

Year 2 Curriculum Map 2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	<b>Reach for the Stars</b>	<b>Ashes to Ashes</b>	<b>Poles Apart</b>	<b>Zootopia</b>	<b>Seaside</b>	<b>Come Fly with me</b>
<b>Reading Focus texts</b>	<b>Man on the Moon</b>	<b>The Baker's Boy and the Great Fire of London</b>	<b>The Penguin who wanted to find out</b>	<b>The Hodgeheg</b>	<b>Sam Wu is not afraid of Sharks</b>	<b>George's Marvellous Medicine</b>
<b>Secondary Texts</b>	<b>Back to Earth with a Bump</b>  <b>The Marvellous Moon Map- Twinkl 60sec read</b>  <b>Neil Armstrong Reading comprehension</b>	<b>Out of the Ashes</b>  <b>The Diary of Samuel Pepys Reading comprehension</b>	<b>Amazing Antarctica Reading comprehension</b>  <b>The Runaway Iceberg E Book</b>	<b>Ronald the Rhino-Twinkl E Book</b>  <b>How to be a Lion-Twinkl 60sec read</b>  <b>All about Leopards Reading comprehension</b>	<b>Pirates</b>  <b>End Plastic Pollution Reading comprehension</b>	<b>A Tale of Two Feathers</b>
<b>Book Narrative</b>	This book enhances the children's imagination about space. It is a day in the life of a man called Bob who works on the moon. It is told in a fun, comical way and is enhanced by lovely, colourful illustrations. It ends	This is a story book gives historical insight into the Great Fire of London. It's a tale told from a child's perspective Will, so is in child friendly language. It's an exciting story as Will and his family have to escape from the	This is a lovely chapter book written by Jill Tomlinson and is one of many written in her descriptive style. The illustrations are beautiful and almost like photos. It's a wonderful book that shows the	The Hodgeheg is written by a well-known author-Dick King Smith. It's a lovely chapter book with great descriptions and vocabulary. It's a story that the children will love because which child	Sam Wu is not afraid of sharks is a wonderful book with lots of description and language to increase the children vocabulary and imagination. It shows the challenges that children go through	Roald Dahl is a National Treasure and children will love to explore the rich language of his classic book. It is a book full of mischief and fun and what child doesn't want to get involved in that? Don't worry, we do mention the

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	<p>on a question, leaving the children pondering about if there are aliens or not. It's a great book that children can relate to but also makes them think and question ideas and concepts.</p>	<p>fire. It's a great book for reading independently or for us of guided reading.</p>	<p>challenges that Penguins experience but in a sensitive way.</p>	<p>doesn't love hedgehogs?</p>	<p>when they are worried and how to use great team work to solve problems.</p>	<p>disclaimer at the beginning- don't try this at home!</p>
<p><b>Phonics</b></p>	<p><b>Review &amp; secure Phase 2/3 &amp; Phase 4/5 for particular children – Rapid phonics interventions</b></p> <p><b>Review &amp; secure Phase 5/6 for secure children (bug club)</b></p> <p><b>Secure Phase 6 (bug club)</b>            Suffix ending ing            Suffix ending ed            Suffix ending split digraph silent e and ing and ed            Suffix ending s            Suffix ending es, ss, x            Language session            Prefix re, un            Prefix, root, suffix</p>	<p><b>Review &amp; secure Phase 3/4 &amp; Phase 5 for particular children – Rapid phonics interventions</b></p> <p><b>Possible start in Autumn 2</b>            Begin: Spelling Rules            Spelling Shed            No-nonsense Spelling</p>	<p><b>Secure all phases</b>  <b>Rapid phonics interventions for particular children</b></p> <p><b>Continue with:</b>            Spelling Rules            Spelling Shed            No-nonsense Spelling  <b>For secure children</b></p> <p><b>Prepare children for Phonics Screening</b></p>			

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	<p>Language sessions: clearing, gleaming, rained, mailed, men, mice, feet, teeth, sheep, vowel, consonant, prefix, suffix &amp; syllable Secure phase 5</p> <p>Phase 6 – review and apply</p>					
<p><b>Spelling</b></p>			<p>The sounds /n/ spelt 'kn' and less often 'gn' at the beginning of words.</p> <p>The sounds /r/ spelt 'wr' at the beginning of words</p> <p>The sound /s/ spelt 'c' before e, i and y</p> <p>The sound /j/ spelt with '-dge' and '-ge' at the end of words</p> <p>The sound /j/ often spelt with g before e, i and y.</p>	<p>The sound /l/ spelt with '-le' at the end of words</p> <p>The sound /l/ spelt with '-el' at the end of words</p> <p>The sound /l/ spelt with '-il' and '-al' at the end of words</p> <p>The sound /igh/ spelt with '-y' at the end of words</p> <p>Adding -ies to nouns and verbs ending in -y</p> <p>Common Exception Words</p>	<p>Adding -ed, -er and -est to a word ending in -y with a consonant before it</p> <p>Adding -ing to a word ending in -y with a consonant before it</p> <p>Adding -ing, -ed, -er, -est and -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 after a single vowel</p>	<p>The sound /u/ spelt with 'o'</p> <p>The sound /ee/ spelt with '-ey'</p> <p>The /o/ sound spelt with 'a' after w and qu</p> <p>The stressed /er/ spelt with 'or' after w and the sound / or/ spelt 'ar' after w</p> <p>The sound /zh/ spelt 's'</p> <p>Common Exception Words</p>

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			The sound /j/ always spelt with 'j' before a, o and u  Common Exception Words		The sound /or/ spelt 'a' before l or ll  Common Exception Words	
<b>Maths</b> White rose	Place Value  Addition and Subtraction	Addition and Subtraction  Shape	Money  Multiplication and division	Length and height  Mass, capacity and temperature	Fractions  Time	Statistics  Position and direction
