

Year 2 Long Term Planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Troll Swap Themes: Not fitting in, two characters swap lives to see if it makes them happier.	The Owl Who Was Afraid of the Dark Themes: Adventure, fears, dark	Dragon Machine Themes: Magic, imagination, dragons, machines, loneliness.	Major Glad, Major Dizzy Themes: Toy soldiers' journey through the 20 th Century – milestones of British History. Based on true story of Victorian toys discovered under floorboards.	The Last Wolf Themes: Spin on Little Red Riding Hood fable. Conservation, extinction, endangered species, value of nature, making a difference. Link to Science-habitats and the environment	Grandad's Secret Giant Themes: Belonging, friendship, importance of tolerance and acceptance, doing good deeds.
	Outcome: Fiction story with focus on characters. Greater Depth: Story about two independently invented contrasting characters who swap places.	Outcome: Non-Chronological report about owls. Greater Depth: Alter the layout to add own subheadings and extra features.	Outcome: Fiction story with adventure focus. Greater Depth: Story written in the 1 st person.	Outcome: Recount: diary entry from point of view of a toy. Greater Depth: Diary entry to include the feelings of the other character.	Outcome: Letter in role as the character, persuading to save the trees. Greater Depth: Real life letter to specific audience e.g. local MP.	Outcome: Fiction story with moral focus. Greater Depth: Story from the point of view of the giant.
	Mastery Keys Plan or say out loud what is going to be written about. Use punctuation correctly – full stops, capital letters. Use expanded noun phrases to describe and specify. Use subordination (because) and co-ordination (and)	Mastery Keys Use coordination – but, or. Add -ly to turn adjectives in to adverbs. Write for different purposes. Use commas to separate items in a list.	Mastery Keys Write sentences with different forms: statement, question, exclamation, command. Use subordination (apply because, introduce when). Use present and past tenses consistently. Read aloud with intonation. Use punctuation correctly – exclamation marks, question marks.	Mastery Keys Use the progressive form of verbs in the present and past tense. Use present and past tenses correctly and consistently. Use subordination (apply because, when; introduce that) Write down ideas, key words, new vocabulary. Use punctuation correctly. Introduce apostrophe for the possessive (singular)	Mastery Keys Use subordination (if, that). Add -er and -est to adjectives. Use homophones and near homophones. Use punctuation correctly – apostrophes for contracted forms.	Mastery Keys Use present and past tenses correctly and consistently including the progressive form. Use subordination (using when, if, that or because) and co-ordination (using or, and, or but) Use expanded noun phrases to describe and specify. Add suffixes to spell longer words e.g. -ment, -ful.
	Missed NC Objectives not covered in Pathways to Write					
Discussing favourite words and phrases, Build up a repertoire of poems learnt by heart including reciting some with appropriate intonation.						
	Poetry (To be completed during Assessment Week) Poem: The Owl and the Pussycat Outcome: To write the first 2 verses of a new poem based on The Owl and the Pussycat. Greater Depth: To write additional verses. Poetry Keys: Experiment with words e.g. alliteration, humour. Use adventurous word choices of nouns, adjectives and verbs to describe observations. Use structured language patterns, including simple repeating phrases.	Poetry (To be completed during Assessment Week) Poem: Night Sounds Outcome: To write a Night Sounds poem based on Berlie Doherty's version. Greater Depth: To write an extended poem including questions and answers to their own repetitive phrases. Poetry Keys: Use adventurous word choices of nouns, adjectives and verbs to describe observations. Use structured language patterns, including simple repeating phrases.		Poetry (To be completed during Assessment Week) Poem: Fox Outcome: Write a descriptive wildlife poem Greater Depth: Research own animal to write a descriptive wildlife poem with an environmental message Poetry Keys: Use adventurous word choices of nouns, adjectives and verbs to describe observations. Experiment with words e.g. alliteration, humour.		
Mathematics	Number: Place Value Read and write numbers to at least 100 in numerals and words. Recognise the place value of each digit in a two-digit number (tens and ones) Identify, represent and estimate numbers using different representations including the number line. Compare and order numbers from 0 up to 100. Use greater than, less than and equal signs. Use place value and number facts to solve problems. Count in steps of 2, 3 and 5 from 0, and in tens from any given number, forwards and backwards. Number: Addition and Subtraction Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens; two two-digit numbers; adding 3 one-digit numbers. Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Solve addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. Measurement: Money Recognise and use symbols for pounds and pence; combine amounts to make a 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. Number: Multiplication and Division Recall and use multiplication and division facts for the 2, 5 and 10 times tables including recognising odd and even numbers. Calculate mathematical statements for multiplication within the multiplication tables and write them using the multiplication division and equals signs. Solve problems involving multiplication using materials, arrays, repeated addition, mental methods and multiplication facts including problems in context. Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.	Number: Multiplication and Division Recall and use multiplication and division facts for the 2,5 and 10 times 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. Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. 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. Geometry: Properties of shapes Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. Identify 2D shapes on the surface of 3D shapes (for example, a circle on a cylinder and a triangle on a pyramid). Compare and sort common 2D and 3D shapes and everyday objects. Number: Fractions Recognise, find, name and write fractions (1/2, 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 1/2. Measurement: 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. Compare and sequence intervals of time		Geometry: Position and Direction 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). Order and arrange combinations of mathematical objects in patterns and sequences. Measurement: Length and Height Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (degrees Celsius); 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 greater than/less than and equals symbols. Measurement: Mass, Capacity and Temperature. Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (g/kg); temperature; capacity (ml/litres) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. Compare and order lengths, mass, volume/capacity and record the results using greater than/less than and equals symbols.		

