitchen safety procedures. Describe the ingredients used when making a dish. Understand the need for a balanced diet and use knowledge of food groups in preparing their packed lunch. Join materials together as part of a moving product. Understand how winding mechanisms operate. 	Materials and construction <ul style="list-style-type: none"> Think of an idea and plan what to do next Explain why they have chosen specific textiles Choose tools and materials and explain why they have chosen them Join materials and components in different ways Measure materials to use in a model or structure Explain what went well with their work 	Materials, construction and mechanisms <ul style="list-style-type: none"> Choose tools and materials and explain why they have chosen them Join materials and components in different ways Incorporate some type of movement into your product. Measure materials to use in a model or structure.
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TRANSITION from Year 1. The children in Year 1 use Purple Mash to prepare pupils to thrive in an increasingly digital world, the three essential components taught are computer science, digital literacy and information technology. The children have been taught to understand the importance of using technology and respectively, they have been introduced to the common uses of technology beyond the school environment, the functionality of direction keys on the keyboard and understand how to create and debug a set of instructions (algorithm). This means on entering Year 2 children understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. They are ready for the challenges of using spreadsheets, editing data and gaining a better understanding of how to search the internet for information safely, 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. Children will enter Year 3 ready use search technologies effectively and be discerning in evaluating digital content.

COMPUTING



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<p>Be able to:</p> <ul style="list-style-type: none"> Understand what an algorithm is. Create a computer program using an algorithm Create a program using a given design. Understand the collision detection event. Understand that algorithms follow a sequence. Design an algorithm that follows a timed sequence. Understand that different objects have different properties. Understand what different events do in code. Create a program using a given design. Understand the function of buttons in a program. Know what debugging means. Understand the need to test and debug a program repeatedly. Debug simple programs. 	<p>Be able to:</p> <ul style="list-style-type: none"> Know how to refine searches using the Search tool. Use digital technology to share work on Purple Mash to communicate and connect with others locally. Have some knowledge and understanding about sharing more globally on the Internet. Understand how we talk to others when they are not there in front of us. Open and send simple online communications in the form of email. Understand that information put online leaves a digital footprint or trail. Identify the steps that can be taken to keep personal data and hardware secure Revise prior learning on spreadsheets. Use copying, cutting and pasting shortcuts in 2Calculate. Use 2Calculate totalling tools. Use 2Calculate to solve a simple puzzle Explore a spreadsheet in adding up coins to match the prices of objects Add and edit data in a table layout. Use the data 	<p>Be able to:</p> <ul style="list-style-type: none"> Explore 2Paint A Picture. Look at the work of Impressionist artists and recreate them using the Impressionism template. Look at the work of pointillist artists such as Seurat. Recreate pointillist art using the Pointillism template. Look at the work of Piet Mondrian and recreate it using the Lines template. Look at the work of William Morris and recreate it using the Patterns template. To look at some surrealist art and create your own using the eCollage function in 2Paint A Picture. Understand the terminology associated with the Internet and searching Gain a better understanding of searching the Internet. Create a leaflet to help someone search for information on the Internet. 	<p>Be able to:</p> <ul style="list-style-type: none"> Show that the information provided on pictograms is of limited use beyond answering simple questions Use yes/no questions to separate information Construct a binary tree to separate different items. Use 2Question (a binary tree) to answer questions Use a database to answer more complex search questions. Use the Search tool to find information. 	<p>Be able to:</p> <ul style="list-style-type: none"> Be introduced to making music digitally using 2Sequence. Explore, edit and combine sounds using 2Sequence Add sounds to a tune to improve it. Think about how music can be used to express feelings and create tunes which depict feelings.. Upload a sound from a bank of sounds into the Sounds section Record their own sound and upload it into the Sounds section. Create their own tune using the sounds which they have added to the Sounds section. 	<p>Be able to:</p> <ul style="list-style-type: none"> Understand the terminology associated with the Internet and searching. the Internet Gain a better understanding of searching the Internet. Create a leaflet to help someone search for information on the Internet. Explore how a story can be presented in different ways. Make a quiz about a story or class topic Make a fact file on a non-fiction topic. Make a presentation to the class.

TRANSITION from Year 1. Children in Year 1 have a dedicated music lesson each week from a specialist music teacher. The children also have the opportunity to learn the violin from a peripatetic music teacher. The foci on listening and appraising a wide genre of music, identification of the key elements of music, composition and performance ensure the standards of children's musical knowledge and understanding are high with children being able to create, blend or using existing sounds or a tuned instrument to create melody and harmony when entering Year 2. In Year 2 the teaching by a specialist music teacher continues. On leaving Year 2 they use their voices expressively and creatively by singing songs and performing and can listen with concentration a wide range of high quality live or recorded music. On entering Year 3 they are ready to play, improvise, compose and perform for a range of purposes.