<b>English</b>  <b>Explanation</b>  <b>Setting description</b>  <b>Narrative</b>  <b>Letter</b>  <b>Instructions</b>  <b>Character description</b>  <b>Information Recount</b>	<b>Recount</b> Moon Landing - Jonathan Bond-How to write a recount  <b>Character description</b> Bob and aliens  <b>Information text</b> Aliens  <b>Narrative</b> Space Story - Jonathan Bond- How to use different sentences in my stories	<b>Setting description</b> Great Fire of London - Jonathan Bond- How to write a fear story  <b>Letter/Diary</b> Diary entry of the Great Fire Jonathan Bond- How to write a diary  <b>Explanation</b> Dangers	<b>Setting description</b> North Pole  <b>Information</b> Non-chronological reports – Penguins.  <b>Persuasive Letter</b> Journey to the South Pole (Scott)  Jonathan Bond- How to write a poem  Jonathan Bond- How to write shape poems	<b>Narrative</b> Stories with familiar setting. Jonathan Bond- How to write a diary/story  <b>Instructions</b> Crossing the road Jonathan Bond- How to write an instruction booklet  <b>Explanation</b> Non-chronological reports – Hedgehogs.	<b>Instructions</b> Instructions for how to build a sandcastle.  <b>Recount</b> Jonathan Bond- How to write a recount- After beach trip  <b>Letter</b> Persuade someone why we should visit the seaside Jonathan Bond-	<b>Character description</b> Description of Granny  <b>Instructions</b> Instructions for making the medicine  <b>Narrative</b> Story Jonathan Bond - How to write nonsense poetry  Jonathan Bond- How to write a playscript

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					How to persuade a reader  <u>Information</u> NCR- fact file- Grace Darling Jonathan Bond- How to write a non-chronological report	
<b>Scientist</b>	Dian Fossey	Chris Packham		Alan Titchmarsh	Thomas Edison	
<b>Science</b>	<p><u>Animals inc</u> <u>Humans</u></p> <p>Tell you what happens to animals over time.</p> <p>Tell you the names of different animals' young.</p> <p>Tell you what animals and humans need to survive.</p>	<p><u>Living things and their habitats</u></p> <p>Tell you the differences between something that is living, things that are no longer alive and things that have never been alive.</p> <p>Tell you how different habitats provide for different animals and plants.</p> <p>Tell you how different animals and plants depend on each other.</p> <p>Tell you about micro-habitats.</p>		<p><u>Plants</u></p> <p>Tell you how seeds and bulbs grow into plants.</p> <p>Tell you why plants need water, light and heat to grow and stay healthy.</p> <p>Ask you questions and understand that they can be answered in different ways.</p> <p>Perform experiments.</p>	<p><u>Everyday Materials</u></p> <p>Tell you what different materials are used for.</p> <p>Tell you why some objects cannot be made from other materials.</p> <p>Tell you how I can change the shape of solid objects.</p> <p>Uses of materials</p> <p>Ask you questions and understand that they can be answered in different ways.</p> <p>Perform experiments.</p> <p>Group things together by their features.</p>	

	<p>Tell you why exercise is important.</p> <p>Tell you why a healthy diet is important.</p> <p>Tell you why it is important to make sure you are clean.</p> <p>Ask you questions and understand that they can be answered in different ways.</p> <p>Perform experiments.</p> <p>Group things together by their features.</p> <p>Suggest the answer to a question by making observations.</p>	<p>Tell you about different plants in their habitats.</p> <p>Tell you about different animals in their habitats.</p> <p>Tell you how a food chain works.</p> <p>Name different food sources of different animals.</p> <p>Ask you questions and understand that they can be answered in different ways.</p> <p>Perform experiments.</p> <p>Group things together by their features.</p> <p>Suggest the answer to a question by making observations.</p> <p>Collect my results and write them down to help me answer questions.</p> <p>Use a microscope/magnifying glass.</p> <p><b>Alive, dead, not living, food chain, habitat, microhabitat, respiration, growth, diet, energy, movement, senses.</b></p>	<p>Suggest the answer to a question by making observations.</p> <p>Collect my results and write them down to help me answer questions.</p> <p>Use a microscope/magnifying glass.</p> <p><b>Germination, seed, shoot, root, seed dispersal, leaf, stem flower, soil, water, sunlight, temperature, nutrients</b></p>	<p>Suggest the answer to a question by making observations.</p> <p>Collect my results and write them down to help me answer questions.</p> <p><b>Properties, solid, liquid, flexible, rigid, soft, hard, rough, water resistant, water absorbent, transparent, opaque, translucent, heavy, light.</b></p>
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	<p>Collect my results and write them down to help me answer questions.</p> <p>Life cycle, herbivore, carnivore, omnivore, diet, growth, food chain, predator, prey, hygiene, energy, exercise.</p>					
<p><b>Computing</b></p>	<p>Computer art (Using Technology)</p> <p>National curriculum objectives:</p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Using the 2 paint tool on purple mash</p>	<p>Word processing (Using Technology)</p> <p>National curriculum objectives:</p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Using the internet (E-safety and the internet)</p> <p>National curriculum objectives:</p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Online safety and search engines (E-safety and the internet)</p> <p>National curriculum objectives:</p> <p>use technology safely and respectfully, keeping personal information private; identify where to go for help and support</p>	<p>Coding Code.org course B National curriculum objectives:</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</p>	<p>Coding Code.org course B National curriculum objectives:</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</p>

