

Year 2 Overview

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| <p>Block 1 Topic: Lost! - Geography, Art Book/Author: Pirates Love Underpants - Claire Freedman Reading Corner Author - Claire Freedman Enrichment: Conkers British Values Focus: The Rule of Law GARP: Margaret Calvert - a woman who transformed Britain's road signs SCARF: Me and My Relationships English: Character description, retelling the story Maths: Place value, addition and subtraction Science: Living things and their habitats and animals including humans Geography: Geographical skills and fieldwork History - N/A Music: Singing and listening Computing: iSafe French: Basic Greetings RE: Christianity - Is it possible to be kind to everyone all of the time? Art: Georgia O'Keefe - sketching DT: N/A PE: Dance and fundamental movement skills</p> | <p>Block 2 Topic: Vile Victorians - History, DT Book/Author: That rabbit belongs to Emily Brown - Cressida Cowell Reading Corner Author: Cressida Cowell Enrichment: Victorian Day British Values Focus: Mutual Respect GARP: How did being 'Empress of India' inspire Queen Victoria? SCARF: Valuing Differences English: Recount, instructions, setting description Maths: Addition and subtraction, money, multiplication and division (position and direction taught in PE/OAA) Science: Living things and their habitats and animals including humans Geography: N/A History: Chronology, knowledge and understanding, historical interpretations, historical enquiry and organisation and communication Music: Computing: iPub French: Numbers 0-10 RE: Christianity - Why do Christians believe God gave Jesus to the world? Art: N/A DT: Food (bread and butter pudding) PE: Gymnastics and OAA (plus maths position and direction)</p> | <p>Block 3 Topic: TBC - Geography Book/Author: Into the Forest - Anthony Browne Reading Corner Author - Anthony Browne Enrichment: Walk around Clifton British Values Focus: Tolerance GARP: We are Britain - Benjamin Zephaniah (mutual respect and cultural diversity - link to Geography) SCARF: Keeping Myself Safe English: character description, retell story and innovate ending, riddles Maths: Multiplication and division Science: Everyday materials Geography: Locational knowledge and geographical skills and fieldwork History: N/A Music: Computing: iPub French: Numbers 0-20 RE: Judaism - How important is it for Jewish people to do what God asks them to do? Art: N/A DT: N/A PE: Dance and OAA (plus maths position and direction)</p> |
| <p>Block 4 Topic: Magnificent Machines - Art Book/Author: The Dragon Machine - Helen Ward Reading Corner Author - Helen Ward Enrichment: STEM Week British Values Focus: Individual Liberty GARP: Ada Twist Scientist - Andrea Beaty (female BAME role model in science) SCARF: Rights and Responsibilities English: character description, diary entry, non-chronological report (David Attenborough) Maths: Shape, Fractions Science: Everyday materials Geography: N/A History: N/A Music: Computing: iProgram French: Colours RE: Christianity - How important is it to Christians that Jesus came back to life after His crucifixion? Art: Printing - Mark Making - using sponges, fingers, rollers etc to print - Andy Warhol DT: STEM Week - Mechanisms (wheels and axles) PE: Gymnastics and ball skills</p> | <p>Block 5 Topic: London's Burning - History Book/Author: Toby and The Great Fire of London - Margaret Nash Reading Corner Author - Paul Perro Enrichment: Great Fire of London workshop British Values Focus: Democracy GARP: All are Welcome by Alexandra Penfold (Nottingham as a culturally diverse city) SCARF: Being My Best English: Poetry, diary entry, persuasive text (King Charles) Maths: length and height, time, mass, capacity, and temperature Science: Plants Geography: N/A History: Chronology, knowledge and understanding, historical interpretations, historical enquiry and organisation and communication Music: Classroom instruments and listening Computing: iProgram French: Days of the week RE: Judaism - How special is the relationship Jews have with God? Art: N/A DT: N/A PE: Ball skills and team games (cricket)</p> | <p>Block 6 Topic: Let's Get Creative - Art, DT Book/Author: Wangari's Trees of Peace - A True Story from Africa - Jeanette Winter Reading Corner Author - Atinuke Enrichment: Music visitor, synagogue visit British Values Focus: Equality GARP: Atinuke (BAME Author Reading corner focus) and Mixed by Arree Chung SCARF: Growing and Changing English: retell the story, non-chronological report, recount and innovate (creation myths) Maths: Recap 4 operations Science: Plants Geography: N/A History: N/A Music: Composing and classroom instruments Computing: N/A French: Months of the year RE: Judaism - What is the best way for a Jew to show commitment to God? Art: Rosemary Karuga - collage DT: Structures (viewing platform) PE: Team games (hand ball) and athletics</p> |

English - Year 2

On-going LEAPS (to be taught in every unit/ block)

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| The Writing Process | Before I write | <ul style="list-style-type: none"> I can plan what I am going to write by writing down ideas and/or key words. |
| | When I am writing | <ul style="list-style-type: none"> I can think about what I want to say in my head or write it on a whiteboard, sentence by sentence. I can write longer narratives and am extending the range of my writing. |
| | After I have written | <ul style="list-style-type: none"> I can say what is good and how I can improve my writing with my friends or with a teacher. I can re-read my work back to check that that my verbs are in the correct tense. I can re-read my writing to check for errors in spelling, grammar and punctuation. I can read aloud what I have written with intonation to make the meaning clear. |
| Handwriting | | <ul style="list-style-type: none"> I can form lower-case letters of the correct size relative to one another. I can use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. I can use spacing between words that reflects the size of the letters. |
| Spelling | | <ul style="list-style-type: none"> I am learning new ways of spelling phonemes for which one or more spellings are already known. I can learn some words with each spelling, including a few common homophones, I can spell most of the Year 1 common exception words. I can spell some of the Year 2 common exception words. I can spell more words with contracted forms. I can distinguish between homophones and near-homophones. I can apply spelling rules and guidance, as listed in English Appendix 1. I can write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. |
| Reading | Range of Reading | <ul style="list-style-type: none"> I listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond which I can read independently. I am becoming increasingly familiar with and can retell a wider range of stories, fairy stories and traditional tales. I can recognise simple recurring literary language in stories and poetry. I am continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. |
| | Fluency | <ul style="list-style-type: none"> I can read aloud books (closely matched to my improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. I can re-read these books to build up fluency and confidence in word reading. I can read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. |

| <p style="text-align: center;">Block 1</p> <p>Subject/Conceptual knowledge/Skills: Character description, retell the story</p> <p>Text/ Novel: Pirates Love Underpants by Claire Freedman</p> <p>Key Vocabulary from Text: pirates, special, quest, fabled, treasure, hoist, unfurl, secret, cutlasses, dunes, wade, gurgling, golden, underpants, cunning, rival, Captain</p> | <p style="text-align: center;">Block 2</p> <p>Subject/Conceptual knowledge/Skills: Non-fiction recount (Victorian Day), instructions, setting description</p> <p>Text/ Novel: That rabbit belongs to Emily Brown - Cressida Cowell</p> <p>Key Vocabulary from Text: Emily Brown, Stanley, launching, alien, Queen, golden, politely, offers, palace</p> | <p style="text-align: center;">Block 3</p> <p>Subject/Conceptual knowledge/Skills: Character description, retelling a story and innovate, riddles</p> <p>Text/ Novel: Into the Forest - Anthony Browne</p> <p>Key Vocabulary from Text: cake, Grandma, stories, house, forest, basket, poorly, fire, wood, scared</p> |
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| <p><u>Block 1 Reading LEAPs:</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> I can identify and discuss some new and interesting words I find when I am reading, linking new words to know vocabulary. <p>Inference/Prediction:</p> <ul style="list-style-type: none"> I can ask questions about a text I have read or which has been read to me. I can make predictions based on what I have read so far. <p>Explanation:</p> <ul style="list-style-type: none"> I can relate what I read to my own experiences. <p>Retrieval:</p> <ul style="list-style-type: none"> I can find the answer to a simple comprehension question in the text. I can find and copy words from a text I have read. <p>Sequence/Summarising:</p> <ul style="list-style-type: none"> I can re-tell a story, referring to most of the key events and characters. | <p><u>Block 2 Reading LEAPs:</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> I can identify and discuss some new and interesting words I find when I am reading, linking new words to known vocabulary. <p>Inference/Prediction:</p> <ul style="list-style-type: none"> I can ask questions about a text I have read or which has been read to me. I can answer questions and make some inferences on the basis of what is being said and done. I can make predictions based on what I have read so far. <p>Explanation:</p> <ul style="list-style-type: none"> I can explain what I like about a text and why. <p>Retrieval:</p> <ul style="list-style-type: none"> I can compare and talk about the features of fiction and non-fiction books. I can find the answer to a simple comprehension question in the text. I can find and copy words from a text I have read. <p>Sequence/Summarising:</p> <ul style="list-style-type: none"> I can discuss the sequence of events in texts and how they related to each other. | <p><u>Block 3 Reading LEAPs:</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> I can find out the meaning of a new word by asking an adult of using a dictionary (with support). <p>Inference/Prediction:</p> <ul style="list-style-type: none"> I can answer questions and make some inferences on the basis of what is being said and done. I can make predictions based on what I have read so far. <p>Explanation:</p> <ul style="list-style-type: none"> I can talk about cause and effect in fiction and non-fiction. <p>Retrieval:</p> <ul style="list-style-type: none"> I can find and copy words from a text I have read. I can find the answer to a simple comprehension question in the text. <p>Sequence/Summarising:</p> <ul style="list-style-type: none"> I can re-tell a story, referring to most of the key events and characters. |
| <p><u>Block 1 Writing LEAPs:</u></p> | <p><u>Block 2 Writing LEAPs:</u></p> | <p><u>Block 3 Writing LEAPs:</u></p> |