Year 2 Long Term Planning

Geography/History	Seaside	The Famous Beatles!	Europe	Great Fire of London	China	Great Explorers
	<p>Know the main differences between city, town and village</p> <p>Explain some of the advantages and disadvantages of living in a city or village</p> <p>Recap on the four countries and the main seas of the UK.</p> <p>Using a map locate seaside locations, e.g. Blackpool Beach, Southport Beach, Llandudno, Dorset: Pool harbour and Tenby.</p> <p>Focus on Blackpool and study it – link to key vocabulary: town, harbour, three beaches, sea, coastline. (Physical Features)</p> <p>Blackpool – identify landmarks within the town. (Human Features)</p> <p>Focus on Human and Physical features of Tenby (a seaside). Look at the advantages and disadvantages of living there compared the Village of Rainford.</p> <p>English link - Create a brochure/ leaflet about a seaside in the UK.</p>	<p>Place The Beatles on the timeline and discuss in relation to their life. Who are The Beatles and where are they from? Why are The Beatles iconic? (Research and present in groups)</p> <p>Listen to music produced by The Beatles. Listen to a specific song and unpick the meaning behind it. (Comprehension link— Penny Lane) Show pictures of Penny Lane then and now.</p> <p>Show the children photographs of different bands, e.g. The Beatles, Spice Girls, Take That, One Direction, Little Mix, and compare.</p> <p>Choose two songs (one from Little Mix to compare to the Beatles. What is alike? What is different?</p> <p>How did the Beatles put Liverpool on the map (TRIP)</p> <p>English link- A fact file/ biography about the famous Beatles.</p>	<p>Name and locate the seven continents and five oceans.</p> <p>Use Google Earth as a stimulus.</p> <p>Focus on Europe and what countries are in it. Use Atlases to identify different countries.</p> <p>Share facts about some countries in Europe: Greece, Italy, France, Spain, Iceland. Children to produce mini fact finders and present them to each other.</p> <p>Collect more facts and information about each country, including animals, to create an exhibition for parents.</p> <p>Children will need time to put the exhibition together and practise sharing information. ‘Welcome to Europe!’</p> <p>English link - Create a persuasive leaflet about Europe and why you should visit.</p>	<p>Place The Great Fire of London on timeline and discuss in relation to their life. How did people live in 1666?</p> <p>Look at the events of the Great Fire of London.</p> <p>Understand how we know about The Great Fire (Samuel Peyps diary).</p> <p>Understand significant individuals, dates, facts and places surrounding the Great Fire of London.</p> <p>Who was Thomas Farriner?</p> <p>What happened after the Great Fire?</p> <p>What happened as a result?</p> <p>English link - Recount of the Great Fire of London</p>	<p>Locate China on a map- link to the continent Asia. Use Atlases and Globes.</p> <p>Understand what life is like for people in China. Draw a simple map.</p> <p>Compare China to the UK – look at similarities and differences.</p> <p>Compare schools in Beijing and our school.</p> <p>Focus on Physical and Human features of a small area.</p> <p>Focus on the culture in China – human and physical features.</p> <p>Focus on the different types of farming in China and compare to the UK.</p> <p>English link - Non-chronological report about China.</p> <p>Art link – Create some art work inspired by traditional Chinese Artwork.</p>	<p>Why would anyone want to explore space?</p> <p>Find out who Neil Armstrong is and what he is famous for</p> <p>Find out about Neil Armstrong’s expedition.</p> <p>Research and explore the life of Christopher Columbus. Compare sources of evidence from both</p> <p>Compare explorers - their journey’s and impact of event – Tim Peake</p> <p>Place a significant person on a timeline and discuss in relation to their life.</p> <p>English link - Write a diary as one of the explorers, explaining their expedition.</p>