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	<p>to create Pointillist art</p> <p>Using the 2 paint tool on purple mash to create surrealism art</p> <p>Type using Microsoft word at speed</p> <p>Add pictures to a word document</p> <p>Create a poster using Microsoft word</p> <p><u>National curriculum objectives</u></p>	<p>Using the 2 paint tool on purple mash to create Pointillist art</p> <p>Using the 2 paint tool on purple mash to create surrealism art</p> <p>Type using Microsoft word at speed</p> <p>Add pictures to a word document</p> <p>Create a poster using Microsoft word</p>	<p>Understand what a digital footprint is</p> <p>Know how to use a search engine safely</p> <p>Understand how information is shared or stored on the internet</p> <p><u>National curriculum objectives</u></p> <p>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have</p>	<p>when they have concerns about content or contact on the internet or other online technologies</p> <p>Understand what a digital footprint is</p> <p>Know how to use a search engine safely</p> <p>Understand how information is shared or stored on the internet</p> <p><u>National curriculum objectives</u></p>	<p>create and debug simple programs</p> <p>use logical reasoning to predict the behaviour of simple programs</p> <p>Start to identify and locate bugs independently in a set of code</p> <p>I can use more than one loop in my coding</p> <p>Convert long sequences of information into appropriate loops</p>	<p>create and debug simple programs</p> <p>use logical reasoning to predict the behaviour of simple programs</p> <p>Start to identify and locate bugs independently in a set of code</p> <p>I can use more than one loop in my coding</p> <p>Convert long sequences of information into appropriate loops</p>
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	<p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Vocabulary:</p> <p>Paint effects</p> <p>Templates</p> <p>Animation</p> <p>Documents</p> <p>Index finger typing</p> <p>Enter/return</p> <p>Caps lock</p> <p>Backspace</p> <p>Capturing moments</p> <p>Magnified images</p> <p>Questions</p>	<p><u>National curriculum objectives</u></p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Vocabulary:</p> <p>Paint effects</p> <p>Templates</p> <p>Animation</p> <p>Documents</p> <p>Index finger typing</p> <p>Enter/return</p> <p>Caps lock</p> <p>Backspace</p> <p>Capturing moments</p> <p>Magnified images</p> <p>Questions</p>	<p>concerns about content or contact on the internet or other online technologies</p>	<p>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p>	<p>Start to identify actions that relate to input events</p> <p><u>National curriculum objectives</u></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</p> <p>create and debug simple programs</p> <p>use logical reasoning to predict</p>	<p>Start to identify actions that relate to input events</p> <p><u>National curriculum objectives</u></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</p> <p>create and debug simple programs</p> <p>use logical reasoning to predict</p>
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	Data collection Graphs Charts Save Retrieve	Data collection Graphs Charts Save Retrieve			the behaviour of simple programs Vocabulary: Forward Backward Right-angle turn Algorithm Sequence Debug Predict	the behaviour of simple programs Vocabulary: Forward Backward Right-angle turn Algorithm Sequence Debug Predict
<b>Geography</b>	<b>History focus this half term</b>	<b>History focus this half term</b>	<b>Poles Apart</b> Discuss how to best formulate meaningful geographical enquiry questions and investigate possible answers  <b>Vocab</b> <i>Capital city Country Continent Sea Ocean Similarity</i>	<b>Zootopia</b> Discuss how to best formulate meaningful geographical enquiry questions and investigate possible answers-  <b>Vocab</b> <i>Equator North Pole South Pole Weather Rainfall Sun</i>	<b>Seaside</b> Discuss how to best formulate meaningful geographical enquiry questions and investigate possible answers-  <b>Vocab</b> <i>Physical features human features beach Cliff Coast Forest</i>	<b>History focus this half term</b>

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			<p><i>Difference</i></p> <p><i>Why does the weather change?</i></p> <p><i>Why is it hotter near the equator?</i></p> <p><i>What are the 4 seasons?</i></p> <p><i>How does the weather in the UK compare to the weather in nearby countries?</i></p> <p><i>Make simple observations of weather patterns the UK and compare to other places visited</i></p> <p><i>Use the 4 main points of a compass and use simple compass directions.</i></p> <p><i>Explain how weather changes with each season</i></p>	<p><i>Climate</i></p> <p><i>Hot</i></p> <p><i>Cold</i></p> <p><i>Humid</i></p> <p><i>Compass</i></p> <p><i>North</i></p> <p><i>South</i></p> <p><i>East</i></p> <p><i>West</i></p> <p><i>Similarity</i></p> <p><i>Difference</i></p> <p><i>Map</i></p> <p><i>Globe</i></p> <p><i>Continents</i></p> <p><i>Ocean</i></p> <p><i>Countries</i></p> <p><i>Seas</i></p> <p><i>Atlas</i></p> <p><i>Why do animals live in different climates?</i></p> <p><i>What are the 4 main coordinates?</i></p> <p><i>Which way is left?</i></p> <p><i>Which way is right?</i></p>	<p><i>Hill</i></p> <p><i>Mountain</i></p> <p><i>Sea</i></p> <p><i>Ocean</i></p> <p><i>River</i></p> <p><i>Soil</i></p> <p><i>Valley</i></p> <p><i>Vegetation</i></p> <p><i>Season</i></p> <p><i>Weather</i></p> <p><i>City</i></p> <p><i>Town</i></p> <p><i>Village</i></p> <p><i>Factory</i></p> <p><i>Farm</i></p> <p><i>House</i></p> <p><i>Office</i></p> <p><i>Port</i></p> <p><i>Harbour</i></p> <p><i>Shop</i></p> <p><i>Name some of the features of a seaside.</i></p> <p><i>What is the difference between human and physical geography?</i></p> <p><i>What are coasts?</i></p>	