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<p>The implementation of the intent will be embedded across the curriculum through topics and subjects developed following the children's learning and interests in key annual events. Opportunities for each discipline identified below.</p>			
<p>MUSIC</p> 	<p>TEMPO Learn term 'tempo',</p> <ul style="list-style-type: none"> Recognise contrasts in pieces and understand reasons for them. Follow instructions from leader. <p>DURATION</p> <ul style="list-style-type: none"> Explore different note lengths in notation - 1 beat, 2 beat and 4 beat notes. Understand what a 'bar' is. Learn the effects of silence in music. Introduce the use of a 'res'. Explore the length of sounds produced by instruments and devise ways of representing the different lengths with symbols. <p>PITCH</p> <ul style="list-style-type: none"> Perform in small and large groups when singing to an audience a variety of songs with different styles. DE 	<p>DYNAMICS</p> <ul style="list-style-type: none"> Recap Italian terms 'p', 'pp', 'f', 'ff'. Introduce the terms 'crescendo' and 'diminuendo'. Listen to examples. Control dynamics in own music making to create different effects. <p>TIMBRE</p> <ul style="list-style-type: none"> Explore a wide range of percussion instruments from around the world. Use knowledge of instruments to create sound effects for a class story by matching and sorting appropriately. Create accompaniments to familiar songs e.g. nursery rhymes. Consider different composers use of sounds in well-known pieces e.g. Leroy Anderson. <p>TEXTURE</p> <ul style="list-style-type: none"> Recap the term 'texture' referring to music as 'full or 'thin'. Create a class and group compositions using a simple score that indicates changes in texture. Listen to music with contrasting textures e.g. Ravel's 'Bolero' and Radestky's 'March'. Discuss the different moods of music. Respond through pictures. DE 	<p>STRUCTURE</p> <ul style="list-style-type: none"> Introduce the term 'ABBA' to describe a 'musical sandwich'. Develop skills in identifying different sections of music. Understand what a 'phrase' is. Explore different structures e.g., 'AAAB'. Create rhythmical patterns with specific structures. <p>PITCH</p> <ul style="list-style-type: none"> Introduce the concept of a scale. Explore pentatonic and diatonic scales on a range of tuned percussion including electronic keyboards. Develop skills in controlling sound on tuned percussion e.g. holding 2 beaters. Develop skills in improvising short tunes (using knowledge of simple structures to help). Develop singing skills. (See ongoing skills) Develop skills in reading music and recording own work in a way that indicates the rise and fall of the pitch. Develop knowledge of other tuned I instruments e.g. violin and consider how the pitch is changed. PFA 3
<p>Listen & Appraise: Develop skills in listening to and evaluating others' music making. Developing skills in making constructive suggestions on how to improve their own work and that of others.</p> <p>Musical Activity: Develop skills in following instructions using scores, symbols, notation and hand signals. Learn to recognise different styles of music such as jazz, pop, folk etc. Listen to music from around the world and develop an appreciation for the different cultures. Use the terms 'pulse', 'beat', 'ostinato', 'rhythm', and 'rest' in lessons when talking about music. Begin to include the terms describing musical elements such as 'tempo' in their vocabulary.</p> <p>Improvisation & Composition: Develop confidence in naming, selecting and controlling sounds on a range of percussion instruments. Develop ensemble skills, creating music with a partner and in groups of 4. Learn to maintain own part, keeping in time. Develop skills in finding ways to record their own compositions using symbols, notation etc. Learn to combine different elements when composing independently e.g. texture, structure and dynamics.</p> <p>Performance: Develop confidence, skill and accuracy in singing and playing skills, working in small and large groups using voice and instruments. Be able to improve / refine a performance. Learn to sing in different parts, developing skills in singing in tune and with good control.</p>			