Year 2 Long Term Planning

Science	<p><u>Living Things and Their Habitats</u></p> <p>Explore the differences between things that are living, dead and things that have never been alive. Identify and name a variety of plants and animals in a microhabitat. Describe how animals obtain their food from plants. Know about different sources of food grown by farmers. Understand the journey food makes from the farm to the supermarket. Learn about the food chain.</p>	<p><u>Animals Including Humans – About Diet & Health</u></p> <p>Learn the importance of exercise, a healthy diet and hygiene and what is needed for humans to survive. Learn the importance of nutrition for humans. Know how to keep healthy through diet. Know how to keep healthy through daily exercise. Appreciate the work of Edward Jenner and understand the vaccinations. Know how diseases are cured and learn about the work of Louis Pasteur.</p> <p>PSHE- About what keeping healthy means, different ways to keep healthy (H1)</p> <p>About foods that support good health and the risk of eating too much sugar (H2)</p> <p>How physical activity helps us to stay healthy and ways to be physically active everyday (H3)</p> <p>That medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy (H6)</p> <p>That household products (including medicines) can be harmful if not used correctly (H31)</p>	<p><u>Everyday Materials – About Materials</u></p> <p>Explore the work of Charles Macintosh; understand how the properties of materials can be changed. Know about John McAdam’s invention (tarmac), recognise that new materials are constantly being invented. Explore the work of John Dunlop; identify and compare the usefulness of certain materials when forces are applied. Learn the properties of materials that make them suitable/unsuitable for particular purposes. Investigate squashing, bending, twisting and stretching. Compare the uses of everyday materials in and around your school or home with materials found in other places.</p>	<p><u>Plants – About Plants</u></p> <p>Understand that plants make their own food. Understand that plants need water, light, and a suitable temperature in order to grow well. Recognise the importance of flowers and seeds. Understand the difference between a bulb and a seed. Know how plants grow from a seed to a plant. Understand what plants need in order to thrive.</p> <p>English link - Instructions: how to plant a seed</p>	<p><u>Living Things & Their Habitats – Around the World</u></p> <p>Know that living things live in environments to which they are suited. Understand desert, underground and ocean habitats. Describe life in the ocean. Appreciate the dangers to ocean life. Learn about the food chain. Appreciate that environments are constantly changing.</p> <p>English link - Information/persuasive text about habitats- what is happening to them and how we can help</p>	<p><u>Animals Including Humans – About Growth</u></p> <p>Learn the life cycle of birth, growth, reproduction and death. Know the life cycle of a frog. Understand the life cycle of a butterfly. Learn about how humans grow by looking at how babies grow in to adults. Learn about reproduction and growth in animals. Learn about the generation game comparing young and old. PSHE- To think about change and loss and the associated feelings. (Moving home, pets or friends, growing up) (H18, H20)</p> <p>-About growing and changing from young and old and how peoples needs change (H26)</p> <p>RSE: Human Life Cycle Introduce the concept of the human life cycle. Pupils begin to understand how we grow and change as we get older. Compare the differences between a baby and a child- what they look like and what they can do. Focus on becoming independent. How we look after ourselves and each other as we grow, and some of the feelings that accompany the process of growing up.</p>