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			<p>Discuss what physical and human geography is</p> <p>Understand the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Identify the equator, North and South poles on a globe and/ or world map. Begin to discuss the hemispheres</p> <p>Recap: Identify the 7 continents</p>	<p>Where is the equator?</p> <p>What are the 7 continents?</p> <p>What are the 5 oceans?</p> <p>Discuss what physical and human geography is</p> <p>Compare the UK to another country</p> <p>Understand geographical similarities and differences through the study of places linked to topic (Zootopia/poles apart) areas, i.e. Sydney, Australia and Asian countries such as India and Nepal</p> <p>Discuss countries that pupils have connections with (heritage or visited)</p>	<p>What causes the coastline to change shape?</p> <p>Discuss what physical and human geography is</p> <p>Recognise keys and symbols - differentiating countries and capital cities</p> <p>Use the 4 main points of a compass and use simple compass directions.</p> <p>Use and follow directional language (left, right, forwards, backwards)</p> <p>Understand the physical features of the sea side: cliff, coast, mountain, beach</p> <p>Discuss the UK and the surrounding</p>	
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				<p>and describe a place outside Europe using geographical terms</p> <p>Name, locate and identify characteristics of the four countries and cities of the UK.</p> <p>Use world maps, atlases and globes to identify the UK and its countries and identify the 5 oceans.</p>	<p>areas/weather changes</p> <p>Use world maps, atlases and globes to identify the UK and its countries and identify the 5 oceans.</p>	
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<p><b>History Vocabulary</b></p> <p>When I was younger past/Present chronological order earlier Later local area When my grandparents were young Research timeline historical event artefact similarities differences</p> <p>Monarch King queen Royalty</p>	<p><b>How was school different in the past?</b> Understanding that although schools have been in the local area for a long time, they have not always been the same; identifying historical similarities and differences; using a range of sources to recognise continuity between children's lives past and present</p> <p><b>Lesson 1</b> Were schools different in the past?</p> <p><b>Lesson 2</b> How have schools changed within living memory?</p> <p><b>Lesson 3</b> How were schools</p>	<p><b>How did we learn to fly?</b> Developing their knowledge of events beyond living memory and reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight</p> <p><b>Lesson 1</b> Who were the Wright brothers?</p> <p><b>Lesson 2</b> When was the first flight?</p> <p><b>Lesson 3</b></p>				<p><b>What is a monarch?</b> Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time.</p> <p><b>Lesson 1</b> What is a monarch?</p> <p><b>Lesson 2</b> Who is our monarch today?</p> <p><b>Lesson 3</b> How did William the Conqueror become king of England?</p>
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	<p>different in the 1900's?</p> <p><b>Lesson 4</b> How have schools changed?</p> <p><b>Lesson 5</b> What is similar and different about schools now and in the past?</p> <p><b>Lesson 6</b> Would you have preferred to go to school in the past?</p>	<p>Why was Bessie Coleman significant?</p> <p><b>Lesson 4</b> Why is Amelia Earhart significant?</p> <p><b>Lesson 5</b> Why was the Moon Landing special?</p> <p><b>Lesson 6</b> How did we learn to fly?</p>				<p><b>Lesson 4</b> How did William the Conqueror rule?</p> <p><b>Lesson 5</b> How did castles change?</p> <p><b>Lesson 6</b> What was a monarch in the past?</p>
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Art and DT	Textiles and collage	Painting	Printing	Cooking	Sculpture/3D work	Drawing
	<p><b>Vocab</b></p> <p>Materials Thoughts Feelings Textures Patterns</p> <p>Create a space scene using collaged tissue paper and pva glue (2 Lessons)</p> <p>Create a mood board of different textures, colours and patterns (corrugated cardboard, leaves, wallpaper, images from magazines (1 Lesson)</p> <p>Alien collage (2 Lessons)</p>	<p><b>Vocab</b></p> <p>Mixing Tones Paint Wet Dry Warm Cold Primary Secondary Colour Paint Textures Colour Wheel</p> <p>Basic colour theory</p> <p>Colour wheel (primary, secondary, complementary colours)</p> <p>Colour mixing (Artist: Marc Chagall)</p>	<p><b>Vocab</b></p> <p>Artist Materials Printing Equipment Texture</p> <p>Use plastic shapes and cardboard to print an Atlantic scene (1/2 Lessons)</p> <p>Use geometric shapes to make an abstract picture (Artist: Malevich and Kandinsky) (1 Lesson)</p> <p>Explore using different materials/objects to investigate pattern, shape and texture (wood, bubble wrap, leaves,</p>	<p><b>Vocab</b></p> <p>Cook Prepare Make Mix Ingredient Method Process Evaluate</p> <p>Children should design, make and evaluate breakfast cookies. Children should be able to talk about what tastes they like and do not like. Children should be able to identify one thing that went well and one thing that did not go well.</p> <p>Use the basic principles of a healthy and varied</p>	<p><b>Vocab</b></p> <p>Textures Patterns Thoughts Feelings Structure</p> <p>Lighthouse structure using Pringles tube or kitchen roll tube (2 Lessons)</p> <p>Sandcastle Sculpture using recycled cardboard (2 Lessons)</p> <p>Shell Sculpture using recycled egg boxes (2 Lessons)</p> <p>Begin to use a sketch book to plan and record ideas.</p> <p>Discuss own work and others work,</p>	<p><b>Vocab</b></p> <p>Layering Texture 3D Design Material Tone Patterns Shapes</p> <p>Observational drawing of parts of a plane looking at tone (dark and light) and pattern (1 Lesson)</p> <p>Drawing with a white wax candle and then paint over the top (2 Lessons)</p> <p>Wax rubbing over different textures (1 Lesson)</p> <p>Draw around geometric shapes to</p>