Unit 1- Character description (3 weeks)

- I can identify nouns and adjective and I can give some examples.
- I can use adjectives to create expanded noun phrases.
- I can identify and write statements mostly correctly.
- I can use capital letters and full stops to show where a sentence begins and ends.
- I can write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
- I can create regular and irregular plural noun suffixes and know how these affect the noun.
- I can use the suffix '-s' to form third person singular verbs where there is no change to the root word and use them in my writing. E.g. makes, hopes.
- I can use regular plural noun suffixes -s or -es.
- I can spell most of the Year 1 common exception words.
- I can create and use compound nouns.

Vocabulary for unit (to be displayed):

Noun, adjective, expanded noun phrases, statements, capital letters, full stops

Unit 2 - Retelling of a story (3 weeks)

- I can identify nouns and adjective and I can give some examples.

Unit 1- Non-fiction recount (2 weeks)

- I can use adjectives to create expanded noun phrases.
- I can use co-ordinating conjunctions (and, but) to write compound sentences.
- I can use a wider range of time connectives to show when an event is happening. E.g. Later, finally, suddenly, before.
- I can use the past tense for stories, recounts and historical reports.
- I can write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
- I can use the suffix -ed to form verbs in the simple past tense where there is a change to the root word.
- I can use the suffix -es for verbs ending in -y to form third person singular verbs where there are changes to the root word.

Vocabulary for unit (to be displayed):

Co-ordinating conjunctions, compound sentences, time connectives, past tense, recount

Unit 2 - Instructions (2 weeks)

- I can identify nouns, adjectives, verbs and adverbs. I can give some examples.
- I know that an adverb can give extra information about a verb.
- I can use some adverbs in my sentences.

Unit 1- Character description (2 weeks)

- I can use some subordinating conjunctions (because, so) to create complex sentences.
- I can use commas to separate items in a list.
- I can use apostrophes to mark singular possession in nouns e.g. Bob's hat.
- I can use adjectives to create expanded noun phrases.
- I can use some adverbs in my sentences.
- I can use co-ordinating conjunctions (and, but) to write compound sentences.
- I can use suffixes such as -ful, -less to form adjectives.
- I can distinguish between homophones and near-homophones.

Vocabulary for unit (to be displayed):

Subordinating conjunctions, complex sentences, commas in a list, apostrophe, possession, adverb, expanded noun phrase, coordinating conjunction

Unit 2 - Recount and innovate (2 week)

- I can identify nouns, adjectives, verbs and adverbs. I can give some examples.
- I can use some subordinating conjunctions (because, so) to create complex sentences.
- I can use co-ordinating conjunctions (and, but) to write compound sentences.
- I can use some powerful verbs in my writing.

- I can use adjectives to create expanded noun phrases.
- I can identify and write statements mostly correctly.
- I can use capital letters and full stops to show where a sentence begins and ends.
- I can use capital letters for names of people, days of the week and the personal pronoun 'I'.
- I can use the past tense for stories, recounts and historical reports.
- I can use a wider range of time connectives to show when an event is happening. E.g. Later, finally, suddenly, before, next.
- I can write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
- I can create regular and irregular plural noun suffixes and know how these affect the noun.
- I can use the suffix '-s' to form third person singular verbs where there is no change to the root word and use them in my writing. E.g. makes, hopes.
- I can use regular plural noun suffixes -s or -es.
- I can spell most of the Year 1 common exception words.
- I can create and use compound nouns.

Vocabulary for unit (to be displayed):

- I can form adverbs by using the suffix -ly. E.g. quickly, slowly, suddenly.
- I can use the present tense for non-chronological reports and instructions.
- I can identify and write commands mostly correctly.
- I can write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
- I can use a wider range of time connectives to show when an event is happening. E.g. Later, finally, suddenly, before, next.
- I can use co-ordinating conjunctions (and, but) to write compound sentences.
- I can use the suffix -ed to form verbs in the simple past tense where there is a change to the root word.
- I can use the suffix -es for verbs ending in -y to form third person singular verbs where there are changes to the root word.

Vocabulary for unit (to be displayed):

Adverb, suffix, present tense, instructions, commands, co-ordinating conjunctions

Unit 3 - Setting description (2 weeks)

- I can use adjectives to create expanded noun phrases.
- I can use the suffixes -er and -est to form comparative and superlative adjectives. E.g. thick, thicker, thickest.
- I can use commas to separate items in a list.

- I can use a wider range of time connectives to show when an event is happening E.g. later, finally, suddenly, before.
- I can use the past tense for stories, recounts and historical reports.
- I can use the suffix -ed to form verbs in the simple past tense where there is a change to the root word.
- I can use suffixes such as -ful, -less to form adjectives.
- I can distinguish between homophones and near-homophones.

Vocabulary for unit (to be displayed): verbs, time connectives, past tense, suffix, conjunctions

Unit 3 - Riddles (2 weeks)

- I can use commas to separate items in a list.
- I can use some question marks correctly.
- I can identify and write questions mostly correctly.
- I can use adjectives to create expanded noun phrases.
- I can use some adverbs in my sentences.
- I can use some powerful verbs in my writing.
- I can use some subordinating conjunctions (because, so) to create complex sentences.
- I can use co-ordinating conjunctions (and, but) to write compound sentences.
- I can use suffixes such as -ful, -less to form adjectives.

Capital letters, pronoun, past tense, recount, time connectives

Block 1 Handwriting

- I can form lower case letters of the correct size relative to one another.
- I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.

Review and consolidate letter formation of four groups in both upper and lower cases (1 armed robot letters- b,h,m,n,p,r/ Curly caterpillar letters- a c d,e,f,g,o,q,s/ Long ladder letters -i,j,t,l,u,y/ Zig-zag letters-k,v,w,x,z- One group per lesson

*Writing full name orientated correctly on four lines
Digits 0-9*

Block 1 Spelling

- The /d₃/ sound spelt as 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
- Common exception words

- I can use the past progressive form of verbs.

- I can write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
- I can use co-ordinating conjunctions (and, but) to write compound sentences.
- I can use the suffix -ed to form verbs in the simple past tense where there is a change to the root word.
- I can use the suffix -es for verbs ending in -y to form third person singular verbs where there are changes to the root word.

Vocabulary for unit (to be displayed):

Expanded noun phrase, suffix, commas, verbs, past tense, co-ordinating conjunctions

Block 2 Handwriting

- I can use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another are best left un-joined (ai, ar, er, ur, ng, un, an).
- I can use spacing between words that reflects the size of the letters.

Block 2 Spelling

- The /a₁/ sound spelt -y at the end of words

- I can distinguish between homophones and near-homophones.

Vocabulary for unit (to be displayed):

question, question mark, adjectives, expanded noun phrases, adverbs

Block 3 Handwriting

- I can use some of the diagonal and horizontal strokes needed to join letters and understand which letters when adjacent to one another are best left un-joined (oo, or, ow, oa, ou, oi).
- I can form lower-case letters of the correct size relative to one another.