YEAR 2	RSE				
AUTUMN			SPRING		
FAMILIES AND PEOPLE WHO CARE FOR M	CARING FRIENDSHIPS	RESPECTFUL RELATIONSHIPS	FAMILIES AND PEOPLE WHO CARE FOR ME	CARING FRIENDSHIPS	RESPECTFUL RELATIONSHIPS
<ul style="list-style-type: none"> Understand that they belong to different groups such as family, school and communities Understand the difference between these relationships Understand that if people who look after them make them feel unhappy or unsafe they can go to someone trusted and know how to attract attention. 	<ul style="list-style-type: none"> Recognise that their behaviour can affect other people and understand the impact of their behaviour on the other person (positive and negative) Make choices based on what is fair and unfair, kind and unkind, right and wrong 	<ul style="list-style-type: none"> Know that in school, they can be expected to be treated with respect, and should show due respect to others Understand how rules help them and work together to agree class rules/charter Recognise unkindness, teasing and bullying to themselves or others, knowing that this is wrong. Develop understanding of how to respond and who can help. 	<ul style="list-style-type: none"> Understand that they belong to different groups such as family, school and communities. 	<ul style="list-style-type: none"> Know that friends should care for each other and how they do so Understand that people's bodies and feelings can be hurt and identify what makes them feel comfortable or uncomfortable 	<ul style="list-style-type: none"> Share their opinions on a wider range of things and explain their views Consider social and moral dilemmas they come across in everyday life Offer constructive feedback and support to others Respect that there may be rules or charters for behaviour in different settings Recognise that unkindness, teasing and bullying can occur in person as well as online. Act if they see inappropriate content online or if something makes them feel 'uncomfortable'
BEING SAFE	WELLBEING	HEALTH	BEING SAFE	WELLBEING	HEALTH
<ul style="list-style-type: none"> Know and develop rules for keeping emotionally, physically and mentally safe, including rules for online safety Start to explain how they recognise who to trust Know about people who look after them, their family and school networks, who to go to if they are worried and how to attract attention. 	<ul style="list-style-type: none"> Recognise their strengths, explaining how they are unique Understand good and not so good feelings and the impact on others. Know what can positively and negatively affect their physical, mental and emotional health. Know what constitutes, and how to maintain, a healthy lifestyle 	<ul style="list-style-type: none"> Know what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating, mindfulness and time outdoors. 	<ul style="list-style-type: none"> Continue to develop understanding of , appropriate touch and personal space and expand these body-rights to other people's property etc. too. 	<ul style="list-style-type: none"> Use simple strategies for managing feelings. Set a simple goal and demonstrate a willingness to persevere with challenges to implement good practises with regard to maintaining positive mental health and wellbeing 	<ul style="list-style-type: none"> Know how some diseases are spread and can be controlled. Use knowledge of sun safety.

YEAR 2	RSE	
SUMMER		
FAMILIES AND PEOPLE WHO CARE FOR ME	CARING FRIENDSHIPS	RESPECTFUL RELATIONSHIPS
<ul style="list-style-type: none"> Develop further understanding of and respect similarities and differences between, people and families and communities 	<ul style="list-style-type: none"> Use strategies to resolve disputes and conflicts as through negotiation and compromise 	
BEING SAFE	WELLBEING	HEALTH
<ul style="list-style-type: none"> Learn about the conventions of safety around water (school locality is walking distance to the sea/beach/river) Know how to make a clear and efficient call to emergency services in an emergency situation . Judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how) 		<ul style="list-style-type: none"> Exercise effective personal hygiene. Extend understanding of good oral hygiene and dental health and learn about and the effects of poor oral hygiene. Understand that household products, including medicines, can be harmful if not used properly Know basic First -Aid skills