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	<p>Begin to use a sketchbook to draw and plan.</p> <p>Discuss own work and others work, expressing thoughts and feelings.</p> <p>Join materials and explore different textures.</p>	<p>Warm colours/Cold colours (1/2 Lessons)</p> <p>Great Fire of London Painting (2 Lessons)</p> <p>Winter scene Painting (2 Lessons)</p> <p>Use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform other work.</p> <p>Children should know which colours mix together to create new colours.</p> <p>Colour Mixing – Tones, shades, warm/cold colours.</p> <p>Explore the work of a range of artists, craft makers and designers,</p>	<p>sponge, plastic) (3 Lessons)</p> <p>Begin to use a sketch book to plan and print.</p> <p>Use equipment and media correctly and be able to produce a clean printed image</p> <p>Demonstrate experience at impressed printing: drawing into ink, printing from objects.</p> <p>Explore printing simple pictures with a range of hard and soft materials.</p> <p>Explore the work of a range of artists, craft makers and designers, describing the</p>	<p>diet to prepare dishes.</p> <p>Understand where food comes from.</p> <p>Design purposeful, functional, appealing products for themselves and other users</p> <p>based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Make- select from and use a range of</p>	<p>expressing thoughts and feelings.</p> <p>Join different materials and explore different textures.</p> <p>Begin to explore carving as a form of 3D art.</p> <p>Begin to produce more intricate surface patterns/textures and use them when appropriate.</p> <p>Build structures exploring how they can be made stronger, stiffer and more stable.</p> <p>Explore and use mechanisms for example, levers, sliders, wheels and axles in products.</p>	<p>make objects (house, lorry, ice cream) (2 Lessons)</p> <p>Use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform other work.</p> <p>Begin to control the types of marks made with a range of painting techniques e.g. layering.</p> <p>Begin to control the types of marks made with a range of painting techniques e.g. layering.</p> <p>To begin to control the types of marks made with different media such as</p>
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		<p>describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Discuss own work and others work, expressing thoughts and feelings.</p>	<p>differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Evaluate- explore and evaluate a range of existing products.</p> <p>Evaluate their ideas and products against design criteria.</p>		<p>crayons, charcoal, pens etc.</p>
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<p><b>Design &amp; Technology</b></p>	<p><b>Mechanisms: Wheels and axles Space Buggy</b>          *Plan and develop simple ideas and making simple informed choices in media.          *Use equipment and media with increasing confidence.          *Start to generate ideas by drawing on their own and other people's experiences.          *Begin to develop their design ideas through discussion, observation, drawing and modelling.          *Identify a purpose for what they intend to design and make.</p>		<p><b>Fruity Favourites: Smoothies / Fruit kebabs</b>          *Use the basic principles of a healthy and varied diet to prepare dishes.          *Understand where food comes from.          *design purposeful, functional, appealing products for themselves and other users based on design criteria          *select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p>			<p><b>Textiles: creating puppets [linked to traditional stories].</b>          *Plan and develop simple ideas and making simple informed choices in media.          *Use equipment and media with increasing confidence.          *Start to generate ideas by drawing on their own and other people's experiences.          *Begin to develop their design ideas through discussion, observation, drawing and modelling.          *Identify a purpose for what they intend to</p>
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	<ul style="list-style-type: none"> <li>• Finding and keeping a steady beat</li> <li>• Simple rhythmic patterns using long and short</li> <li>• Simple melodic patterns using high and low</li> </ul> <p><b><u>Song</u></b> <b><u>Composer</u></b> <b><u>Genre</u></b> <b><u>Date</u></b> Music Is In My Soul Joanna Mangona and Pete Readman Gospel 2020/21 Boléro Maurice Ravel 20th Century Orchestral 1928</p>	<ul style="list-style-type: none"> <li>• Finding and keeping a steady beat</li> <li>• Simple rhythmic patterns using long and short</li> <li>• Simple melodic patterns using high and low</li> </ul> <p><b><u>Song</u></b> <b><u>Composer</u></b> <b><u>Genre</u></b> <b><u>Date</u></b> Sparkle In The Sun Joanna Mangona and Chris Taylor Jazz 2020/21 For The Beauty Of The Earth John Rutter 20th and 21st Century Orchestral / Choral 1994</p>	<ul style="list-style-type: none"> <li>• Finding and keeping a steady beat</li> <li>• Simple rhythmic patterns using long and short</li> <li>• Simple melodic patterns using high and low</li> </ul> <p><b><u>Song</u></b> <b><u>Composer</u></b> <b><u>Genre</u></b> <b><u>Date</u></b> Rainbows Joanna Mangona and Pete Readman Pop 2020/21 Maple Leaf Rag Scott Joplin Jazz: Ragtime 1899 Hands, Feet, Heart</p>	<ul style="list-style-type: none"> <li>• Finding and keeping a steady beat</li> <li>• Simple rhythmic patterns using long and short</li> <li>• Simple melodic patterns using high and low</li> </ul> <p><b><u>Song</u></b> <b><u>Composer</u></b> <b><u>Genre</u></b> <b><u>Date</u></b> Helping Each Other Joanna Mangona and Pete Readman Pop 2020/21 Piano Trio In A Minor Op. 150 I. Allegro Amy Beach - Romantic/20th Century Orchestral</p>	<ul style="list-style-type: none"> <li>• Finding and keeping a steady beat</li> <li>• Simple rhythmic patterns using long and short</li> <li>• Simple melodic patterns using high and low</li> </ul> <p>Song Composer Genre Date I Wanna Play In A Band Joanna Mangona and Pete Readman - Rock 2020/21 Flying Theme From E.T. The Extra-Terrestrial John Williams - Film Music</p>	<ul style="list-style-type: none"> <li>• Finding and keeping a steady beat</li> <li>• Simple rhythmic patterns using long and short</li> <li>• Simple melodic patterns using high and low</li> </ul> <p><b><u>Song</u></b> <b><u>Composer</u></b> <b><u>Genre</u></b> <b><u>Date</u></b> The Sunshine Song Joanna Mangona and Pete Readman Pop 2020/21 No More Dinosaur Chris Madin Rock 2020/21</p>
