



University of Nottingham (Year 2) Yearly Overview

Respect, Pride, Inclusion, Challenge, Creativity, Resilience

	Autumn 1 Respect	Autumn 2 Pride	Spring 1 Inclusion	Spring 2 Challenge	Summer 1 Creativity	Summer 2 Resilience
British Value Focus	Rule of Law	Tolerance	Mutual Respect	Individual Liberty	Charitable	Democracy
Links to Free to be	Gender- similarities and differences Equality- Black History Month Diversity- Black History Month: celebrating differences	Relationships- RE Equality/Diversity: Tolerance/Acceptance Diversity- Differences	Gender: Role of men and woman in 1666	Diversity: Religions, Beliefs and Diversity	Differences: Requirements of animals including humans	Belonging and Acceptance- Eng text: determination to find others like the character
Stimulus including Big Question	Heroes <i>How has nursing changed overtime and what was the impact?</i>	Around the World	Fire Fire! Why did the Great Fire of London spread and what were the changes?	Let's Explore London	All Creatures Great and Small	Giant Seas and Tiny Seeds
Brilliant Beginnings, Marvellous Middles and Excellent Endings (including trips, visits and workshops).	BB: Hero Dress Up Day MM: Doctor in to visit-keeping healthy. EE: Florence Nightingale and Mary Seacole Workshop/Florence Nightingale Museum	BB: Rangoli patterns in the playground- link to Rama and Sita. MM: Story Telling Workshop/Music Festival (if linked to stories from other cultures) EE: KS1 Production	BB: Make tudor houses and set them on fire. MM: Visit a fire station. EE: Make fire engines (wheels and axle link with DT).	BB: Orienteering at Golders Hill Park. MM: Making London Landmarks and Monopoly Game. EE: London Eye/River Thames Cruise.	BB: Animal Dress Up Day MM: Minibeast Hunt (Swan Lane Park). EE: Barnet Countryside Centre-pond dipping/Animal Workshop	BB: Planting seeds/flowers. MM: Trip to Friary Park (Photography of plants/flowers – computing link and art session-drawing flowers). EE: Trip to Southend.
Terrific Texts	<u>Elliot Midnight Superhero (Fiction)</u> <u>Florence Nightingale (Non- Fiction)</u>	<u>Pattan's Pumpkin</u> <u>Lila and the Secret of Rain, David Conna</u>	<u>The Three Little Wolves and the Big Bad Pig (including other various versions)</u> <u>The Great Fire of London (non-fiction)</u>	<u>Hortense and the Shadow (Eastern Europe)</u> <u>Katie In London /Claude in the City</u>	<u>Rapunzel (Fractured Fairytales)</u> <u>Hodgeheg/ Dave Pigeon</u> <u>One Day On Our Blue Planet In The Savannah (Geography)</u>	<u>Let's Clean Up</u> <u>The Tiny Seed (Science)</u>
Reading	<u>Vocabulary</u> Develop and begin to use vocabulary through	<u>Vocabulary</u> Develop and begin to use vocabulary through	Including vocabulary,	Including objectives from previous terms as well as:	Including objectives from previous terms as well as:	Recognise a range of contemporary and