Block 3 Spelling

- The /ɪ/ sound spelt wr at the beginning of words
- The /l/ or /əl/ sound spelt -le at the end of words
- The /l/ or /əl/ sound spelt -el at the end of words
- The /l/ or /əl/ sound spelt -al at the end of words
- Words ending -il
- The /ɔ:/ sound spelt a before l and ll
- The /ʌ/ sound spelt o
- Common exception words

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| | <ul style="list-style-type: none"> • Adding -es to nouns and verbs ending in -y • Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it. • Adding -ed, -ing, -er and -est to a root word ending in -e with a consonant before it. • Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter • Common exception words | |
| <p style="text-align: center;">Block 4</p> <p>Subject/Conceptual knowledge/Skills: Character description, diary entry, non-chronological report</p> <p>Text/ Novel: The Dragon Machine by Helen Ward</p> <p>Key Vocabulary from Text: George, dragon, Thursday, perched, amongst, havoc, biscuits, trouble, library</p> | <p style="text-align: center;">Block 5</p> <p>Subject/Conceptual knowledge/Skills: Poetry, diary entry, persuasive text</p> <p>Text/ Novel: Toby and the Great Fire of London - Margaret Nash</p> <p>Key Vocabulary from Text: London, master, foolish, diary, leapt, breeze, clouds, smoke, fire, night gown, River Thames, flames, crowds, Mr Peyps</p> | <p style="text-align: center;">Block 6</p> <p>Subject/Conceptual knowledge/Skills: Retell the story, non-chronological report, retell and innovate (creation myths)</p> <p>Text/ Novel: Wangari's Trees of Peace - A True Story from Africa by Jeanette Winter</p> <p>Key Vocabulary from Text: Wangari, Mount Kenya, Africa, forest, harvest, school, scholarship, study, America, hauling, barren, desert, seedlings, nursery</p> |
| <p><u>Block 4 Reading LEAPs:</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • I can explain the meaning of an unfamiliar word using the context. <p>Inference/Prediction:</p> | <p><u>Block 5 Reading LEAPs:</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • I can identify how vocabulary choice affects meaning. <p>Inference/Prediction:</p> | <p><u>Block 6 Reading LEAPs:</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • I can use morphology (such as prefixes) to work out the meaning of unknown words. <p>Inference/Prediction:</p> |

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| <ul style="list-style-type: none"> • I can answer questions about a text that I have read or which has been read to me. • I can make predictions based on what I have read so far. <p>Explanation:</p> <ul style="list-style-type: none"> • I can discuss my favourite words and phrases and give reasons for my opinions. <p>Retrieval:</p> <ul style="list-style-type: none"> • I can find and copy words from a text I have read. • I can find the answer to a simple comprehension question in the text. <p>Sequence/Summarising:</p> <ul style="list-style-type: none"> • I can discuss the sequence of events in texts and how they relate to each other. | <ul style="list-style-type: none"> • I can answer questions and make some inferences on the basis of what is being said and done. • I can make predictions based on what I have read so far. <p>Explanation:</p> <ul style="list-style-type: none"> • I understand why a writer has written a text. <p>Retrieval:</p> <ul style="list-style-type: none"> • I understand and can talk about the features of page layout in different types of non-fiction texts. <p>Sequence/Summarising:</p> <ul style="list-style-type: none"> • I can discuss the sequence of events in texts and how they relate to each other. | <ul style="list-style-type: none"> • I can answer questions about a text I have read or which has been read to me. • I can make predictions based on what I have read so far. <p>Explanation:</p> <ul style="list-style-type: none"> • I can talk about cause and effect in fiction and non-fiction. <p>Retrieval:</p> <ul style="list-style-type: none"> • I know the difference between contents and index pages and how they can be used. <p>Sequence/Summarising:</p> <ul style="list-style-type: none"> • I can re-tell a story, referring to most of the key events and characters. |
| <p>Block 4 Writing LEAPS:</p> <p>Unit 1 - Character Description (2 weeks)</p> <ul style="list-style-type: none"> • I can use subordinating conjunctions (when, if, because, so) to create complex sentences. • I can use apostrophes to contract some words: can't, don't, I'm, couldn't • I can use commas to separate items in a list. • I can use adjectives to create expanded noun phrases. • I can use adverbs in my sentences. • I can use the suffix -ing for verbs where there is a change to the root word. E.g. running, hiking, shining. • I can use some features of standard English in my writing. | <p>Block 5 Writing LEAPS:</p> <p>Unit 1 - Poetry (2 weeks)</p> <ul style="list-style-type: none"> • I can use some adverbs in my sentences. • I can form adverbs by using the suffix -ly. Eg. Quickly, slowly, suddenly. • I can use the suffixes -er and -est to form comparative and superlative adjectives. • I can use some powerful verbs in my writing. • I can use adjectives to create expanded noun phrases. • I can use coordinating conjunctions to write compound sentences. • I can create and use nouns using suffixes such as -ness, -er. E.g. buyer, happiness. <p>Vocabulary for unit (to be displayed):</p> | <p>Block 6 Writing LEAPS:</p> <p>Unit 1 - Retell the story (2 weeks)</p> <ul style="list-style-type: none"> • I can use commas to separate items in a list. • I can use apostrophes to mark singular possession. • I can identify and write exclamation sentences mostly correctly. • I can use the present tense. • I can use adjectives to create expanded noun phrases. • I can use coordinating conjunctions to write compound sentences. • I can use subordinating conjunctions (when, if, because, so) to create complex sentences. • I can spell most of the Year 2 common exception words. |

Vocabulary for unit (to be displayed):

Subordinating conjunctions, co-ordinating conjunctions, apostrophes, contractions, commas in a list

Unit 2 - Diary entry (2 weeks)

- I can use coordinating conjunctions to write compound sentences.
- I can identify and write exclamation sentences mostly correctly.
- I can use exclamation marks correctly.
- I can use a wider range of time connectives to show when an event is happening.
- I can use the past progressive form of verbs.
- I can use some powerful verbs in my writing.
- I can use the suffix -ing for verbs where there is a change to the root word. E.g. running, hiking, shining.
- I can use some features of standard English in my writing.
- I can add the suffix -es to verbs ending in -y to form third person singular verbs where there is a change to the root word

Vocabulary for unit (to be displayed):

Co-ordinating conjunctions, exclamation sentence, exclamation mark

Unit 3 - Non-chronological report (2 week)

- I can identify and write questions mostly correctly.
- I can use some question marks correctly.

Adverbs, suffix, verbs, adjectives, expanded noun phrases, coordinating conjunctions

Unit 2 - Diary entry (2 weeks)

- I can use co-ordinating conjunctions (and, or, but) to write compound sentences.
- I can use the suffix -ed to form verbs in the simple past tense where there is a change to the root word.
- I can use the past tense for stories, recounts and historical reports.
- I can identify and write statements mostly correctly.
- I can use regular and irregular plural noun suffixes and know how these affect the meaning of the noun.
- I am beginning to group related sentences into paragraphs.
- I can use some exclamation marks correctly.
- I can use apostrophes to contract some words: can't, don't, I'm, couldn't.
- I can create and use nouns using suffixes such as -ness, -er. E.g. buyer, happiness.

Vocabulary for unit (to be displayed):

Paragraphs, exclamation sentence, exclamation mark, apostrophe, contraction

Unit 3 - Persuasive text (2 weeks)

- I can use suffixes -er and -est to form comparative and superlative adjectives.

- I can apply spelling rules and guidance, as listed in English Appendix 1.

Vocabulary for unit (to be displayed):

Commas, apostrophe, possession, exclamation mark, exclamation sentence

Unit 2 - Non-chronological report (2 weeks)

- I can use some powerful verbs in my writing.
- I am beginning to group related sentences into paragraphs.
- I can use a wider range of time connectives to show when an event is happening E.g. later, finally, suddenly, before.
- I can create and use compound nouns.
- I can use the past tense for stories, recounts and historical reports.
- I can use the suffix -ed to form verbs in the simple past tense where there is a change to the root word.
- I can spell most of the Year 2 common exception words.
- I can apply spelling rules and guidance, as listed in English Appendix 1.

Vocabulary for unit (to be displayed):

Paragraph, verbs, time connectives

Unit 3 - Retell and innovate (2 weeks)

- I can use coordinating conjunctions (and, but, or) to write compound sentences.

- I can use some subordinating conjunctions (when, if, that, because) to create compound sentences.
- I can use the present progressive form.
- I am beginning to group related sentences into paragraphs.
- I can use coordinating conjunctions to write compound sentences.
- I can use commas to separate items in a list.
- I can use the suffix -ing for verbs where there is a change to the root word. E.g. running, hiking, shining.
- I can use some features of standard English in my writing.

Vocabulary for unit (to be displayed):

questions, question marks, present progressive, paragraphs, coordinating conjunctions, compound sentences

Block 4 Handwriting

- I can use some of the diagonal and horizontal strokes needed to join letters and understand which letters when adjacent to one another are best left un-joined (ch, sh, th, ph, ck, ab, ul).
- I can form lower-case letters of the correct size relative to one another.