Year 2 Long Term Planning

Computing (Twinkl Scheme)	<p>Online Safety</p> <p>Know what a 'digital footprint' is Know that people can use the information they put online Know that a digital footprint contains information about a person Identify key words to search for information Begin to identify possible dangers online and how to navigate them Identify websites that are suitable for their age Know when to ask for advice from an adult Know what to do if a website makes them feel uncomfortable Talk about what people might want to know about a website (is it safe for children etc.) Give their own opinion about a website including likes and dislikes</p> <p>PSHE- About Rules and age restrictions for keeping physically and emotionally safe including responsible ICT use and online safety H28, H34, L7, R10, R14</p> <p>About the role of the internet and that all information seen online is not always true (L7, L8)</p> <p>About different ways to learn and play; recognising the importance of knowing about when to take a break from time online or TV. H9</p>	<p>Presentational Skills</p> <p>Know how to insert slides, add and type in a text box Understand and develop ability to: create folders, print files, add images format text and text boxes Develop a presentation to show to others and understand how to make this more appealing</p>	<p>Using the Internet</p> <p>Search online using the words 'for kids' Understand how to follow a weblink Locate their own blog, once created Understand how to blog safely and responsibly Identify search results that will give some useful information Know where to find the address of a link Log in and post a blog or comments Recognise common websites to which search results are linked Understand how to upload photos to a blog</p>	<p>Programming</p> <p>Draw lines of different length using commands Move blocks into the Scripts Area Snap blocks together to combine commands Turn bot by 90 degrees, both left and right Draw squares and rectangles Create simple algorithms using several different blocks Use the repeat and green flag blocks to control algorithms Write an algorithm for a shape Use the repeat command accurately and when necessary Combine a range of blocks to achieve a purpose Use more than one sprite and combine algorithms if confident</p>	<p>Computer Art</p> <p>Access an appropriate program for achieving a specific task Switch between program tools to produce different techniques Alter the formatting of a tool to adjust the colour or size Recreate a piece of art using a computer program Manipulate shapes and objects to recreate an art style Select appropriate tools with confidence and independence</p>	<p>Using and Applying</p> <p>Find and open software for creating computer art Add text and images to a presentation Retrieve/open a file from a saved location Select a relevant backdrop and character within Scratch Add a second character and position on the backdrop within Scratch Control the mouse to produce different effects (dots, lines etc.) Use computer paint skills in a new context Add new slides to a presentation with a main idea on each slide Insert and reorder slides when appropriate Make a character move with purpose in Scratch Reproduce an image using artistic style, if confident</p>
Music (Charanga Scheme)	<p>Hands, Feet, Heart</p> <p>All the learning is focused around one song: Hands, Feet, Heart. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as leaning to sing, play, improvise and compose with this song, children will listen and appraise different styles of South African music. https://www.sthelensmusicserviceinteractive.org.uk/scheme/1311976-year-2/1312274-hands-feet-heart</p>	<p>Ho, Ho, Ho</p> <p>All the learning is focused around one song: Ho Ho Ho - a Christmas song. You will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games, singing and playing. https://www.sthelensmusicserviceinteractive.org.uk/scheme/1311976-year-2/1312299-ho-ho-ho</p>	<p>I Wanna' Play in a Band</p> <p>I Wanna Play In A Band is a Rock song written especially for children. In this song you learn about singing and playing together in an ensemble. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise classic Rock songs. https://www.sthelensmusicserviceinteractive.org.uk/scheme/1311976-year-2/1312276-i-wanna-play-in-a-band</p>	<p>Zootime</p> <p>All the learning is focused around one song: Zootime. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. https://www.sthelensmusicserviceinteractive.org.uk/scheme/1311976-year-2/1313449-zootime</p>	<p>Friendship Song</p> <p>All the learning is focused around one song: 'The Friendship Song'. This is a song about being friends with others. https://www.sthelensmusicserviceinteractive.org.uk/scheme/1311976-year-2/1314286-friendship-song</p>	<p>Reflect, Rewind, Replay</p> <p>All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music. https://www.sthelensmusicserviceinteractive.org.uk/scheme/1311976-year-2/1314334-reflect-rewind-and-replay</p>