<p>stories listened to and discuss what they have heard.</p> <p><u>Reading Comprehension- Explain</u> Listen to, discuss and recognise features of a wide range of stories with familiar settings, simple ordered instructions and rhyming couplets in poems and narratives.</p> <p><u>Discussion</u> Make contributions in whole class and group discussion.</p> <ul style="list-style-type: none"> • Volunteer to answer questions • Listen to others. <p><u>Retrieve</u> Collect information from fiction and non-fiction books by finding the relevant information and copying key words and/or phrases.</p> <p>Questions could include 'Is there a good/bad character? How can you tell?' 'Who is telling us the story?'</p> <p>Find actions that show how a character feels or to tell us what they are doing.</p> <p>Including accuracy, fluency and decoding.</p>	<p>stories listened to and discuss what they have heard.</p> <p><u>Reading Comprehension- Explain</u> Listen to, discuss and recognise features of a wide range of stories with familiar settings, simple ordered instructions and rhyming couplets in poems and narratives.</p> <p>Language, structure and presentation. Use role play and other drama techniques to identify and explore characters including emotions, reactions and how these help with the understanding of the text and in making predictions.</p> <p><u>Discussion</u> Make contributions in whole class and group discussion.</p> <ul style="list-style-type: none"> • Volunteer to answer questions • Listen to others. <p><u>Retrieve</u> Collect information from fiction and non-fiction books by finding the relevant information and copying key words and/or phrases.</p> <p>Questions could include 'Is there a good/bad character? How can you tell?' 'Who is telling us the story?'</p>	<p>accuracy, fluency and decoding</p> <p>Last terms objectives as well as:</p> <p><u>Reading Comprehension- Explain</u> Listen to, discuss and recognise features of a wide range of traditional tales with alternative endings, informal letters, narrative poetry, stories from other cultures, explanations and additional lines poems.</p> <p>Significant children's poet: AA Milne</p> <p><u>Fluency</u> Continue to build up a repertoire of poems learnt by heart, appreciating these and with appropriate intonation to make the meaning clear.</p> <p>Poem types-see Genre Overview. Take part in Northside Poetry Recital-children to choose poems from a selection chosen by the teacher.</p>	<p><u>Interpret and Choice Background knowledge/Make connections</u> Make inferences on the basis of what is being said and done.</p> <p>Make predictions and ask questions/Think like a detective Predict what might happen to a character based on something that has happened to them before.</p> <p>Detect errors/ Make repair strategies Check that the text makes sense to them as they read and correcting inaccurate reading by:</p> <ul style="list-style-type: none"> • using phonetic knowledge as well as knowledge of new words <p>SATS Revision- Comprehension</p>	<p><u>Fluency</u> Read 210 words in three minutes.</p> <p>Re-read familiar books to build up their fluency and confidence in word reading starting to use expression.</p> <p>Continue to build up a repertoire of poems learnt by heart, appreciating these and with appropriate intonation to make the meaning clear.</p> <p>Listen to, discuss and recognise the features of modern fairy stories, newsletters, riddles, stories with issues, classical poetry</p> <p>Explain and discuss their understanding of modern fairy stories, newsletters and riddles books, poems and other material, both those that they listen to and those that they have read for themselves.</p> <p>Discuss the sequence of events in books and how items of information are related.</p>	<p>classic poetry, stories and non-fiction.</p> <p>Recognise simple recurring literary language in stories and poetry.</p> <p>Make predictions and ask questions/Think like a detective</p> <p>Predict what could happen and explain why this is likely.</p>
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		<p>Find actions that show how a character feels or to tell us what they are doing.</p> <p>Detect errors/ Make repair strategies Check that the text makes sense to them as they read and correcting inaccurate reading by:</p> <ul style="list-style-type: none">• using phonetic knowledge as well as knowledge of new words <p><u>Inference</u> Background knowledge/Make connections Draw on what they already know (using whole class Knowledge organiser display and vocabulary books) or on background information and vocabulary provided by the teacher to show they understand the story line and the feelings of some characters.</p> <p>Make predictions and ask questions/Think like a detective Predict what might happen to characters based on what has been read before.</p> <p>Identify important words/ Visualise where necessary</p>			<p>Discuss their favourite words and phrases.</p> <p>Background knowledge/Make connections</p> <p>SATS Revision-Comprehension</p>	
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<p>English Genres and Features of Writing- see Genre Overview</p>	<p><u>Stories with familiar settings</u> (recap on Year 1 objectives) Key features: main characters, setting, beginning, middle and end. Writing outcome: re-telling of story/parts of a story with familiar setting. Character role play and descriptions. <u>Simple ordered instructions for familiar process</u> Key features: title as a question 'How do you make a jam sandwich?' Numbered steps. Use of images. Writing outcome: written instructions for something they have had experience doing in class.</p> <p><u>Sound poems</u> Key features: Poems using onomatopoeia. . Writing outcome: Write individual sound poems (possible link to Fire of London topic- sizzle, spit)</p>	<p><u>Play Scripts with characters' names</u> Key features: Use characters' names followed by what they say. Writing outcome: Class playscript. <u>Recount of a local visit in first person</u> Key features: <i>Use first person to recount key events in chronological order.</i> Writing outcome: write a recount of a local visit to go in the school newsletter.</p> <p><u>Acrostics</u> Key features: <i>Use full sentences and adverbs.</i> Writing outcome: Write an acrostic poem based on topic.</p>	<p><u>Traditional Tales with alternative endings</u> Key features: <i>explore different endings and write an alternative ending to a story.</i> Writing outcome: Write an alternative ending to a traditional tale (innovation). <u>Letter to a friend (To named audience in school)</u> Key features: <i>use some features of standard English. Write school's address in the top right- hand corner.</i> Writing outcome: Write a letter to a friend to send. <u>Ballads</u> Key features: <i>dramatic event developing through poem to a dramatic end. Use rhyme.</i> Writing outcome: write a ballad based on topic e.g The Great Fire of London.</p>	<p><u>Stories from other cultures-TBC based on cohort.</u> Key features: <i>use descriptions of settings from a different culture-based on class text (TT).</i> Writing outcome: write own story from another culture (invention). <u>Flowcharts explaining known process</u> Key features: <i>use variety of flowchart templates to explain a process.</i> Writing outcome: Create a flowchart for the sequence of a process (cross-curricular link to foundation subjects). <u>Classical poetry</u> Performance poetry- small group performances. Key Objectives: Read accurately words of two or more syllables that contain the same graphemes as above. Expression, pace and volume. Continue to build up a repertoire of poems learnt by heart, appreciating these and with appropriate intonation to make the meaning clear. Poem types (inclusive of but not restricted to): Outcome: <i>Take part in Northside Poetry Recital-children</i></p>	<p><u>Modern fairy story</u> Key features: modern twist with powerful female figures (Use Forgotten Fairy Tales of Brave and Brilliant Girls). Writing outcome: write a modern fairy story with some dialogue. <u>Newsletter</u> Key features: tense Writing outcome: <u>Riddles</u> Key features: Grammar: use adverbs to describe verbs. Punctuation: Writing outcome:</p>	<p><u>Stories involving a journey</u> Key features: <i>multiple setting. Interesting mode of transport e.g. magic carpet.</i> Writing outcome: write a graphic novel involving a character on journey. <u>Personal experiences including extended family</u> Key features: <i>write about a family event. Include information gathered from research with family members.</i> Writing outcome: write an entry for a class memory book of family events. <u>Additional lines to verse/poem A.A Milne</u> Key features: <i>description of character. Use familiar rhyme and rhythm.</i> Writing outcome: write a new verse to add to an A.A. Milne poem.</p>
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				to choose poems from a selection chosen by the teacher		
Grammar	<p>Grammar: use 'and' to link two main ideas (co-ordinating conjunctions).</p> <p>Punctuation: use finger spaces, use full stops to end sentences and capital letters to begin sentences.</p> <p>Grammar: Use commands. Use adjectives.</p> <p>Punctuation: Use question marks and exclamation marks. Full stops and capital letters.</p> <p>Grammar: use noun phrases (using adjectives). Use past progressive tense e.g. Pigeons were flying through the hall.</p> <p>Punctuation: use apostrophes for contracted forms. Use exclamation marks</p> <p><i>(Including revision on Year 1 Grammar: nouns including proper nouns,, adjectives, verbs, punctuation)</i></p>	<p>Grammar: Use co-ordinating conjunctions (or, so & but) to link clauses. Use the simple present tense and present progressive tense.</p> <p>Punctuation: Use question marks. Use exclamation sentences. Use a colon after a name to introduce speech.</p> <p>Grammar: Use sentences with different forms (statements and questions)</p> <p>Punctuation: Use full stops and capital letters. Use question marks.</p>	<p>Grammar: use adjectives to describe nouns and adverbs to describe verbs. Use co-ordinating conjunctions.</p> <p>Punctuation: Use apostrophes for possession.</p> <p>Grammar: use subordinating conjunctions (if, that and because).</p> <p>Punctuation: Use question marks.</p> <p>Grammar: Use conjunctions for co-ordination and subordination. Use past tense including the progressive.</p> <p>Punctuation: use apostrophes for contracted form and possession.</p>	<p>Grammar: Use correct tense including the progressive form. Use adverbials for place.</p> <p>Punctuation: Use question and exclamation marks.</p> <p>Grammar: Use cause and effect conjunctions (so, but and or, when).</p> <p>Punctuation: use full stops and capital letters. Use apostrophes correctly.</p>	<p>Grammar: Use adverbials to suggest time. Use adverbs to describe verbs. Use co-ordinating and subordinating conjunctions.</p> <p>Punctuation: Begin to use inverted commas for speech. Refocus on capital letters and full stops.</p> <p>Grammar: use accurate tenses including the progressive. Use exclamations.</p> <p>Punctuation: exclamation marks.</p>	<p>Grammar and Punctuation: Class teachers to recap year 2 objectives and appropriate and plan to cover anything that has not yet been covered.</p>