Block 4 Spelling

- The /i:/ sound spelt -ey

- I can use some subordinating conjunctions (when, if, that, because) to create some complex sentences.
- I can identify and write commands mostly correctly.
- I can use adjectives to create expanded noun phrases.
- I can use coordinating conjunctions to write compound sentences.
- I can create and use nouns using suffixes such as -ness, -er. E.g. buyer, happiness.

Vocabulary for unit (to be displayed):

Suffix, subordinating conjunction, complex sentences

Block 5 Handwriting

- I can use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another are best left un-joined (ol, wh, ot, ob, od).
- I can use spacing between words that reflects the size of the letters.

Block 5 Spelling

- Words ending in -tion
- Homophones and near-homophones
- Common exception words

- I can use subordinating conjunctions (when, if, that because) to create some complex sentences.
- I can use the past tense for stories, recounts and historical reports.
- I am beginning to group related sentences into paragraphs.
- I can use commas to separate items in a list.
- I can use capital letters for names of people, days of the week and the personal pronoun 'I'.
- I can spell most of the Year 2 common exception words.
- I can apply spelling rules and guidance, as listed in English Appendix 1.

Vocabulary for unit (to be displayed):

Subordinating conjunctions, complex sentences, paragraphs, commas in a list

Block 6 Handwriting

- I can form lower-case letters of the correct size relative to one another.
- I can use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, as best left un-joined.
- I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.
- I can use spacing between words that reflects the size of the letters.

- The /v/ sound spelt a after w and qu
- The / ɔ:/ sound spelt a after w
- The /z/ sound spelt s
- Homophones and near-homophones
- Common exception words

Block 6 Spelling

- The possessive apostrophe (singular nouns)
- Contractions
- Homophones and near-homophones
- Common exception words

Maths – Year 2

Block 1

Subject/Conceptual knowledge/skills:

Place Value, addition and subtraction

Place Value:

- Recognise the place value of each digit in a two-digit number (tens, ones) and use a place value chart.
- Reason about the location of any 2-digit number in the linear number system.
- Compose and decompose 2-digit numbers using standard and non-standard partitioning.
- Identify the previous and next multiple of ten.
- Read and write numbers to at least 100 in numerals and words.
- Use $<$, $>$ and $=$ signs to compare and order numbers to 100.
- Find 10 more or less than a given number.
- Use place value and number facts to solve problems.
- Identify, represent and estimate numbers using different representations, including the number line.
- Round numbers to the nearest 10
- Know that 10 ones are equivalent to 1 ten, and that 40 (for example) can be composed from 40 ones or 4 tens.
- Know how many tens there are in multiples of 10 up to 100.

Addition and Subtraction:

- Secure fluency in addition and subtraction facts within 10, through continued practise.
- Add and subtract within 100 by applying related 1-digit addition and subtraction facts.
- Recall and use addition and subtraction facts to 20 fluently and use related facts up to 100.
- Use estimation to check answers to calculations are reasonable (e.g. knowing $48 + 35$ will be less than 100)
- Add and subtract only ones or only tens to/from a 2-digit number
- Understand that addition can be done in any order (commutative law) but subtraction cannot.
- Recognise that subtraction is the inverse of addition and use for checking calculations

Vocabulary:

Numeral, twenty-one, twenty-two ... one hundred, ones, tens, forwards, backwards, equal to, equivalent to, most, least, many, multiple of, half-way between

Block 2

Subject/Conceptual knowledge/skills:

Addition and subtraction, money, multiplication and division

Addition and Subtraction:

- Add and subtract across 10.
- Recognise the subtraction structure of difference and answer questions of the form 'How many more?'.
- Add and subtract only ones or only tens to/from a 2-digit number.
- Add and subtract any two 2-digit numbers.
- Solve problems involving addition and subtraction using concrete and pictorial, including numbers, quantities and measures.
- Begin to record addition and subtraction in columns
- Add three 1-digit numbers.
- Use the inverse to solve missing number problems

Money:

- Recognise and use symbols for pounds (£) and pence (p).
- Combine amounts to make a particular value.
- Find different combinations of coins that equal the same amount of money.
- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

Multiplication and Division:

- Count in multiples of two, five and ten from zero, and in tens from any number forwards and backwards.
- Recall and use multiplication and division facts for 2, 5 and 10, including recognising odd and even numbers.

Geometry (covered through PE – OAA)

- 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).

Vocabulary:

Add, subtract, equals, is the same as, number bonds, missing number ten more, ten less, inverse, commutative, fewer than Pence, pounds, change, costs more, costs less, total, equals

Block 3

Subject/Conceptual knowledge/skills:

Multiplication and division and statistics

Multiplication and Division:

- Recognise repeated addition contexts, representing them with multiplication equations and calculating the product.
- Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor and to division equations.
- Understand division as grouping and sharing quantities and that a division calculation can have a remainder.
- Calculate products within the 2, 5 and 10 multiplication tables. (using the correct symbols).
- Use commutativity and inverse relations to develop multiplicative reasoning.
- Find the effect of multiplying a 1 or 2 digit number by 10; identify the value of the digits
- Solve problems involving multiplication and division in a context, in different ways. E.g. number line, equipment, arrays

Statistics

- Interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- Ask and answer questions about totalling and comparing categorical data

Multiplication and Division (covered through PE – OAA)

- Double multiples of 10 to 100 and find the corresponding halves
- Double multiples of 5 to 50 and find the corresponding halves
- Recall and use doubles of numbers to 50.
- Recall and use halves of 2-digit even numbers to 50

Vocabulary:

Multiply, divide, multiple, repeated addition, equal groups, multiplication, division, share between, row, column, inverse, commutative

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| <p>Add, subtract, equals, is the same as, number bonds, missing number ten more, ten less, inverse, commutative, fewer than</p> | | |
| <p>Block 4 Subject/Conceptual knowledge/skills: Shape, fractions</p> <p>Geometry:</p> <ul style="list-style-type: none"> • Use precise language to describe properties of 2D shapes, and compare shapes by reasoning about similarities and differences in properties, including the number of sides and line symmetry in a vertical line. • Use precise language to describe properties of 3D shapes, and compare shapes by reasoning about similarities and differences in properties, including the number of edges, vertices and faces. • Identify 2-D shapes on the surface of 3-D shapes. E.g. a circle on a cylinder and a triangle on a pyramid. • Compare and sort common 2D shapes and everyday objects • Recognise and name common 3-D shapes. • Compare and sort common 3D shapes and everyday objects. • Order and arrange combinations of mathematical objects in patterns and sequences <p>Fractions:</p> <ul style="list-style-type: none"> • Count in fractions up to ten, starting from any number, using the $\frac{1}{2}$ and $\frac{2}{4}$ equivalence on the number line (for example, $1\frac{1}{4}$, $1\frac{2}{4}$ (or $1\frac{1}{2}$), $1\frac{3}{4}$, 2). • Relate division to fractions. • Recognise the equivalence of $\frac{1}{2}$ and $\frac{2}{4}$. • Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ ($\frac{1}{2}$) and $\frac{3}{4}$ of a length, shape, set of objects or quantity. • Compare and order $\frac{1}{3}$, $\frac{1}{4}$ and $\frac{1}{2}$. • Add and subtract $\frac{1}{4}$ and $\frac{1}{2}$ from a given number to 10 (link to counting). <p>Vocabulary: Equivalent fraction, equal parts, numerator, denominator, two halves, two quarters, three quarters, one third, two thirds, one of three equal parts, unit fractions, non-unit fractions. Surface, line of symmetry, rectangular, circle, circular, triangle, triangular, pentagon, hexagon, octagon, edges, vertices, vertex, properties</p> | <p>Block 5 Subject/Conceptual knowledge/skills: Measurement (length and height, mass, capacity, temperature, time)</p> <p>Measurement</p> <ul style="list-style-type: none"> • Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ • and =. • Read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers are given. • Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. • Know the number of minutes in an hour and number of hours in a day • Connect the five timetable to divisions on a clock face. • Compare and sequence intervals of time • Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times <p>Vocabulary: Length, centimetres, metres, height, mass, kilograms, grams, volume, capacity, litres, millilitres, temperature, degrees, Celsius, unit, measure, ruler, scale, thermometer, compare, order Minutes, hours, clock face, hands, intervals, quarter past, quarter to, half past, of clock</p> | <p>Block 6 Subject/Conceptual knowledge/skills: Consolidation of prior learning in place value and the four operations.</p> <p>OAA units</p> <ul style="list-style-type: none"> • 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). • Double multiples of 10 to 100 and find the corresponding halves • Double multiples of 5 to 50 and find the corresponding halves • Recall and use doubles of numbers to 50. • Recall and use halves of 2-digit even numbers to 50 <p>Place Value:</p> <ul style="list-style-type: none"> • Recognise the place value of each digit in a two-digit number (tens, ones) and use a place value chart. • Reason about the location of any 2-digit number in the linear number system. • Compose and decompose 2-digit numbers using standard and non-standard partitioning. • Identify the previous and next multiple of ten. <p>Addition and subtraction:</p> <ul style="list-style-type: none"> • Secure fluency in addition and subtraction facts within 10, through continued practise. • Add and subtract across 10. • Recognise the subtraction structure of difference and answer questions of the form 'How many more?' • Add and subtract within 100 by applying related 1-digit addition and subtraction facts. • Add and subtract any two 2-digit numbers. • Begin to record addition and subtraction in columns. <p>Multiplication and division:</p> <ul style="list-style-type: none"> • Recognise repeated addition contexts, representing them with multiplication equations and calculating the product. • Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor and to division equations. |