Year 2 Long Term Planning

Art/DT (KAPOW)	<p style="text-align: center;"><u>The seaside (link to Geography)</u></p> <p>Understand the basic use of a sketchbook and work out ideas for drawings. Create a painting to demonstrate the use of tints (add white) and shades (add black) to both primary and secondary colours to paint the beach, sky and sea. Paint in the style of a chosen artists (Van Gogh, Lynette Amelie Merry, Malcolm Ludvigsen). Use different kinds of materials to create a collage of beach textures and explain choice. Create a monoprint combining different colours, shapes and patterns.</p> <p style="text-align: center;">END PIECE - Beach paintings</p>	<p style="text-align: center;"><u>Christmas stocking</u></p> <p>Sewing a running stitch with regular sized stitches and understanding that both ends of the thread must be knotted Preparing and cutting the fabric, pinning the fabric and designing a pouch Sewing a running stitch to join the two pieces of fabric together Decorating the stocking using the materials provided</p> <p style="text-align: center;">END PIECE – Creating a Christmas stocking based on the design</p>	<p style="text-align: center;"><u>Dragons (link to ‘The Dragon Machine’ book study in English)</u></p> <p>Understand the safety and basic care of materials and tools. Research and compare a range of famous sculptors. Use different grades of pencil to explore different pencil shades and line weights (show line weights within Microsoft autoshapes) to draw details on a dragon. Experiment with, construct and join recycled, natural and manmade materials more confidently. Use salt-dough to create a 3D sculpture incorporating pattern and texture.</p> <p style="text-align: center;">END PIECE – Salt dough dragon sculptures</p>	<p style="text-align: center;"><u>A balanced diet</u></p> <p>Naming the four main food groups and identifying foods that belong to each group Identifying the correct food group of a given food and describing its taste, texture and smell The ability to think of four different wrap ideas, giving consideration to flavour combinations Designing a wrap.</p> <p style="text-align: center;">END PIECE - Constructing a wrap that meets the design brief and plan.</p> <p style="background-color: red; color: white; text-align: center; padding: 2px;">PSHE – about foods that support good health and risks if eating too much sugar (H2)</p>	<p style="text-align: center;"><u>Great Fire of London (link to History)</u></p> <p>Paint on different types of paper, i.e. sugar paper, wrapping paper, brown paper. Use poster paints to explore different brush strokes in the style of flames. Using different materials to create a collage effect. Mix colours to make different shades of red, orange and yellow.</p> <p style="text-align: center;">END PIECE – Collage based on the Great Fire of London.</p>	<p style="text-align: center;"><u>Baby Bear’s Chair</u></p> <p>Identifying man-made/natural structures. Contributing to discussions. Identifying stable and unstable structural shapes. Identifying features that make a chair stable Explaining the definition of strength and identifying the strongest and weakest shaped and part of a structure. Making and testing a structure. Working independently to use the materials as demonstrated to begin to make a stable structure. Explaining how their ideas would be suitable for the given brief</p> <p style="text-align: center;">END PIECE - Producing a model that satisfies the brief, using materials and construction techniques and explaining how they made it strong, stiff and stable</p>
PSHE	<p style="text-align: center;"><u>Choices and Feelings</u></p> <p>About what rule are, why they are needed and for different situations (L1) Create class charter of rules (British Values) About different feelings that humans can experience (H11) How to recognise, describe and name different feelings (H12, H13 H16) How to recognise others’ show feelings and how to respond. (H14, H15) About different roles and responsibilities people have in their community (L5) How to manage big feelings (H18)</p>	<p style="text-align: center;"><u>Bullying</u></p> <p>(Anti-bullying week) About how people may feel if they experience hurtful behaviour or bullying (R11) That hurtful behaviour including teasing, name calling, bullying, excluding is not acceptable, how to report bullying and the importance reporting bullying (R12)</p>	<p style="text-align: center;"><u>Keeping Myself Safe</u></p> <p>Their family networks and who to go to if they are worried and how to attract their attention. (R10) Their right to keep things private and the importance of respecting others privacy. (H16, R13) The importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid. (R18) About dental care and visiting the dentist how to brush teeth correctly (H7)</p>	<p style="text-align: center;"><u>Relationships</u></p> <p style="text-align: center;">RSE:</p> <p>To identify the people who love and care for them and what they do to help them feel cared for (R2) About the different types of families including those that might be different to their own (R3) To identify common features of a family (R4) That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried (R5) How people make friends and what makes a good friend (R6) How to ask for help if a friend is making them feel unhappy (R9) To recognise that some things are private and respecting privacy of the body parts covered by underwear (R13)</p>	<p style="text-align: center;"><u>People Who Help Us</u></p> <p>About the different roles and responsibilities people have in their community (L5) How people contact those special people when they need their help, including dialling 999 in an emergency. (L10) About the people who help us to stay physically healthy (H10, H33) To recognise when they need help with feelings; that it is important to ask for help with feelings and how to ask for it (H19) How to get help in an emergency (including 999) (H36) Identify different jobs that people they know or people who work in community do (L16)</p> <p style="text-align: center;">RSE: My Special People</p> <p>About the roles of different people (eg. acquaintances, friends and relatives) play in our lives (R1) To recognise why their special people (family, friends, carers) are special and how special people should care for one another (R9) To recognise what makes them special (H21)</p>	<p style="text-align: center;"><u>Living in the Wider World</u></p> <p>That people make different choices about how to save and spend money (L11) That jobs help people to earn money to pay for things (L15) Different jobs that people they know or people who work in their community and strengths and interests and interests someone might need to do different job (L16, L17)</p> <p style="text-align: center;">Transition:</p> <p>About preparing to move to a new class/year group (H27)</p>