<p>Writing</p>	<p>Write down ideas and/or key words, including new vocabulary. Encapsulate what they want to say, sentence by sentence. Compose a sentence to proof-read. Make simple additions, revisions and corrections to their own writing by: Evaluate their writing with the teacher and other pupils. Read aloud what they have written with appropriate intonation to make the meaning clear Reread to check it makes sense. Check verbs that indicate time are used correctly-including those on the continuous form. Add in end of sentence marks. Use word lists, vocabulary books and displays to check spellings. Use lower-case letters of the correct size relative to one another. Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left not joined. Use space between words that reflects the size of the letters. Use capital letters and digits of the correct size, orientation and show relationship to one another and to lower case letters</p>					
<p>Spellings</p>	<p><u>Revisit</u> Phase 5 GPCs as required by pupils</p> <p><u>Common exception words</u> /aɪ/ sound spelt 'i' in common exception words: find, kind, mind, behind, child (children), wild, climb- as well as others as needed by pupils.</p> <p><u>Homophones</u> Introduce Year 2 homophones when relevant. (eg: see/sea, be/bee blue/blew, bear/ bare, flour/flower, hear/here, whole/hole, one/won, sun/son, no/know, night/knight, to/too/two)</p>	<p><u>Phonics</u></p> <ul style="list-style-type: none"> • The sound /dʒ/ spelt '-ge' and '-dge' at the end of words, and sometimes spelt as 'g' elsewhere in words before 'e', 'i' and 'y'. • The /s/ sound spelt 'c' before 'e', 'i' and 'y' • The /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words 	<p><u>Revisit:</u> The /l/ or /əl/ sound spelt '-le' at the end of words Year 2 phonics The /aɪ/ sound spelt 'y' at the end of words The /i:/ sound spelt '-ey' The /r/ sound spelt '-wr' at the beginning of words</p> <p>The /b/ sound spelt 'a' after 'w' and 'qu' The sound /ʒ/ spelt 's' Common exception words Examples include: most, only, both, could, would, should, move, prove, improve -and others as needed by pupils</p> <p><u>Homophones and near homophones</u></p>	<p><u>Suffixes and prefixes</u> Adding endings '-ing-', '-ed', '-er', '-est', '-y' to words ending in 'e' with a consonant before it</p> <p>Adding '-ing-', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p>Adding '-es' to nouns and verbs ending in 'y'</p> <p>The suffixes '-ful', '-less' and '-ly'</p> <p>Words ending in '-tion'</p>	<p>The possessive apostrophe (singular nouns) <u>Year 2 phonics</u> The /l/ or /əl/ sound spelt '-el' at the end of words The /l/ or /əl/ sound spelt '-al' at the end of words The /l/ or /əl/ sound spelt '-il' at the end of words (unusual spelling) The /ɔ:/ sound spelt 'a' before 'l' and 'll' The /ɔ:/ sound spelt 'ar' after 'w' The /ʌ/ sound spelt 'o' The /ɜ:/ sound spelt 'or' after 'w'</p>	<p>Common exception words All Year 2 words not taught so far</p> <p><u>Homophones</u> Revision of all homophones taught so far</p> <p><u>Suffixes</u> Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y' The suffixes '-ment', '-ness',</p>

quite/quiet,
night/knight,
new/knew,
not/knot,
they're/there/their
and others as
relevant