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| | | <ul style="list-style-type: none">• Use commutativity and inverse relations to develop multiplicative reasoning.• Solve problems involving multiplication and division in a context, in different ways. E.g. number line, equipment, arrays• Calculate mathematical statements for multiplication and division within the multiplication tables you know. (using the correct symbols). |
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Vocabulary:

Numeral, twenty-one, twenty-two ... one hundred, ones, tens, forwards, backwards, equal to, equivalent to, most, least, many, multiple of, half-way between
Addition, subtract, equals, is the same as, number bonds, missing number ten more, ten less, inverse, commutative
Multiply, divide, multiple, repeated addition, equal groups, multiplication, division, share between, row, column

Seasonal Changes (taught throughout the year)

- I can use my local environment throughout the year to observe how different plants grow.

Block 1
Subject/Conceptual knowledge/skills: Living things and their habitats.

LEAPS:

- I can identify that most living things live in habitats to which they are suited.
- I can describe how different habitats provide for basic needs of different animals and plants.
- I can identify and name a variety of plants and animals in their habitats, including micro-habitats.
- I can describe how animals obtain their food from plants and other animals.
- I can understand a simple food chain and identify different sources of food.

Key Questions
 How do animals eat?
 Do all animals eat the same thing?
 Which animals hunt, and which animals are hunted?
 Why?
 What animals live in our school environment?
 How are animals and plants 'adapted' to live in their habitats?
 Why do animals and plants like to live in different places?
 How do seasons affect our animals and plants?
 Which animals hibernate and why?
 Why do snails hibernate, but slugs do not?
 How do habitats change over our school year?

Scientist- Liz Bonnin (Biologist)

Comparative tests

Block 2
Subject/Conceptual knowledge/skills: Animals including humans.

LEAPS:

- I can notice animals, including humans have offspring which grow into adults.
- I can describe the importance for humans to exercise.
- I can describe the importance of eating the right amounts of different food.
- I can describe the importance of hygiene for humans.

Vocabulary:
 Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves

Block 3
Subject/Conceptual knowledge/skills: Everyday Materials

LEAPS:

Materials:

- I can identify and compare which everyday material can be used for a particular use. Wood, metal, plastic, rock, paper, cardboard.
- I can investigate how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
- I can identify and discuss the uses of different everyday materials.
- I know that materials can be more than one thing. Metal - coins, cars, cans.
- I know that the same objects can be made from different materials i.e. spoon - plastic, wood, metal.

Working scientifically:

- I can perform simple tests.
- I can identify and classify.
- I can observe using simple equipment.
- I can gather and record data to answer questions.
- I can use observations and ideas to suggest answers to questions.

Vocabulary:
 opaque, transparent, translucent, reflective, flexible, rigid, waterproof, recyclable, material, natural, man-made, purpose

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| <p>Which pets are the easiest to look after? Identify and Classify How would you group these animals based on what habitat you would find them in? Observation over time How does our class pond change over the year? Pattern Seeking Do trees with bigger leaves lose their leaves first in autumn? Research What is the most common British tree?</p> <p>Vocabulary: Habitat, micro-habitats, shelter, suitable, basic needs, food, water, food chain, energy, pond, woodland, rainforest, meadow, desert</p> | | |
| <p>Block 4 Continued from Block 4</p> | <p>Block 5 Subject/Conceptual knowledge/skills: Plants</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can find out and describe how plants need water, light, and a suitable temperature to grow and stay healthy. • I can use my local environment throughout the year to observe how different plants grow. • I can observe and record with some accuracy, the growth of a variety of plants as they change over time from seed or bulb. • I can observe and describe how seeds and bulbs grow into mature plants. • I can observe similar plants during different stages of growth. <p>Working scientifically:</p> <ul style="list-style-type: none"> • I can use observations and ideas to suggest answers to questions. • I can gather and record data to answer questions. <p>Vocabulary: Light, temperature, water, soil, nutrients, seed, bulb, germinate, seedlings, growth, roots, stem, leaf, petal</p> | <p>Block 6 Subject/Conceptual knowledge/skills: Plants</p> <p>LEAPS: Plants:</p> <ul style="list-style-type: none"> • I can observe similar plants during different stages of growth. • I can set up comparative tests - plants need light and water to stay healthy. <p>Working Scientifically:</p> <ul style="list-style-type: none"> • I can gather and record data to answer questions. • I can perform simple tests. <p>Vocabulary: Light, temperature, water, soil, nutrients, seed, bulb, germinate, seedlings, growth, roots, stem, leaf, petal</p> |

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PSHE/SCARF – Year 2

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| <p>Block 1 Subject/Conceptual knowledge/skills: Me and my relationships</p> <p>LEAPS: Bullying and Teasing: Safeguarding link - bullying, cyberbullying</p> <p>Our school rules about bullying: Safeguarding link - bullying, gender based violence BV - Rule of Law</p> <p>Being a good friend: Safeguarding links - faith abuse, gang violence RSE - Relationships / Positive relationships</p> <p>Feelings/Self-regulation: Safeguarding link - relationship abuse, CSE RSE - Relationships</p> <p>Vocabulary: Feelings, bullying, behaviour, friendship, relationships, help, support</p> | <p>Block 2 Subject/Conceptual knowledge/skills: Valuing difference</p> <p>LEAPS: Being kind and helping others: Safeguarding link - bullying, cyberbullying, relationship abuse RSE - Relationships BV - tolerance/mutual respect</p> <p>Listening skills: Safeguarding link - bullying, faith abuse, honor based violence</p> <p>Vocabulary: Appearance, physical differences, non-physical differences, similarities, respect, special, behaviour, groups, feelings, kindness, listening, negotiation, positive relationships</p> | <p>Block 3 Subject/Conceptual knowledge/skills: Keeping myself safe</p> <p>LEAPS: Safe and unsafe secrets: Safeguarding link - child sexual exploitation, drugs education, relationship abuse RSE - Relationships, drugs education</p> <p>Appropriate touch: Safeguarding link - child sexual exploitation, bullying RSE - Relationships</p> <p>Medicine safety: Safeguarding link - drugs education</p> <p>Vocabulary: Medicine, unwell, safety, responsibility, unsafe, body language, facial expression, situation, touch, uncomfortable, secrets, trust</p> |
| <p>Block 4 Subject/Conceptual knowledge/skills: Rights and responsibilities</p> <p>LEAPS: Cooperation and self-regulation: Safeguarding link - all areas BV - Mutual respect/rule of law RSE - Relationships PSHE - Finance/Money</p> <p>Vocabulary: Behaviour, community, safe, help, responsibility, environment, choices, money, spend, essential, non-essential, save</p> | <p>Block 5 Subject/Conceptual knowledge/skills: Being my best</p> <p>LEAPS: Looking after my body: Safeguarding links - FGM, CSE PSHE - Hygiene/dental Science - Animals and humans</p> <p>Growth mindset: Safeguarding link - gang violence, drugs education</p> <p>Vocabulary: Learning, learning line, learning process, mind-set, positive, choice, healthy, unhealthy, health, germs, spread,</p> | <p>Block 6 Subject/Conceptual knowledge/skills: Growing and changing</p> <p>LEAPS: Life cycles: Safeguarding link - CSE PSHE- Health</p> <p>Dealing with loss: PSHE - Health</p> <p>Being supportive: Safeguarding link - relationship abuse, bullying, cyberbullying RSE - Relationships</p> |

hygiene, vaccinations, illnesses, dental hygiene, energy,
food, water, oxygen, exercise, sleep, body parts

Vocabulary:

Positive feedback, feelings, growth, stages, capabilities,
body parts, private, genitals, privacy, permission