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	<p>Hey Friends! Rick Coates Jazz 2020/21 Eye Of The Tiger Survivor and Gloria Gaynor Rock 1982 Hello! Joanna Mangona and Pete Readman Pop 2020/21 <b><u>Musicianship (including playing, composing and improvising)</u></b></p> <p>Tempo: 112bpm Time Signature: 4/4 Key Signature: C major Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: C, G</p>	<p>Listen Joanna Mangona and Pete Readman Pop 2020/21</p> <p>Fascinating Rhythm George and Ira Gershwin Jazz: Swing 1924</p> <p>The Orchestra Song Joanna Mangona and Pete Readman 20th and 21st Century Orchestral 2020/21</p> <p><b><u>Musicianship (including playing, composing and improvising)</u></b></p> <p>Tempo: 66bpm Time Signature: 2/4 Key Signature: C major Rhythmic patterns using: Minims, crotchets and quavers</p>	<p>Joanna Mangona and Pete Readman Kwela 2020/21</p> <p>Let's Twist Again Karl Mann and Dave Appell Rock 'n' Roll 1961</p> <p>All Around The World Joanna Mangona and Pete Readman Pop 2020/21</p> <p><b><u>Musicianship (including playing, composing and improvising)</u></b></p> <p>Tempo: 98bpm Time Signature: 4/4 Key Signature: A minor Rhythmic patterns using: Minims, crotchets and quavers</p>	<p>1938 The Music Man Unknown Marching Band Unknown Swing Time: The Way You Look Tonight</p> <p>Jerome Kern and Dorothy Fields</p> <p>Jazz: Swing</p> <p>1936 Let's Sing Together Joanna Mangona – Gospel 2020/21</p> <p><b><u>Musicianship (including playing, composing and improvising)</u></b></p> <p>Tempo: 114bpm Time Signature: 4/4 Key Signature: C major Rhythmic</p>	<p>1982</p> <p>Music Is All Around Joanna Mangona and Pete Readman Jazz 2020/21</p> <p>Moon River Henry Mancini Pop/Jazz 1960</p> <p>Saying Sorry Joanna Mangona Calypso 2020/21</p> <p>Musicianship (including playing, composing and improvising)</p> <p>Tempo: 97bpm Time Signature: 2/4 Key</p>	<p>Four White Horses Unknown Calypso Unknown Que Llueva, Que Llueva Unknown Funk Unknown Down By The Bay Unknown Reggae c. 1914-1918</p> <p><b><u>Musicianship (including playing, composing and improvising)</u></b></p>
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	<p>Improvise Together - Activity 1 Tempo: 112bpm Time Signature: 4/4 Key Signature: C major Improvise section using: C, D, E</p>	<p>Melodic patterns: C, G  Improvise Together - Activity 1 - As Unit 1</p>	<p>Melodic patterns: A, E  Improvise Together - Activity 2 Tempo: 98bpm Time Signature: 4/4 Key Signature: A minor Improvise section using: A, B, C</p>	<p>patterns using: Minims, crotchets and quavers Melodic patterns: C, G  Improvise Together - Activity 2 - As Unit 3</p>	<p>Signature: G major Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: G, D  Improvise Together - Activity 3 Tempo: 97bpm Time Signature: 2/4 Key Signature: G major Improvise section using: G, A, B, C, D</p>	<p>Tempo: 100bpm Time Signature: 3/4 Key Signature: C major Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: C, G  Improvise Together - Activity 3 - As Unit 5</p>
	<p>Vocabulary: keyboard, drums, bass, electric, guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo</p>	<p>Vocabulary: keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo</p>	<p>Vocabulary: keyboard, drums, bass, electric, guitar, rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo</p>	<p>Vocabulary: keyboard, drums, bass, electric guitar, reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo</p>	<p>Vocabulary: keyboard, drums, bass, glockenspiel, reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo</p>	<p>Repetition of all the previous vocabulary</p>

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<b>Enquiry</b>	<i>Why is light an important symbol for Christians, Jews and Hindus?</i>	<i>What does the nativity story teach Christians about Jesus?</i>	<i>How do Christians belong to their faith family?</i>	<i>How do Jewish people celebrate Passover?</i>	<i>Why do people have different views about the idea of God?</i>	
<b>Religion</b>	<b>Christian, Jewish, Hindu</b>	<b>Christian</b>	<b>Christian</b>	<b>Jewish</b>	<b>Multi / Humanist</b>	
<b>Core Knowledge</b>	<ul style="list-style-type: none"> <li>The Christian belief that Jesus is the Light of The World (John 8:12)</li> <li>How the Diwali story reflects Hindu beliefs about good and evil.</li> <li>How the Hanukkah story reflects Jewish beliefs about God as provider. The symbolic meaning of lighting the Shabbat Candle.</li> </ul>	<ul style="list-style-type: none"> <li>The Christian belief that God became human in Jesus.</li> <li>The Nativity narratives are in the books of Luke and Matthew in the Bible.</li> <li>How incarnation and salvation relate to one another for Christians.</li> <li>Jesus is an important and historical figure to Christians.</li> </ul> <p>Christians use the nativity story to influence their</p>	<ul style="list-style-type: none"> <li>How Christenings and baptisms show Christians belong to their faith families.</li> <li>How artifacts are used to show Christians belong to their faith families.</li> <li>The use of light and water in both infant and adult baptisms.</li> <li>Different symbols that show belonging. The church is a group of people and not just a building.</li> </ul>	<ul style="list-style-type: none"> <li>What is the Seder meal.</li> <li>The story of Passover in the context of Exodus.</li> <li>Symbolism of each part of the Seder plate.</li> <li>Jewish family traditions related to Passover.</li> </ul> <p>The importance of Moses within Judaism.</p>		



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		actions at Christmas, e.g., thankfulness and giving				
<b>Key words</b>	<b>Diwali, Menorah, Worship, Hannukah, Shabbat, Symbol</b>	<b>Christmas, Jesus, Tradition, Nativity, Thankfulness, Advent, Incarnation, Salvation.</b>	<b>Christianity, Christening, Baptism, Belonging, Faith, Font, Prayers, Symbols.</b>	<b>Passover, Pesach, Seder Plate, Matzah Bread, Exodus, Celebration, Festival, Haggadah.</b>		
<b>Physical Ed Lesson one</b>	<b>Fundamentals</b>	<b>Ball Skills</b>	<b>Striking and Fielding</b>	<b>Net and Wall</b>	<b>Invasion</b>	<b>Athletics and sports day prep</b>