			<p>quite/quiet, night/knight, new/knew, not/knot, they're/there/their and others as relevant</p>			
<p>Maths</p>	<p><u>Number: Place Value</u> Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward Order and compare numbers from 0 up to 100; Identify numbers using different representations Know that 3 numerals represent hundred numbers Recognise the place value of each digit in a two-digit number (tens, ones) <u>Number: Addition and Subtraction</u> Recall and use addition and subtraction facts to 20 fluently. Know that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</p>	<p><u>Number: Subtraction</u> Subtract 2 digit numbers from 2 digit numbers (using drawings) Recognise the inverse relationship between addition and subtraction Solve problems with addition and subtraction <u>Measurement: Money</u> recognise and use symbols for pounds (£) and pence (p) Combine amounts to make a particular value. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. <u>Number: Multiplication</u> Recall multiplication and division facts for the 2, 5 and 10 multiplication tables,</p>	<p><u>Number: Multiplication and Division</u> Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts <u>Length and Height</u> Solve problems with addition and subtraction: * using concrete objects (Numicon, Dienes) and pictorial representations, including those involving numbers, quantities and measures</p>	<p><u>Mass Capacity and Temperature</u> Solve problems with addition and subtraction: * using concrete objects (Numicon, Dienes) and pictorial representations, including those involving numbers, quantities and measures Compare and order lengths, mass, volume/capacity and record the results using >, < and = Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales,</p>	<p><u>Fractions</u> Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity Write simple fractions e.g. 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2. <u>Statistics</u> 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</p>	<p><u>Time</u> 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. <u>Position and Direction</u> 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)</p>

	Add numbers with up to 2 digits using the formal written method of column addition	including recognising odd and even numbers Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	Compare and order lengths, mass, volume/capacity and record the results using >, < and = Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels	thermometers and measuring vessels <u>Shape</u> Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]	comparing categorical data	
Science	<p><u>Animals including humans</u> Know that to survive, animals, including humans, need water, air, food and shelter.</p> <p>Knows which food groups common food belongs to; carbohydrates, fruit and vegetables, protein, fat and dairy. Healthy eating food plate</p> <p>Know that exercise is important to humans and can describe why Know about general hygiene and its importance and can state examples of hygienic practice.</p>	<p><u>Child- Led Investigation</u></p> <p>Work towards working scientifically objectives.</p> <p>Asking simple questions and recognising that they can be answered in different ways.</p> <p>Observing closely, using simple equipment.</p> <p>Performing simple tests.</p> <p>Identifying and classifying.</p> <p>Using their observations and ideas to suggest answers to questions.</p>	<p><u>Uses of Everyday Materials</u> Know and explain why some materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard are particularly suited to a specific purpose. Know how they are made and what they can be used for and why.</p>	<p><u>Animals including humans</u> Recognise that animals, including humans, have offspring which grow into adults and how they grow from a baby - toddler - child - teenager - adult. Other examples could include: Egg - caterpillar - pupa - butterfly (metamorphosis) Lamb - sheep Whale - calf - juvenile and adult Kangaroo - joey</p>	<p><u>Living Things and their Habitats</u> Know and explain the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats, including micro-habitats, provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Know about the savannah, polar</p>	<p><u>Plants</u> Know that plants may grow from either seeds or bulbs. Know that seeds and bulbs can germinate and grow into seedlings then continue to grow into mature plants. Know that plants need water, light and a suitable temperature to grow and stay healthy. Know that some plants are better suited to growing in full sun and some in partial shade. Know that mature plants may have flowers which then</p>

	Know how to brush your teeth, wash hands, wash your hair and have a bath. Know that you have to change your clothes.	Gathering and recording data to help in answering questions.			regions, woodlands and the ocean. Identify and name a variety of plants and animals in their habitats, including micro-habitats. Mini-beast hunt. Know 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. Know the food chain of a rabbit.	develop into seeds, berries and fruits etc Grow plants which require germination - broad beans – and mustard
Computing	<p>We are Researchers! The children research a topic – safely, effectively and efficiently – using a structured approach (mind mapping). They share their findings with others through a short multimedia presentation-PPT.</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns</p>	<p>We are game testers! The pupils will try to work out how some simple Scratch games work. They also look at free online or open source games and share their favourite games with the class</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet</p>	<p>We are detectives! The children are challenged to solve a mystery by reading, sending and replying to emails, and by listening to a witness statement. They use a fact file sheet to create a table and identify the culprit</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go</p>	<p>We are astronauts! Game/programming a sprite. (Link to Earth/geography)</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs</p> <p>The pupils will try to work out how some simple Scratch games work. They also look at free online or open source games and</p>	<p>We are zoologists! The children go on a bug hunt, recording and identifying the small animals they find. They then organise the data they have collected, record it using a graphing package, and interpret the graph to answer questions about the animals.</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully,</p>	<p>We are Photographers! The children review photos online, practise using a digital camera, take photos to fit a given theme, edit their photos, and then select their best images to include in a shared portfolio.</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or</p>