R.E – Year 2

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| <p>Block 1 Subject/Conceptual knowledge/skills: Christianity</p> <p>LEAPS: I can tell you when I have been kind to others even when it was difficult. I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness. I can say if I think Christians should be kind and give a reason.</p> <p>Vocabulary: Samaritan, Commandment, Kindness, Compassion.</p> | <p>Block 2 Subject/Conceptual knowledge/skills: Christianity - Love and the Christmas Story</p> <p>LEAPS: I can say how I could help solve a problem by showing love. I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God. I can tell you why Christians think God gave Jesus to the world.</p> <p>Vocabulary: Christmas, Jesus, Mary, Joseph, Wise Men, Gifts, Saviour, Rescuer, Agape.</p> | <p>Block 3 Subject/Conceptual knowledge/skills: Judaism</p> <p>LEAPS: I can talk about why I do as some people ask but not others I can talk about the Seder meal, or another Jewish practice, with some detail and some of the correct vocabulary, and start to explain why they choose to do this. I can suggest what I think are the most and least important things Jews do that God asks them to do and add at least one reason.</p> <p>Vocabulary: Passover, Covenant, Exodus, Egypt, Moses, Remembrance, Seder Meal.</p> |
| <p>Block 4 Subject/Conceptual knowledge/skills: Christianity - Easter Story</p> <p>LEAPS: I can say what I believe happens to you when you die and tell you how I remember people close to me. I can recall what Christians believe happened on Easter Sunday I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion</p> <p>Vocabulary: Salvation, Rescuer, Resurrection, Good Friday, Easter Sunday, Cross, Crucifixion, Heaven</p> | <p>Block 5 Subject/Conceptual knowledge/skills: Judaism - Promises</p> <p>LEAPS: I can explain why agreements are important and why they should be kept. I can tell a story about Abraham or Moses and say why one of these men is important to Jews today. I can start to explain the significance of one thing Jews do and say how it shows their special relationship with God</p> <p>Vocabulary: Covenant, Relationship, Promises, Mezuzah, Shema</p> | <p>Block 6 Subject/Conceptual knowledge/skills: Judaism - Commitment</p> <p>LEAPS: I can explain why I could do certain things at certain ages. I can tell you what I am most committed to in my life. I can talk about one of the ways Jews show commitment to God. I can talk about a way that Jews show commitment to God and say why this might be important.</p> <p>Vocabulary: commitment, Synagogue, Bar Mitzvah, Bat Mitzvah, Mitzvot, Tu B'Shevat</p> |

History – Year 2

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| <p>Block 1</p> | <p>Block 2</p> <p>Subject/Conceptual knowledge/skills: Chronology, knowledge and understanding, historical interpretations, historical enquiry and organisation and communication</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can recognise that my life is different from the lives of people in the past. • I can recount changes in my own life over time. • I can sequence objects, pictures, events and people in chronological order. • I can use words and phrases such as recently, before, after, now, later. • I can use dates where appropriate. • I can understand the main events and people I have studied. • I can use information to describe the past. • I can use information to describe differences between then and now. • I can describe significant historical events and people from a significant time in history. • I can recognise that there are reasons why people in the past acted as they did. • I can identify details from the past using books, pictures, eye-witness accounts, photos, artefacts, buildings, visits and the internet. • I can ask questions and make predictions by handling and observing various sources and artefacts. • I can answer questions by handling and observing various sources and artefacts. • I can group different sources and artefacts. • I can use some historical terminology to describe objects, people and events of the past. • I can discuss the actions and achievements of people in the past. <p>Vocabulary: Victorians, period, artefacts, Queen Victoria, monarch, reign, coronation, Prince Albert, mourning, dunce hat, education, significant, chronology, past, Great Exhibition</p> | <p>Block 3</p> |
| <p>Block 4</p> | <p>Block 5</p> <p>Subject/Conceptual knowledge/skills: Chronology, knowledge and understanding, historical interpretations, historical enquiry and organisation and communication</p> <p>LEAPS:</p> <p>I can sequence objects, pictures, events and people in chronological order. I can use dates where appropriate. I can understand the main events and people I have studied.</p> | <p>Block 6</p> |

I can use information to describe the past.

I can describe significant historical events and people from a significant time history.

I can use information to describe differences between then and now.

I can ask questions and make predictions by handling and observing various sources.

I can answer questions by handling and observing various sources.

I can start to identify some of the different ways in which the past is represented (photos, eye-witness accounts).

I can use some historical terminology to describe objects, people and events of the past.

Vocabulary:

Fire hooks, flammable, fire squirt, leather bucket, chronological, bakery, diary, eye-witness, fire-break, plague

Geography – Year 2

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| <p>Block 1 Subject/Conceptual knowledge/skills: Geographical skills and fieldwork</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can use maps and atlases to identify the UK and my local area. • I can use locational language and directional language to describe the location of features and route on a map. • I can use simple compass directions (North, South, East and West) to describe the location of features and route on a map. • I can use simple grid references to locate squares on a map. • I can use basic symbols in a key. • I can use aerial photographs to recognise landmarks and basic human and physical features. <p>Vocabulary: United Kingdom, capital city, continent, ocean, sea, compass, map, atlas, key, grid reference, route, symbol, axis, north, south, east, west, London, Glasgow, Cardiff, Belfast, English Channel, North Sea, Irish sea, Europe, Africa, Asia, North America, South America, Oceania, Antarctica, Pacific Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean, Southern Ocean</p> | <p>Block 2</p> | <p>Block 3 Subject/Conceptual knowledge/skills: Locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can name and locate the four countries and capital cities of the United Kingdom. • I can name and locate the United Kingdom's surrounding seas. • I can name and locate the world's seven continents and five oceans. • I can identify the similarities and differences in physical and human geography of a small area of the UK and non-European country (India) using basic geographical vocabulary. • I can use basic geographical vocabulary to refer to key human and physical features. • I can use world maps, atlases and globes to identify the United Kingdom and its countries and a contrasting non-European country. <p>Vocabulary: Geography, physical, human, features, landmark, United Kingdom, England, India, country, aerial photograph, map Physical - hill, river, forest, weather, ocean, beach, cliff, mountain, Human - house, church, shop, school, road, path, farm, library, bridge, railway</p> |
| <p>Block 4</p> | <p>Block 5</p> | <p>Block 6</p> |

Computing – Year 2

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| <p>Block 1 Subject/Conceptual knowledge/skills: iSafe</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can understand the meaning of personal information, how it is unique to a person and when it should be given to trusted adults. • I can identify characteristics of people that are trustworthy in my life. • I can identify a risky situation when a trusted adult's help may be needed. • I know that my emotions can help me stay alert to unsafe situations. • I can understand when to discuss online experiences with a trusted adult. <p>Vocabulary: Personal information, trusted adults, trustworthy, help, emotions, alert, safe, unsafe, online, internet</p> | <p>Block 2 Subject/Conceptual knowledge/skills: iPub - gaps in digital device knowlegde</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I know about the world wide web and how it has developed throughout time • I can consider how technology changes with time. • I can share knowledge through media presentations. <p>Vocabulary: Past, present, future, similar, different, input, devices, microchip, computer, storage, keyboard, internet, world wide web, email, ebook, audio, images, text, links.</p> | <p>Block 3 Subject/Conceptual knowledge/skills: iPub - gaps in digital device knowledge</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can plan/produce a presentation of research findings. • I can create an interactive book. <p>Vocabulary: Past, present, future, similar, different, input, devices, microchip, computer, storage, keyboard, internet, world wide web, email, ebook, audio, images, text, links.</p> |
| <p>Block 4 Subject/Conceptual knowledge/skills: iProgram - algorithms and sequencing</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can understand that an algorithm is a process that consists of a series of steps to achieve a goal. • I know that algorithms can describe everyday activities and can be followed by humans and computers. • I know that algorithms are made up of steps. • I know that steps can be repeated. • I know that computers need more precise instructions than humans do. <p>Vocabulary: Algorithm, instructions, sequence, input, output, order, repeat, back, left, right, forward, cut, paste, redo, undo, sprite, copy, statement, negative, steps, duplicate, wait.</p> | <p>Block 5 Subject/Conceptual knowledge/skills: iProgram - algorithms and sequencing</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can use digital drawing tools (Scratch) to create images. • I can program a simple animation involving movement. • I can write a simple program that produces an output (text) • I can combine images and text to create a simple animation. <p>Vocabulary: Algorithm, instructions, sequence, input, output, order, repeat, back, left, right, forward, cut, paste, redo, undo, sprite, copy, statement, negative, steps, duplicate, wait.</p> | <p>Block 6</p> |