	<p>To develop balancing and moving with control.</p> <p>To develop balance, stability and landing safely.</p> <p>To explore how the body moves differently when running at different speeds.</p> <p>To develop changing direction and dodging.</p> <p>To develop and explore jumping, hopping and skipping actions.</p>	<p>To explore different ball handling skills.</p> <p>To be able to roll a ball to hit a target.</p> <p>To develop co-ordination and be able to stop a rolling ball.</p> <p>To be able to develop technique and control when dribbling a ball with your feet.</p> <p>To develop control and technique when kicking a ball.</p>	<p>To be able to track a rolling ball and collect it.</p> <p>To develop accuracy in underarm throwing and consistency in catching when fielding a ball.</p> <p>To develop accuracy with overarm throwing to send a ball over a greater distance and limit a batter's score.</p> <p>To develop striking for distance and accuracy.</p> <p>To develop decision making to get a batter out.</p>	<p>To develop racket familiarisation.</p> <p>To develop placing an object.</p> <p>To use the ready position to defend space on court.</p> <p>To develop returning a ball with hands.</p> <p>To develop returning a ball using a racket.</p> <p>To move an opponent to win a point.</p> <p>throwing, catching, Racket skills, Ready position, hitting a</p>	<p>To develop dribbling towards a goal.</p> <p>To understand what being 'in possession' means.</p> <p>To develop passing to a teammate with your feet.</p> <p>To understand who to pass to and why when playing against a defender.</p> <p>To develop dribbling a ball</p>	<p>To develop the sprinting action.</p> <p>To develop rhythm and balance in running over obstacles.</p> <p>To develop agility and co-ordination.</p> <p>To develop jumping for distance.</p> <p>To develop technique when jumping for height.</p> <p>To develop throwing for distance.</p>

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	<p>To develop co-ordination and combining jumps.</p> <p>To develop combination jumping and skipping in an individual rope.</p> <p>To apply fundamental skills to a variety of challenges.</p> <p>controlled way, change direction, stay standing, balance, muscles, communicate, travel, landing, bend, walk, jog, sprint, big stride length, push off, jump, swing, push, single bounce, double bounce, hop</p>	<p>To develop co-ordination and technique when throwing and catching.</p> <p>To develop control and co-ordination when dribbling a ball with your hands.</p> <p>To show co-ordination and control in a variety of ball skills.</p> <p>simple tactics, dribble, control. Roll, throw, hit, target, send, receive, kicking throwing, catching skills, track, collect it.</p>	<p>To develop decision making when under pressure.</p> <p>Throwing and catching, Tracking, ball, bowling, batting, communication, collaboration, honesty, acceptance controlling emotions, select, apply, using tactics, decision making</p>	<p>ball, support, co-operation, respect, communication, perseverance</p>	<p>with hands.</p> <p>To move towards a goal with the ball.</p> <p>To develop throwing to a teammate.</p> <p>To support a teammate when in possession.</p> <p>To move into space showing an awareness of defenders.</p> <p>To develop dodging and use it to lose a defender.</p> <p>To be able to stay with a player when defending.</p> <p>To develop taking a ball towards goal.</p> <p>Throwing and catching, Kicking, Dribbling with</p>	<p>To develop throwing for accuracy.</p> <p>To develop technique when taking part in an athletics carousel.</p> <p>speed, power, strength, accuracy</p>
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					hands and feet, Dodging, Finding space, Communication,R espect, Co- operation, Kindness, Empathy, Integrity, Independence, Determination, Perseverance	
<b>Physical Ed Lesson two</b>	<b>Dance</b>	<b>Gymnastics</b>	<b>Yoga</b>	<b>Fitness</b>	<b>Teambuilding</b>	<b>Target Games</b>
	<p>To repeat, link and choose actions.</p> <p>To create actions and accurately copy other's actions.</p> <p>To copy, remember and repeat actions using facial expressions to show different characters.</p> <p>To perform in unison creating</p>	<p>To perform gymnastic shapes and link them together.</p> <p>To be able to use shapes to create balances.</p> <p>To be able to link travelling actions and balances using apparatus.</p>	<p>To copy and repeat yoga poses.</p> <p>To develop an awareness of strength when completing yoga poses.</p> <p>To develop an awareness of flexibility when completing yoga</p>	<p>To understand how to run for longer periods of time without stopping.</p> <p>To develop co-ordination and timing when jumping in a long rope.</p> <p>To develop individual skipping.</p>	<p>To follow instructions and work with others.</p> <p>To co-operate and communicate in a small group to solve challenges.</p> <p>To create a plan with a group to solve the challenges.</p>	<p>To develop an understanding of target games and consider how much power to apply when aiming at a target.</p> <p>To understand how to score in different target games using overarm throwing.</p>

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	<p>shapes with a partner.</p> <p>To be able to mirror a partner and create ideas.</p> <p>To copy, repeat and create actions in response to a stimulus.</p> <p>To copy, create and perform actions considering dynamics.</p> <p>To create a short dance phrase with a partner showing clear changes of speed.</p>	<p>To demonstrate different shapes, take off and landings when performing jumps.</p> <p>To develop rolling and sequence building.</p> <p>To develop sequence work on apparatus.</p>	<p>poses.</p> <p>To copy and remember actions linking them into a flow.</p> <p>To create a flow and teach it to a partner.</p> <p>To explore poses and create a yoga flow.</p> <p>Breathing, physical, balance, flexibility, strength, working safely, sharing ideas, leadership, calmness, patience, thinking, selecting actions, creating poses</p>	<p>To take part in a circuit to develop stamina and agility.</p> <p>To explore exercises that use your own body weight.</p> <p>To develop 'ABC,' agility, balance and co-ordination.</p> <p>agility, balance, co-ordination, speed, stamina, skipping, taking turns, encouraging and supporting others, determination, perseverance, challenging myself</p>	<p>To communicate effectively and develop trust.</p> <p>To work as a group to solve problems.</p> <p>To work with a group to copy and create a basic map.</p> <p>teamwork, communication, planning, navigate</p>	<p>To develop understanding of different target games using the skill of kicking.</p> <p>To develop striking to a target.</p> <p>To develop hitting a moving target.</p> <p>To select an appropriate skill to play a game.</p> <p>aim, target, underarm, overarm, accuracy, distance</p>