	about content or contact on the internet or other online technologies	or other online technologies.	for help and support when they have concerns about content or contact on the internet or other online technologies	share their favourite games with the class	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.	contact on the internet or other online technologies.
History	<p>The lives of Florence Nightingale and Mary Seacole significant individuals who contributed to national and international achievements.</p> <p>Know the effects of the Crimean War (when it started, who was involved and Florence's role in changing hospitals).</p> <p>Know that Mrs. Longworth's family financed Florence's trip to the Crimean War. Know how Florence and Mary changed hospitals (medicine, hygiene and equipment).</p> <p><u>Knowing and Understanding</u> Know historical events which occurred before they were born and its contribution to national/international achievements - Know historical people from the past and recognise the reasons for their actions <u>Enquiry</u></p>		<p>Great Fire of London</p> <p>Know that the GFL happened on 2nd Sept 1666.</p> <p>Know Samuel Pepys wrote the diary that informed others of the historical events. Know how, why and where it started. Know why it was able to spread so quickly. Link to current affairs where appropriate. Know how London changed (wider roads, houses further apart, fire services and materials used).</p> <p><u>Knowing and Understanding</u> Know historical events which occurred before they were born and its contribution to national/international achievements – Know historical people from the past and recognise the reasons for their actions <u>Enquiry</u></p>	<p>Significant historical events in our locality-</p> <p>Know that Northside was built in the Victorian times. Know the features of a Victorian school. Know how the building has changed. Know famous people who came to Northside</p> <p><u>Knowing and Understanding</u> Know historical events which occurred before they were born <u>Enquiry</u> Use a source - why, what, who, how, where questions and find answers. Observe and handle evidence (including pictures or photographs) and artefacts. <u>Interpretation</u> Describe some of the ways in which the past has been presented. <u>Organisation and Communication</u> Use more than one way to explain an</p>		

	<p>Use a source - why, what, who, how, where questions and find answers.</p> <p>Sequence a collection of artefacts.</p> <p>Observe and handle evidence (including pictures or photographs) and artefacts.</p> <p>Compare the work of significant individuals.</p> <p><u>Interpretation</u></p> <p>Compare two versions of a past event.</p> <p><u>Organisation and Communication</u></p> <p>Use more than one way to explain an event in the past e.g. orally, picture, writing, using ICT, drama, class display, annotated photographs.</p> <p>Recount main events (all topics).</p> <p>Explain concepts such as, monarchy, democracy, war and peace, nation and nation's history.</p>		<p>Ask and answer questions about the past, using stories and other sources and speaking and listening skills.</p> <p>Observe and handle evidence (including pictures or photographs) and artefacts.</p> <p><u>Interpretation</u></p> <p>Describe some of the ways in which the past has been presented.</p> <p><u>Organisation and Communication</u></p> <p>Use more than one way to explain an event in the past e.g. orally, picture, writing, using ICT, drama, class display, annotated photographs.</p> <p>Recount main events (all topics).</p> <p>Explain concepts such as civilisation, monarchy, parliament, democracy, war and peace, nation and nation's history.</p>	<p>event in the past e.g. orally, picture, writing, using ICT, drama, class display, annotated photographs.</p> <p>Recount main events (all topics).</p> <p>Explain concepts such as civilisation, monarchy, democracy, nation and nation's history.</p>		
<p>Geography</p>		<p><u>Locational Knowledge</u></p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas</p> <p>Use basic maps to identify and label the 4 countries, capital cities and surrounding</p>		<p><u>Fieldwork</u></p> <p>Know the geography of an area in Barnet and the key human and physical features of its immediate surrounding environment.</p> <p>Orienteering at Golders Hill Park.</p>	<p><u>Human and Physical Geogorphy</u></p> <p>Locate hot places in relation to the Equator.</p> <p>Identify physical features – , oceans, rivers mountain, vegetation, soil and valley</p>	<p><u>Human and Physical Geogorphy</u></p> <p>Use basic geographical vocab to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>

		<p>seas. Identify characteristics of the four countries.</p> <p>Express own views about a place, people and environment.</p> <p><u>Geographical Skills</u> Use simple atlases and globes to locate countries studied including the UK.</p> <p><u>Geographical Skills</u> Know and locate the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p><u>Place Knowledge</u> Understand the geographical similarities and differences through studying the human and physical geography of the local area and a contrasting non-European country.</p> <p>Know human and physical features in North Finchley. Including the High Rd.</p> <p>Know human and physical features of the Middle East and compare with local area.</p> <p>Answer geographical questions about the differing localities through observing and describing the similarities and differences using a range of simple resources.</p>		<p>Look at a simple map of the local area and identify the things they know and have seen. Observe and record the features around the school.</p> <p>Use a basic key on maps.</p> <p>Use a simple map of the local area and identify the places they know. Create own simple map with symbols.</p> <p><u>Geographical Skills</u> Study aerial photographs and plans of the local area and label with key features e.g: shops, park, roads</p> <p>Look at maps, plans, globes.</p> <p>Refer to street maps and follow simple routes using simple directions and 4 compass points.</p> <p><i>Link to Victorian Schools-Northside (History and Geography Link)</i></p>	<p>Identify the equator and locate the places on the Equator which are the hottest.</p> <p>Make predictions about where the hottest places in the world are.</p> <p>Express own views about a place, people and environment. Give detailed reasons to support own likes, dislikes and preferences.</p>	
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<p>Art</p>		<p>Drawing Identify and explain different types of marks drawn on an artist's piece of work. Know what texture is and how it looks like in a picture Explain how marks have created an effect or mood to an artist's painting. For example why have they used curved lines and not straight lines? Know when to use HB, 2B 4B pencils to add effect.</p>		<p>Textiles Know what weaving is Know what dyes are and why they are used. Key Vocabulary: Thread fabric weaving Wool cotton raffia paper Join attached mould clip</p>		<p>Print-Making Know that print-making involves production of multiple images Know what hard and soft materials are Know what positive and negative printing is Key Vocabulary: Print Paint Ink Press Rubbings Pattern Texture</p>
<p>D&T</p>	<p><u>Preparing Fruit & Vegetables:</u> Know what a knife, greater and peeler is. Know what the five different food groups are Make a fruit kebab.</p> <p>Key Vocabulary: Fruit, vegetables, soft, juicy, crunchy, sticky, smooth, sharp, crisp, sour hard, flesh, skin, seed pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, tasting, arranging</p>		<p><u>Wheels and axles</u> Know that objects on wheels can be moved by pulling or pushing. Know the names of some materials. Make a vehicle (fire engine). Make a vehicle with free running wheels</p> <p>Key Vocabulary: Axle, fixed, free, design, make, cutting, joining, hacksaw, vice, dowel, body, cab, shapin</p>		<p>Textiles Know how to use a template. Know how to work safely. Know some names of basic fabric. Make a hand puppet (an animal).</p> <p>Key Vocabulary: Template, quality, suitable, features, dye, overstitch, design, fray, mock-up, seam</p>	