French– Year 2

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| <p>Block 1 Subject/Conceptual knowledge/skills: Speaking, listening and reading</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can speak with others using simple words and phrases. (e.g. greetings). • I can speak aloud familiar words or short phrases in chorus. • I can listen and respond to familiar spoken words and phrases. (e.g. simple instructions, rhymes, songs). • I understand the sounds of individual letters and groups of letters (phonics). • I am able to read aloud familiar words or short phrases in chorus. <p>Vocabulary: bonjour , au revoir, merci, ca va? bien, fantastique, ca va bien, ca va mal</p> | <p>Block 2 Subject/Conceptual knowledge/skills: Speaking, listening and reading</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can speak aloud familiar words or short phrases in chorus. • I can listen and respond to familiar spoken words and phrases. (e.g. simple instructions, rhymes, songs). • I understand the sounds of individual letters and groups of letters (phonics). • I am able to read aloud familiar words or short phrases in chorus. <p>Vocabulary: zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</p> | <p>Block 3 Subject/Conceptual knowledge/skills: Speaking, listening and reading</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can speak aloud familiar words or short phrases in chorus. • I can listen and respond to familiar spoken words and phrases. (e.g. simple instructions, rhymes, songs). • I understand the sounds of individual letters and groups of letters (phonics). • I am able to read aloud familiar words or short phrases in chorus. <p>Vocabulary: zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt</p> |
| <p>Block 4 Subject/Conceptual knowledge/skills: Speaking, listening and reading</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can speak aloud familiar words or short phrases in chorus. • I can listen and respond to familiar spoken words and phrases. (e.g. simple instructions, rhymes, songs). • I understand the sounds of individual letters and groups of letters (phonics). • I am able to read aloud familiar words or short phrases in chorus. <p>Vocabulary: rouge, bleu, jaune, vert, noir, blanc, gris, orange, violet, marron</p> | <p>Block 5 Subject/Conceptual knowledge/skills: Speaking, listening and reading</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can speak aloud familiar words or short phrases in chorus. • I can listen and respond to familiar spoken words and phrases. (e.g. simple instructions, rhymes, songs). • I understand the sounds of individual letters and groups of letters (phonics). • I am able to read aloud familiar words or short phrases in chorus. <p>Vocabulary: Dimanche, Lundi, Mardi, Mercredi, Jeudi, Vendredi, Samedi</p> | <p>Block 6 Subject/Conceptual knowledge/skills: Speaking, listening and reading</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can speak aloud familiar words or short phrases in chorus. • I can listen and respond to familiar spoken words and phrases. (e.g. simple instructions, rhymes, songs). • I understand the sounds of individual letters and groups of letters (phonics). • I am able to read aloud familiar words or short phrases in chorus. <p>Vocabulary: Janvier, Février, Mars, Avril, Mai, Juin, Juillet, Août, Septembre, Octobre, Novembre, Décembre</p> |

Music – Year 2

Taught in every block:

- I can distinguish aurally between pieces of music from different times, places and traditions.

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| <p>Block 1 Subject/Conceptual knowledge/skills: Singing and listening</p> <p>LEAPS:</p> <ul style="list-style-type: none">• I can sing a range of songs and perform to an audience using clear words and actions with accuracy of pitch, dynamics and tempo.• I can copy back short phrases from a song.• I can identify where pitch rises, falls or stays the same and copy this with my voice.• I can identify when there are changes in tempo, dynamics and pitch. <p>Vocabulary: Pitch, tempo, dynamics, phrase, song, singing, breath, audience, high, low, rise, fall</p> | <p>Block 2</p> | <p>Block 3</p> |
| <p>Block 4</p> | <p>Block 5 Subject/Conceptual knowledge/skills: Classroom instruments and listening</p> <p>LEAPS:</p> <ul style="list-style-type: none">• I can play instruments with control, getting louder/quieter, faster/slower and keeping a steady tempo.• I can perform to an audience in a small group.• I can identify which pitch (out of two) is being played.• I can use tuned instruments to perform a two-note repeated pattern to accompany a song.• I can follow hand signals from a conductor for pitch getting higher, lower or staying the same.• I can perform from a simple graphic score, interpreting visual representations for changes in duration and dynamics.• I can pick out and clap along with the pulse of music from a range of styles. | <p>Block 6 Subject/Conceptual knowledge/skills: Composing and Classroom Instruments</p> <p>LEAPS:</p> <ul style="list-style-type: none">• I can create and combine sounds to illustrate different pictures.• I can create a sequence of different sounds, varying in duration, pitch, dynamics, tempo, and timbre to accompany the changing moods in a story.• I can replace a line in a familiar song or fill in a gap in an existing piece.• I can create a basic graphic score to show which instruments play when in my composition.• I can explain what timbre and pulse are in my own words. <p>Vocabulary: graphic score, percussion, duration, pitch, dynamics, timbre, tempo, pulse, composer,</p> |

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| | <ul style="list-style-type: none">• I can identify and name a range of instruments that create sound by hitting, bowing, plucking, blowing or digital means.• I can listen with concentration to recorded or live music, recognising when musical ideas are repeated. | |
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Vocabulary:

Louder, quieter, faster, slower, dynamics, tempo, audience, instruments, note, stave, score, pulse, plucking, blowing, repeat, conductor, pitch, mouthpiece.

Art – Year 2

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| <p>Block 1 - Subject/Conceptual knowledge/skills: Generating Ideas and making <i>Georgia O'Keefe- sketching</i></p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can use different ideas and make sensible choices about what to do next. • I can use drawings to record ideas and experiences. • I can replicate patterns and textures in a 3D form. <p>Vocabulary: ideas, choices, drawings, record, experiences, materials, crayons, pastels, pencils, watercolours, replicate, pattern, texture, 3D form, observational drawing, shading, cross-hatching, life drawing</p> | <p>Block 2</p> | <p>Block 3</p> |
| <p>Block 4 Subject/Conceptual knowledge/skills: Generating ideas, making, knowledge and understanding and evaluating <i>Andy Warhol- printing</i></p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can use drawings to record ideas and experiences. • I can deliberately choose to use particular techniques for a given purpose. • I can talk about the materials, techniques and processes I have used, using appropriate vocabulary. • I can look at creative work, express clear preferences and give some reasons for these. • I can make comparisons between different pieces of art, saying what is different and what is the same. <p>Vocabulary: Ideas, choices, drawings, record, experiences, materials, technique, purpose, control, replicate, pattern, tools, creative, paintings, drawing, sketching, materials, techniques, processes, size, colour, texture, preference, comparison, different, same, emotional response</p> | <p>Block 5</p> | <p>Block 6 Subject/Conceptual knowledge/skills: Making, knowledge and understanding and evaluating <i>Rosemary Karuga- collage</i></p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can develop and exercise some care and control over the range of materials I use. • I can replicate patterns and textures in a 3D form. • I know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. • I can talk about the materials, techniques and processes I have used, using appropriate vocabulary. • I can look at creative work, express clear preferences and give some reasons for these. • I can make comparisons between different pieces of art, saying what is different and what is the same. <p>Vocabulary:</p> |

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| | | materials, brushes, brushes, pastels, technique, purpose, control, replicate, pattern, texture, 3D form, tools, arranging, folding, repeating, overlapping, collage, artist, craftspeople, designers, culture, sculpture, paintings, drawing, sketching, size, colour, texture, material, pattern, collage, comparison, different, same, emotional response |
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D&T – Year 2

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| <p>Block 1</p> | <p>Block 2 Subject/Conceptual knowledge/skills: Designing, making, evaluating, cooking and nutrition,</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can explain which products I am making and designing. • I can discuss whether my products are for myself or someone else. • I can use simple design criteria to help develop my ideas. • I can use knowledge of existing products to form ideas. • I can develop and communicate ideas by talking and drawing. • I can follow procedures for safety and hygiene. • I can talk about my design ideas and what I am making. • I can make simple judgements about my products and ideas against design criteria. • I can communicate what I like and dislike about products. • I know that all food comes from plants or animals. • I know that food has to be farmed, grown elsewhere (home) or caught. • I can name and sort foods into the 5 groups in The Eat Well Plate. • I know that everyone should eat at least 5 portions of fruit and vegetables every day. • I can prepare simple dishes safely and hygienically, without using a heat source. • I can demonstrate how to use techniques such as cutting, peeling and grating. • I know that food ingredients should be combined according to their sensory characteristics e.g. appearance, taste, texture and smell. <p>Vocabulary: Design, product, design, criteria, user, like, dislike, hygiene, safety, chopping board, ingredients, method, measure, mix, cut, spread, weigh, recipe</p> | |
| <p>Block 4 Subject/Conceptual knowledge/skills: Designing, making, evaluating</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can explain which products I am making and designing. • I can discuss whether my products are for myself or someone else. • I can say how my products will work. | | <p>Block 6 Subject/Conceptual knowledge/skills: Designing, making, evaluating</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can explain which products I am making and designing. • I can discuss whether my products are for myself or someone else. • I can say how my products will work. |

- I can say how I will make my products suitable for their intended users.
- I can use simple design criteria to help develop my ideas.
- I can generate ideas by drawing on my own and other people's experiences.
- I can use knowledge of existing products to form ideas.
- I can develop and communicate ideas by talking and drawing.
- I can follow procedures for safety.
- I can plan by suggesting the steps I will take next.
- I can select from a range of tools and equipment, explaining my choices.
- I can measure, mark out, cut and shape materials and components.
- I can assemble, join and combine materials and components.
- I can talk about my design ideas and what I am making.
- I can make simple judgements about my products and ideas against design criteria.
- I can discuss what works well and how my products could be improved.
- I know and can describe what products are.
- I know who products are for, how and where they might work and be used.
- I can communicate what I like and dislike about products.
- I can use ICT to develop and communicate my ideas (Tinker CAD)
- I understand that there are simple mechanisms that can create movement such as levers, sliders, wheels and axles.