Families and People Who Care for Me	Caring Friendships	Respectful Relationships	Being Safe	Wellbeing	Health
<ul style="list-style-type: none"> Understand that they belong to different groups such as family and school Understand the difference between these relationships Understand that if people who look after them make them feel unhappy or unsafe they can go to someone trusted and know how to attract attention Understand that they belong to different groups such as family, school and communities. Respect similarities and differences between people and families and communities. 	<ul style="list-style-type: none"> Recognise that their behaviour can affect other people and understand the impact of their behaviour on the other person (positive and negative) Make choices based on what is fair and unfair, kind and unkind, right and wrong Know that friends should care for each other and how they do so Understand that people's bodies and feelings can be hurt and identify what makes them feel comfortable or uncomfortable Use strategies to resolve disputes and conflicts as through negotiation and compromise 	<ul style="list-style-type: none"> Know that in school, they can be expected to be treated with respect, and should show due respect to others Understand how rules help them and work together to agree class rules/charter Recognise unkindness, teasing and bullying to themselves or others, knowing that this is wrong. Develop understanding of how to respond and who can help. Share their opinions on a wider range of things and explain their views Consider social and moral dilemmas they come across in everyday life Offer constructive feedback and support to others Respect that there may be rules or charters for behaviour in different settings Recognise that unkindness, teasing and bullying can occur in person as well as online. Act if they see inappropriate content online or if something makes them feel 'uncomfortable' 	<ul style="list-style-type: none"> Know and develop rules for keeping emotionally, physically and mentally safe, including rules for online safety Start to explain how they recognise who to trust Know about people who look after them, their family and school networks, who to go to if they are worried and how to attract attention. Continue to develop understanding of , appropriate touch and personal space and expand these body-rights to other people's property etc. too. Learn about the conventions of safety around water (school locality is walking distance to the sea/beach/river) Know how to make a clear and efficient call to emergency services in an emergency situation . Know what is meant by privacy, their right to keep things private; the importance of respecting others' privacy Judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how) 	<ul style="list-style-type: none"> Recognise their strengths, explaining how they are unique Understand good and not so good feelings and the impact on others. Know what can positively and negatively affect their physical, mental and emotional health. Know what constitutes, and how to maintain, a healthy lifestyle Use simple strategies for managing feelings. Set a simple goal and demonstrate a willingness to persevere with challenges to implement good practises with regard to maintaining positive mental health and wellbeing 	<ul style="list-style-type: none"> Know what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating, mindfulness and time outdoors. Extend understanding of good oral hygiene and dental health and learn about and the effects of poor oral hygiene. Know how some diseases are spread and can be controlled. Use knowledge of sun safety. Exercise effective personal hygiene Understand that household products, including medicines, can be harmful if not used properly Know basic First -Aid skills

TRANSITION from Year 1. Children enter Year 2 having explored what a belief is and why it is important to people, they have been exposed to a range of resources to explore and support their understanding of religion and belief. They have had the opportunity to share and ask questions about what they know, have seen or heard in relation to What do Christians believe God looks like and who is Jewish and how do they live. This 'people' based approach to exploring faiths and beliefs allows the children to make connections between faiths and helps them understand the impact on of believers. In Year 2 this approach and respect for the faith of others is further developed when who is a Muslim, why does Christmas matter to Christians and places sacred to believers are all explored. In Year 2 children will also begin to use abstract terms linked to faith for context, discussions and doctrine, theology and faith. This approach underpins the work that will be undertaken in Key Stage 2 using the new syllabus established in Sunderland.

YEAR 2	AUTUMN		SPRING	
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2
<p>RE</p> 	<p>Who is Muslim and how do they live? (part 1) Make sense of belief: Be able to:</p> <ul style="list-style-type: none"> Recognise the words of the Shahadah and its importance to Muslims Identify some of the key Muslim beliefs about God and the 99 names of Allah, and give a simple description of what some of them mean Give examples of how stories about the Prophet show what Muslims believe about Muhammad <p>Understand the impact: Be able to:</p> <ul style="list-style-type: none"> Give examples of how Muslims use the Shahadah to show what matters to them Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions Give examples of how Muslims put their beliefs about prayer into action <p>Make connections: Be able to:</p> <ul style="list-style-type: none"> Think, talk and ask questions about Muslim beliefs and ways of living Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a reason for their ideas Give a good reason for whether these ideas have something to say to them too. 	<p>Why does Christmas matter to Christians? Make sense of belief: Be able to:</p> <ul style="list-style-type: none"> Recognise that stories of Jesus' life come from the Bible Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians <p>Understand the impact: Be able to:</p> <ul style="list-style-type: none"> Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas <p>Make connections: Be able to:</p> <ul style="list-style-type: none"> Think, talk and ask questions about Christmas for people who are/are not Christians Decide what they personally have to be thankful for, giving a reason for their ideas. 	<p>Who is Muslim and how do they live? (part 2) Make sense of belief: Be able to:</p> <ul style="list-style-type: none"> Recognise the words of the Shahadah and its importance to Muslims Identify some of the key Muslim beliefs about God and the 99 names of Allah, and give a simple description of what some of them mean Give examples of how stories about the Prophet show what Muslims believe about Muhammad <p>Understand the impact: Be able to:</p> <ul style="list-style-type: none"> Give examples of how Muslims use the Shahadah to show what matters to them Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions Give examples of how Muslims put their beliefs about prayer into action <p>Make connections: Be able to:</p> <ul style="list-style-type: none"> Think, talk and ask questions about Muslim beliefs and ways of living Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a reason for their ideas Give a good reason for whether these ideas have something to say to them too 	<p>Why does Easter matter to Christians? Make sense of belief: Be able to:</p> <ul style="list-style-type: none"> 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 <p>Understand the impact: Be able to:</p> <ul style="list-style-type: none"> Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter <p>Make connections: Be able to:</p> <ul style="list-style-type: none"> Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has something to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas

YEAR 2	SUMMER	
RE	SUMMER 1	SUMMER 2
	<p>What is the good news Christians say Jesus brings?</p> <p>Make sense of belief: Be able to:</p> <ul style="list-style-type: none"> • Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news' • Give clear, simple accounts of what Bible texts mean to Christians • Recognise that Jesus gives instructions to people about how to behave <p>Understand the impact: Be able to:</p> <ul style="list-style-type: none"> • Give two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless • Give two examples of how Christians put these beliefs into practice in the Church community and their own lives <p>Make connections: Be able to:</p> <ul style="list-style-type: none"> • Think, talk and ask questions about whether Jesus' 'good news' is only for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas 	<p>What makes some places sacred to believers?</p> <p>Make sense of belief: Be able to:</p> <ul style="list-style-type: none"> • Recognise that there are special places where people go to worship, and talk about what people do there • Identify three objects used in worship in two religions and give a simple account of how they are used and something about what they mean • Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship <p>Understand the impact: Be able to:</p> <ul style="list-style-type: none"> • Give examples of stories, objects, symbols and actions used in churches, mosques and synagogues which show what people believe • Give simple examples of how people worship at a church, mosque or synagogue • Talk about why some people like to belong to a sacred building or community <p>Make connections: Be able to:</p> <ul style="list-style-type: none"> • Think, talk and ask questions about what happens in a church,

YEAR 2	AUTUMN	SPRING	SUMMER
<p>PE (PFA)</p>	<p>FUNS 10 (Coordination: footwork), FUNS 1 (Static balance: one leg)</p> <ul style="list-style-type: none"> Hopscotch forwards and backwards alternating the hopping leg each time Complete a 3-step zig-zag pattern forwards and backwards(one leg) Stand still for 30 seconds with eyes closed (both sides) (one leg) Complete 5 squats (both sides) (one leg) Complete 5 ankle extensions (both sides) <p>FUNS 6 Dynamic balance to agility: jumping and landing), FUNS 2 (static balance: seated)</p> <ul style="list-style-type: none"> Jump 2 feet to 2 feet with a 180° turn in both directions Complete tucked jump Complete tucked jump with a 180° turn (both directions) (seated with feet in the air) Pick up a cone from one side, swap hands and replace to the floor with the other hand Sit in a dish shape for 5 seconds 	<p>FUNS 5 (Dynamic balance: on a line), FUNS 4 (Static balance: stance),</p> <ul style="list-style-type: none"> (on a line) Perform a marching action, forwards and backwards, lifting elbow and knees to 90° (on a line) walk forwards and backwards lifting heels up to bottom and using a heel to toe landing Lunge walk forwards bringing opposite elbow up to 90° <p>FUNS 9 (Coordination: ball skills), FUNS 7 (Counter Balance: with a partner)</p> <ul style="list-style-type: none"> (on a low beam) maintain balance whilst receiving a small force from various angles (on a low beam) maintain balance whilst raising alternate feet 5 times (on a low beam) maintain balance whilst raising alternate knees 5 times (on a low beam) maintain balance whilst catching a ball at my chest and throwing it back 	<p>FUNS 8 (Coordination: sending and receiving), FUNS 12 (Agility: action and response),</p> <ul style="list-style-type: none"> Strike a ball against a wall or with a partner with alternate hands in a rally Kick a ball against a wall or with a partner with alternate feet in a rally Roll 2 balls against a wall or with a partner, sending one whilst receiving the other Catch a small ball dropped from shoulder height after 1 bounce and land on 1 leg <p>FUNS 11 (Agility: ball chasing), FUNS 3 (Static Balance: Floor work)</p> <ul style="list-style-type: none"> Roll a ball, let it go through the legs and chase it to collect Bounce a ball, let it roll, let it go through the legs and chase it to collect Hold a full-front support position Hold a full-front support position and point to the ceiling (both arms) Hold a full-front position, place a cone on the back and remove it with the opposite hand. <p>Dance will utilise and extend all movement skills taught.</p> <p>Games and Athletics will ensure taught skills are utilised and extended in competitive and non-competitive games</p>
<p>15 minutes additional physical activity either in the classroom or in the outdoor area. This maybe activities taken from 'take 10', 'active breaks' or children running around the perimeter of the playground 'daily mile activity'. In all cases, these activities will result in an increase in heart rate and promote exercise as a means towards a healthy lifestyle.</p>			