Music	BEAT Infant Music Festival	BEAT Infant Music Festival	Mini beast music notation,	'Hands, Feet, Heart'	Samba	'Friendship Song'
	<p>Listen to different styles of music including Classical. Describe how music makes them feel, responding to the mood of the song and changes in sound.</p> <p>Learn vocal warm ups to get a good quality sound.</p> <p>Learn to sing Hello Goodbye (Beatles) and a variety of other themed songs. Pitch copy back more accurately</p> <p>Follow signals from a leader, sing in unison, in rounds, create actions, learn BSL actions. Understand how to sing with good diction.</p> <p>Compose lyrics, explore loud and quiet dynamics and high and low pitch. Copy and create own simple rhythms more confidently, with support if necessary.</p> <p>Join in and stop as appropriate, more confidently.</p>	<p>Hello Goodbye, Blame it on the Opposite, The Opposite Song, Breakfast Calypso. Use voice expressively and creatively. Learn vocal warm ups to get a good quality sound. Perform together as a group. Follow a wider range of musical instructions.</p> <p>Follow signals from a leader, sing in unison, in rounds, use BSL actions. Think about others while performing.</p> <p>Compose lyrics, explore loud and quiet dynamics and high and low pitch. Embed understanding of pulse, rhythm and pitch. Create simple musical sounds and rhythmic patterns</p> <p>Learn songs for the Christmas Production Sing with a good sense of the pulse internally and try to sing together and in time with the group.</p> <p>Think about others while performing.</p>	<p>Use mini beasts to learn note durations Start to learn note timings using mini beasts – worm, spider, caterpillar and snail. Find the pulse (with support if needed).</p> <p>Copy back and create their own rhythms Play rhythmical patterns in a group, keeping a steady pulse. Join in and stop as appropriate, more confidently.</p> <p>Write own rhythms using the mini beast notation Create simple musical sounds and rhythmic patterns.</p> <p>Working on using musical notation Begin to identify a link between shape and pitch using graphic notations.</p> <p>Listen to high quality classical music. Listen to different styles of music including Classical.</p>	<p>Learn to sing a South African style song, Use voice expressively and creatively. Understand how to sing with good diction.</p> <p>Listen to a range of South African songs; discuss instruments, rhythm, tempo and song structure. Listen to different styles of music including African, Begin to recognise song structure and different instruments. Describe how music makes them feel, responding to the mood of the song and changes in sound.</p> <p>Find the pulse, copy and clap back rhythms and make up their own rhythms. Pitch copy back more accurately Copy and create own simple rhythms more confidently, with support if necessary.</p> <p>Copy notes on the xylophone accurately and in time. Play instruments musically.</p>	<p>pulse and rhythm games Play rhythmical patterns in a group, keeping a steady pulse. Listen to samba music, learn about samba instruments Learn body percussion rhythms. Listen to different styles of music including Samba, Embed understanding of pulse, rhythm and pitch.</p> <p>Collaboratively create a percussion piece using percussion instruments in unison and in two parts. Play rhythmical patterns in a group, keeping a steady pulse. Know that composition is creating simple rhythms and melodies, that are recorded. Learn to play an instrument correctly.</p> <p>Perform at the Northside Music Concert Perform with confidence, movement and expression.</p>	<p>Listen to a range of songs about friendship; discuss instruments, rhythm, tempo and song structure. Begin to understand how musical elements create different moods, including structure.</p> <p>Learn to sing the song with expression. Warm up their voice and establish a good singing position.</p> <p>Sing with a good sense of the pulse internally and try to sing together and in time with the group.</p> <p>Find pulse, copy pitch and clapping rhythms and make up their own rhythms. Embed understanding of pulse, rhythm and pitch. Perform improvised rhythms and melodies with confidence.</p> <p>Copy notes on the xylophone accurately and in time. Start to understand how to set up classroom instruments Learn to play an instrument correctly.</p>