Year 2 Long Term Planning

RE (St. Helens Scheme) How do we respond to the things that really matter?	Christianity – God Does how we treat the world matter? <ul style="list-style-type: none"> • Creation • Care for the planet • Harvest PSHE- To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class. R5 English link - Re-tell the story of creation.	Christianity Jesus Why do Christians say that Jesus is the 'Light of the world'? <ul style="list-style-type: none"> • Jesus as the light of the world • Symbolism of light • Advent and Christmas celebrations English link - Write instructions on how to make a Christingle	Hindu Dharma How might people express their devotion? <ul style="list-style-type: none"> • Devotion • Worship in the home and temple English link - Character description about one of the deities.	Islam Why do Muslims believe that it is important to obey God? <ul style="list-style-type: none"> • Submission and gratitude • Prayer English link - Thank you poem/ prayer: I am grateful for...	Christianity – Church What unites the Christian community? <ul style="list-style-type: none"> • Worship • The Church • Use of symbols 	Judaism What aspects of life really matter? <ul style="list-style-type: none"> • Moses • The Ten commandments • The Sabbath
	PE (Sports 4 Kids)	Ball skills Have an awareness of space and possible zonal areas Movement from one position to another (throw, kick) Have accuracy when kicking towards a direction Use tactics within a game Following predetermined rules of a game	Hockey Awareness through play Hitting and passing Effective movement Explore rules Intro to tactics in gameplay Zones	Gymnastics Demonstrate a range of different types of balances Apply these balances on apparatus Apply balance to rolling (forward, backwards and sideways) safely Sequence rolling with others in a group Display accurate transitions between balances and rolling Create and perform sequences	Team games (1) Be an effective team player within a game Show good communication skills to effect the team positively Understand and recall rules and objectives of a game Demonstrate good spatial awareness/position Create simple tactics Apply skills to a game situation	Team games (2) Knowledge of roles within a team Identify different methods of communication Apply spatial awareness in team play Demonstrate knowledge of where they can move to attack/defend Effective movements in game play to progress their team Apply skills in a game situation
PE (Sports 4 Kids)	Kick rounders Kicking with direction Bowling with accuracy Running with decision making Fielding as a team Game play and understanding rules.	Dance (Tango) Explore and create actions and poses based on a type of dance Copy movements and explore similar basic movements Vary levels of height and pace in a sequence Vary the size of a body shape Add change of direction into a sequences Varied use of space when performing	Bat and Ball Skills Have increasingly quicker hand/eye reactions React at different angles to batting and catching To demonstrate accurate movements for a clear outcome (jump to catch, move slightly to hit the ball better) Design a skill-based activity for themselves/others to follow Use of efficient/accurate body positions Application of skills under pressure (competition, timed)	Curling Accuracy delivery between Delivery with power through a game Power—Removing Stones Tactics Game playing Umpiring	Tennis Demonstrate a variation of shots Reacting to different shots quickly and accurately Varying grip types to select one that they prefer Selecting a shot and direction to ensure it is difficult to return Demonstrate appropriate approach and movement to return a shot Application of skills to a competitive situation	Athletics Learn and practise set activities Jumping in a competitive situation Running competitively over varied distances as well as relays Perform and improve scores Evaluate and score new activities