Vocabulary:

Purpose, design, component, product, user, mock-up, material, measure, mark out, assemble, join, combine, wheel, axle, stable

- I can say how I will make my products suitable for their intended users.
- I can use simple design criteria to help develop my ideas.
- I can generate ideas by drawing on my own and other people's experiences.
- I can use knowledge of existing products to form ideas.
- I can develop and communicate ideas by talking and drawing.
- I can select from a range of tools and equipment, explaining my choices.
- I can measure, mark out, cut and shape materials and components.
- I can assemble, join and combine materials and components.
- I can talk about my design ideas and what I am making.
- I can make simple judgements about my products and ideas against design criteria.
- I can discuss what works well and how my products could be improved.
- I can discuss how freestanding structures can be made stronger, stiffer and more stable.

Vocabulary:

Purpose, design, component, product, user, mock-up, material, measure, mark out, assemble, join, combine, structure, stiffer, stable

P.E – Year 2

Healthy Lifestyles

- I can comment on own and others performance.
- I can give comments on how to improve performance.
- I can use appropriate vocabulary when giving feedback.

Evaluation

- I am beginning to describe the effect exercise has on the body.
- I can begin to explain the importance of exercise and a healthy lifestyle.

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| <p>Block 1 Subject/Conceptual knowledge/skills: Dance and fundamental movement skills</p> <p>LEAPS:</p> <p>Dance:</p> <ul style="list-style-type: none"> • I can copy and explore basic movements with clear control. • I can sequence four or more movements in a routine. • I can show a variation of levels and speed in sequence. • I can show a variation of sizes in body shapes. • I can add change of direction to a sequence. • I can use space well and negotiate space clearly. • I can describe a short dance using appropriate vocabulary. • I can respond imaginatively to stimuli. <p>Fundamental movement skills:</p> <ul style="list-style-type: none"> • I understand spatial awareness. | <p>Block 2 Subject/Conceptual knowledge/skills: Gymnastics and OAA</p> <p>LEAPS:</p> <p>Gymnastics:</p> <ul style="list-style-type: none"> • I can explore and create different pathways and patterns. • I can hold a still shape whilst balancing on different points of the body. • (including straddle, straight, tuck, pike) • I can perform a range of rolls showing extension and control. • (including a log roll, tuck roll, circle roll, forward roll and backwards roll) • I can perform a balance on a piece of apparatus showing good control. <p>OAA:</p> <ul style="list-style-type: none"> • I can listen to and follow instructions from an adult or partner. • I understand how to create simple movements and patterns with the body. | <p>Block 3 Subject/Conceptual knowledge/skills: Dance and OAA</p> <p>LEAPS:</p> <p>Dance:</p> <ul style="list-style-type: none"> • I can copy and explore basic movements with clear control. • I can sequence four or more movements in a routine. • I can show a variation of levels and speed in sequence. • I can show a variation of sizes in body shapes. • I can add change of direction to a sequence. • I can use space well and negotiate space clearly. • I can describe a short dance using appropriate vocabulary. • I can respond imaginatively to stimuli. <p>OAA:</p> |
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| <ul style="list-style-type: none"> • I can confidently send a ball to others in a range of ways. • I can aim and send a ball into a space. • I can explore ways of stopping a ball. • I can begin to develop hand-eye co-ordination skills. <p>Vocabulary: Movement, control, sequence, routine, levels, shapes, space, dance, stimuli</p> <p>Spatial awareness, send, ball, aim, space, hand-eye co-ordination</p> | <ul style="list-style-type: none"> • I can use resources to solve problems as part of a group involving exploration and discovery. <p>I can identify basic orienteering symbols and colours using the legend [map key]</p> <ul style="list-style-type: none"> • I can travel safely to and from orienteering control marker signs <p>Vocabulary</p> <p>Orienteering, control, marker, signs, direction instruction, partner, movement</p> <p>Orienteering, control, marker, signs, direction instruction, partner, movement</p> | <ul style="list-style-type: none"> • I can listen to and follow instructions from an adult or partner. • I understand how to create simple movements and patterns with the body. • I can use resources to solve problems as part of a group involving exploration and discovery. • I can discuss and work with others in a group. • I can travel safely to and from orienteering control marker signs <p>Vocabulary: Movement, control, sequence, routine, levels, shapes, space, dance, stimuli</p> <p>Orienteering, control, marker, signs, direction instruction, partner, movement</p> |
| <p>Block 4 Subject/Conceptual knowledge/skills: Gymnastics and ball skills</p> <p>LEAPS:</p> <p>Gymnastics:</p> <ul style="list-style-type: none"> • I can climb onto and jump off the equipment safely. • I can jump in a variety of ways and land with increasing control and balance. • (including straight jump, tuck jump, half turn jump, cat spring and cat spring to straddle) | <p>Block 5 Subject/Conceptual knowledge/skills: Ball skills and team games (cricket)</p> <p>LEAPS:</p> <p>Ball skills:</p> <ul style="list-style-type: none"> • I understand the importance of rules in games. • I can begin to develop my own games with peers. • I understand spatial awareness. • I can show control and accuracy when throwing and catching. | <p>Block 6 Subject/Conceptual knowledge/skills: Team games (hand ball) and athletics</p> <p>LEAPS:</p> <p>Team games (hand ball):</p> <ul style="list-style-type: none"> • I am beginning to develop an understanding of attacking/ defending. • I can develop simple tactics and use them appropriately. • I understand the importance of rules in games. • I understand spatial awareness. |

- I can perform a half jump with good control.
- I can perform a 360 with good control.
- I can link a series of movements together including rolls, balances, movements and jumps, to create a sequence.

Ball skills:

- I understand spatial awareness.
- I can point and look at my target.
- I can show correct technique when rolling and sending a ball.
- I can retrieve a ball with accuracy.
- I can control my body when retrieving a ball.
- I can show control and accuracy when throwing and catching.
- I can begin to control power when throwing.

Vocabulary:

Climb, jump, equipment, safety, landing, control, balance, movement, sequence

Spatial awareness, target, roll, send, throw, kick, pass, retrieve, stop, catch, control, power

- I can begin to control power when throwing.

Team games (cricket):

- I am beginning to develop an understanding of attacking/ defending.
- I can develop simple tactics and use them appropriately.
- I understand the importance of rules in games.
- I understand spatial awareness.
- I am beginning to apply and combine a variety of skills in a game situation.
- I can discuss and make choices with team mates.
- I can make simple decisions on where to send a ball in a game.

Vocabulary:

Rules, game, spatial awareness, control, accuracy, throw, catch, power

Attack, defend, tactics, rules, games, spatial awareness, skills, choices, decisions, throw, catch, control, accuracy

- I am beginning to apply and combine a variety of skills in a game situation.
- I can discuss and make choices with team mates.
- I can make simple decisions on where to send a ball in a game.

Athletics:

- I can jump from a standing position with accuracy.
- I can perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.
- I can combine different jumps together with some fluency and control.
- I can jump for distance from a standing position with accuracy and control.
- I can choose the most appropriate jumps to cover different distances.
- I can investigate the best jumps to cover different distances.
- I know that the leg muscles are used when performing a jumping action.
- I can change speed and direction whilst running.
- I can use a variety of different stride lengths.
- I can complete an obstacle course.
- I can perform a variety of throws with control and co-ordination.

- I can throw different types of equipment in different ways, for accuracy and distance.
- I can investigate ways to alter their throwing technique to achieve greater distance.
- I can use equipment safely.

Vocabulary:

Attack, defend, tactics, rules, games, spatial awareness, skills, choices, decisions, throw, catch, control, accuracy

Athletics:

Jump, stand, accuracy, fluency, control, distance, muscles, speed, direction, run, stride, obstacles, throw, safety, equipment