<p>PE Games</p>	<p>Know that you can combine different movements.</p> <p>Know that there are team games.</p> <p>Understand the importance of working as a team in games.</p> <p>Develop and understand spatial awareness.</p> <p>Enjoy physical activity.</p> <p>Roll a ball towards a partner with some accuracy.</p> <p>Throw (using a chest pass) to a partner with some accuracy.</p> <p>Use a variety of different size balls to see and discuss the similarities and differences when using them.</p> <p>Develop bouncing a ball.</p>	<p>Know that you can combine different movements.</p> <p>Know that there are team games.</p> <p>Understand the importance of working as a team in games.</p> <p>Develop and understand spatial awareness.</p> <p>Enjoy physical activity.</p> <p>Roll a ball towards a partner with some accuracy.</p> <p>Throw (using a chest pass) to a partner with some accuracy.</p> <p>Use a variety of different size balls to see and discuss the similarities and differences when using them.</p> <p>Develop bouncing a ball.</p>	<p>Know that you can combine different movements.</p> <p>Know that there are team games.</p> <p>Understand the importance of working as a team in games.</p> <p>Develop and understand spatial awareness.</p> <p>Enjoy physical activity.</p> <p>Roll a ball towards a partner with some accuracy.</p> <p>Throw (using a chest pass) to a partner with some accuracy.</p> <p>Use a variety of different size balls to see and discuss the similarities and differences when using them.</p> <p>Develop bouncing a ball.</p>	<p>Know that you can combine different movements.</p> <p>Know that there are team games.</p> <p>Understand the importance of working as a team in games.</p> <p>Develop and understand spatial awareness.</p> <p>Enjoy physical activity.</p> <p>Roll a ball towards a partner with some accuracy.</p> <p>Throw (using a chest pass) to a partner with some accuracy.</p> <p>Use a variety of different size balls to see and discuss the similarities and differences when using them.</p> <p>Develop bouncing a ball.</p>	<p>Athletics</p> <p>Know how to run in races using teamwork.</p> <p>Develop a standing long jump technique.</p> <p>Develop a javelin, hammer and discus throw.</p> <p>Know how to use equipment safely.</p>	<p>Understand how to return a ball using a racket/bat with increasing accuracy.</p> <p>Know to move towards the direction of a bouncing ball.</p> <p>Expand on points system combined with working as a team.</p> <p>Invade spaces for a purpose.</p> <p>Continue to explore how to use balls in sport.</p> <p>Show some control when rolling an object (using underarm technique)</p> <p>Develop spatial awareness.</p>
<p>Gymnastics</p>	<p></p>	<p>Perform a variety of basic gymnastics actions showing control.</p> <p>Use correct jumping techniques.</p> <p>Create and perform a simple sequence.</p>	<p></p>	<p>Perform a variety of basic gymnastics actions showing control.</p> <p>Use correct jumping techniques.</p> <p>Create and perform a simple sequence.</p>	<p></p>	<p>Perform a variety of basic gymnastics actions showing control.</p> <p>Use correct jumping techniques.</p> <p>Create and perform a simple sequence.</p>

		Use core strength when balancing. Carry basic equipment safely and confidently.		Use core strength when balancing. Carry basic equipment safely and confidently.		Use core strength when balancing. Carry basic equipment safely and confidently.
Dance	<p>Link stillness and movement with relation to the music. Begin to use basic expression in their movements.</p> <p>Develop confidence in how movements and actions are performed.</p> <p>Copy and repeat a series of movements.</p>		<p>Link stillness and movement with relation to the music. Begin to use basic expression in their movements.</p> <p>Develop confidence in how movements and actions are performed.</p> <p>Copy and repeat a series of movements.</p>		<p>Link stillness and movement with relation to the music. Begin to use basic expression in their movements.</p> <p>Develop confidence in how movements and actions are performed.</p> <p>Copy and repeat a series of movements.</p>	
R.E	<p><u>Leaders and Teachers</u> SIKHISM AND HINDUISM</p> <p>Know who is special to them and to others.</p> <p>Explore the point of view of people who belong to a religious group.</p> <p>Learn about key people who are important because of their influence in the founding and development of different faiths.</p>	<p><u>Celebrations</u> BUDDHISM AND HINDUISM Diwali (and Buddha Day)</p> <p>Hear stories and learn about special occasions which are celebrated. Know that religious believers celebrate important occasions with rituals and festivals.</p> <p><i>(Including stories from Christianity- The First Christmas- KS1 Production</i></p>	<p><u>Stories and Special Books</u> CHRISTIANITY</p> <p>Understand why books are special to pupils and others.</p> <p>Hear and/or read a variety of religious stories about people, their words, beliefs and practices and realise why these are important.</p> <p>Understand why these writings are important and special to the various religious communities.</p> <p>Understand that there are similarities and differences both</p>	<p>BUDDHISM AND CHRISTIANITY <i>Including Buddha Day Celebration</i></p> <p>Understand that we all have beliefs about the world and these inform how we think we should behave.</p> <p>Know that religious people have beliefs on many issues and these affect the choices they make.</p> <p>Identify issues facing the local environment and understand the importance of caring for the world.</p>	<p><u>Special Places</u> ISLAM</p> <p>Understand that we all have our own special places.</p> <p>Understand that religious people have special places in the home and in the community where they worship.</p>	<p><u>Symbols</u> JUDAISM AND ISLAM</p> <p>Understand why signs and words are special.</p> <p>Identify the symbols that religions use.</p> <p>Understand the use of symbols in stories.</p>