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<p><b>PSHE</b></p>	<p><b>Change</b> <b>E-safety</b></p> <p>To look at change and how to deal with it, to use the internet safely and what to do if something isn't right, how we use the internet everyday.</p> <p>H26. Know that change is normal and identify some strategies to deal with change in a positive way.</p> <p>H34. Begin to know what to do if they see something they are not comfortable with online.</p>	<p><b>Diversity and Communities</b></p> <p>To know their emotions and how to deal with them, recognise how we're the same and different, what rules and why we have them.</p> <p>R10. Develop strategies to deal with strong emotions and recognise the effect of their behaviour on other people, and can cooperate with others.</p> <p>L4. To learn about the different groups they belong to</p>	<p><b>Healthy and Safer Lifestyles</b></p> <p>To know how to keep safe at home, being healthy and what foods to eat, sleep and personal hygiene.</p> <p>H31. Talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations</p> <p>H12. To know about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks</p>	<p><b>Myself and My Relationships Family and Friends/Anti-bullying</b></p> <p>Feelings and emotions and how to deal with them, the impact of words and actions, how to treat others with respect.</p> <p>H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices</p> <p>R10. To know that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. To know about how people may feel if they experience hurtful behaviour or</p>	<p><b>Economic Wellbeing and Financial Capability</b></p> <p>How and why to spend and save money, how we earn money and strengths needed for jobs, different jobs in the community.</p> <p>L11. that people make different choices about how to save and spend money</p> <p>L10. To know what money is; forms that money comes in; that money comes from different sources</p> <p>L12. To learn about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p>	<p><b>Healthy and Safer Lifestyles</b></p> <p>To know what is private and what to do if privacy is broken, to know we all have different thoughts and feelings and how our mood is impacted.</p> <p>R13. To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>H19. To have a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p>
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	<p>L7. To know how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>L8. To know about the role of the internet in everyday life</p> <p>L9. To know that not all information seen online is true</p> <p>Vocab: Internet website True</p>	<p>L5. To know about the different roles and responsibilities people have in their community</p> <p>R23. To recognise the ways they are the same as, and different to, other people</p> <p>To identify the people who love and care for them and what they do to help them feel cared for</p> <p>L1. To know about what rules are, why they are needed, and why different rules are needed for different situations</p>	<p>associated with not eating a healthy diet</p> <p>H12. To know about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke</p> <p>H4. about why sleep is important and different ways to rest and relax</p> <p>H20. strategies for maintaining personal hygiene, including oral health, and prevention of infection</p> <p>H13. the importance of, and strategies for, maintaining a</p>	<p>bullying</p> <p>R21. To know about what is kind and unkind behaviour, and how this can affect others</p> <p>H19. To know how to recognise when they or someone else feels lonely and what to do</p> <p>R22. To know about how to treat themselves and others with respect; how to be polite and courteous</p> <p>Vocab: respect Polite Lonely Healthy Lifestyle balanced</p>	<p>L14. To know that everyone has different strengths and that jobs help people to earn money to pay for things</p> <p>L16. To know different jobs that people they know or people who work in the community do</p> <p>L17. To explore some of the strengths and interests they would need to do different jobs</p> <p>Vocab: Strengths Interests Community Wants Needs earn</p>	<p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>Vocab: Relax Emotions Change</p>
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	<p>Untrue</p> <p>Identity</p> <p>positive</p> <p>comfortable</p>	<p>Vocab:</p> <p>emotions</p> <p>behaviour</p> <p>belong</p> <p>responsibilities</p> <p>Rules</p> <p>different</p>	<p>balance between</p> <p>school, work,</p> <p>leisure, exercise,</p> <p>and online activities</p> <p>Vocab:</p> <p>Oral health</p> <p>Exercise</p> <p>Sleep</p> <p>Relax</p> <p>Nutrition</p>			<p>Mood</p> <p>Feelings</p> <p>privacy</p>
<b>E-Safety</b>	Internet Safety	E-safety 2d Jigsaw pieces	E-safety 2b Why do they want to know?	E-safety 2a – Choosing where to go and what to play	E-safety 2b Why do they want to know?	E-safety 2c Who is my friend?
<b>MFL</b>	<b>Speaking</b>	<b>Listening</b>				
	<p>Joins in with songs and rhymes.</p> <p>Able to copy simple greetings in other languages</p> <p>Continues to build a bank of vocabulary of greetings in other languages</p>	<p>Listens to songs and rhymes</p> <p>Listens to simple greetings and understands other countries speak in different languages.</p>				