			within and between religions on how the sacred texts are used to inform beliefs.			
RSHE	<p><i>Relationships Respecting Ourselves and Others</i></p> <p>Understand the terms differences and similarities.</p> <ul style="list-style-type: none"> - Identify similarities and things we have in common with our friends, classmates, and other people -Recognise how to play and work cooperatively in different groups and situations -Share ideas and listen to others, take part in discussions, and give reasons for views <p><i>Families and Relationships</i></p> <p>Recognise how to be a good friend</p> <ul style="list-style-type: none"> - Identify strategies for positive play with friends <p><u>SEND</u></p> <p>Identify simple differences and similarities between people.</p> <p>Demonstrate ways of playing and working cooperatively.</p> <p>Demonstrate good listening and describe how to listen to other people.</p>	<p><i>Relationships Families and Friendships</i></p> <ul style="list-style-type: none"> - Understand what causes arguments between friends and how to positively resolve them -Recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else <p><i>Safe Relationships</i></p> <p>Recognise the difference between happy surprises and secrets</p> <ul style="list-style-type: none"> - Identify ways to resist pressure to do something that feels uncomfortable or unsafe - Recognise hurtful behaviour, including online - Identify how to ask for help if they feel unsafe or worried and what vocabulary to use - Recognise what bullying is and different types -Recognise how someone may feel if they are being bullied <p><u>SEND</u></p> <p>Demonstrate some ways of 'making up' after a falling out.</p>	<p>Media and Digital Literacy</p> <p>Living a Wider World MLDR</p> <ul style="list-style-type: none"> - Recognise the purpose and value of the internet in everyday life - Recognise ways in which people can access the internet - Recognise that some content on the internet is factual and some is for entertainment - Understand that information online might not always be true <p><u>SEND</u></p> <p>Identify how people might use technology to communicate with others (phones, computer, apps, zoom, skype)</p> <ul style="list-style-type: none"> -Describe things we do in the groups we belong to. -Identify specific things we take part in as a member of these groups. 	<p><i>Belonging to a community</i></p> <ul style="list-style-type: none"> - Recognise being a part of different groups, and the role they play in these groups - Understand their rights and responsibilities that they have in school and the wider community - Identify how a community can help people from different groups to feel included -Recognise that they are all equal, and ways in which they are the same and different- Epilepsy <p><i>Money and Work</i></p> <ul style="list-style-type: none"> - Recognise the difference between needs and wants -Identify what money is and its different forms and ways of paying for things -Understand how we receive, save and make choices on how to spend our money <p><u>SEND</u></p> <ul style="list-style-type: none"> -Identify what is meant by a 'need' and a 'want' -Recognise some different ways to pay 	<p><i>Keeping Safe</i></p> <p>Identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger; including online</p> <ul style="list-style-type: none"> -Understand how to keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products -Recognise things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel -Recognise whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 what to say <p>These sessions will be a recap as this will have been discussed in previous terms through topic, history, maths and science.</p> <p><u>SEND</u></p>	<p>Physical Health and Mental Wellbeing (taught throughout the year)</p> <ul style="list-style-type: none"> -Recognise medicines, including immunisations can help people stay healthy and manage allergies -Identify the importance rest, sleep and routines of brushing teeth and visiting the dentist. -Manage feelings associated with change and loss and who to ask for help -Identify ways to feel good, calm or change their mood <p>Growing and Changing</p> <ul style="list-style-type: none"> -Understand the human life cycle and how people grow from young to old -Name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) -Prepare to move to a new class and setting goals for next year, including new opportunities and responsibilities <p><u>SEND</u></p>

	<p>Describe times when we take turns in school.</p> <p>Describe ways in which friends, classmates, family members may disagree and 'fall out'.</p>	<p>Demonstrate positive ways we could let others know how we are feeling</p> <p>Explain that if people we like do unkind things to us or our friends we do not have to tolerate it.</p> <ul style="list-style-type: none"> -Identify and recognise some personal belongings. -Recognise the difference between something that is private and something that is public. -Explain that we have a right to keep our bodies private. 		<p>for things (e.g. coins, notes, bankcards, online, phone payment).</p> <ul style="list-style-type: none"> -Identify where we may get money from and for what reasons (e.g. presents from relatives or pocket money from a family member). 	<ul style="list-style-type: none"> -Explain that when we are hurt or unwell we may have to go to bed, see a nurse or doctor, or go to the hospital. -Recognise that we may be given medicines to help us get better -Describe that sometimes we may be given an injection by a doctor or nurse to help to prevent us from catching a disease (immunisation). -Identify the difference between things that go on our body (creams, lotions) and things that go in our bodies (injections, tablets, liquid medicine). -Recognise when a situation is an emergency and explain or demonstrate how to get help, including how to call 999. 	<ul style="list-style-type: none"> -Identify some simple self-care techniques (e.g. brushing teeth, washing hands, getting dressed etc.). -Recognise how we feel if we have not had enough sleep <p>Identify things that make us feel happy, make us cry/feel sad, upset, angry, worried, anxious or frightened.</p> <ul style="list-style-type: none"> -Identify some different ways of communicating feelings and needs to others. -Identify stages of the human life cycle. -Recognise correct vocabulary to name male and female reproductive organs. -Identify some of the ways trusted adults/family members may physically touch us as part of our daily care, during play or to show affection
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