

YEAR GROUP: 2	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC	Once Upon A Time	Vile Victorians	Magnificent Machines	Lost!	London's Burning!	Let It Grow!
TRIPS/VISITS	The Grove - Clifton	Victorian day	MAGNA	Picnic in the park	Fire engine or drama group (Partake)	Garden centre
BRITISH VALUES	<b>The Rule of Law (Fairytale Laws)</b>	<b>Mutual Respect</b>	<b>Tolerance</b>	<b>Individual Liberty</b>	<b>Democracy</b>	<b>Equality</b>
GARP (Global & Anti-Racist Perspectives)	A traditional dish from around the world	Follow the swallow (Story of a blackbird getting a message to a swallow thousands of miles away in Africa)	Houses from around the world	Inspiring people from around the world	Traditional Tale from another culture	Wildlife issues in our changing world e.g. extinct animals
KEY VOCABULARY	Forest, woods, boy, Grandma, stories, poorly, cake, basket, golden, creepy, spooky, scared, darker, children, wolf, delicious, haunted, terrifying	Queen Victoria, Victorians, Prince Albert, monarch, Queen, dunce hat, chalk board, cane, jubilee, United Kingdom, throne, mourning, reign, crown, royal	build, design, develop, create, sustainable, material, wood, metal, plastic, glass, user, objects, squashing, bending, twisting, stretching, transparent, translucent, opaque, flexible	navigate, explore, discover, search, compass, continents, oceans, capital cities, United Kingdom, world, maps, atlas, globe, directions, location, north, east, south, west	Great Fire of London, Samuel Pepys, London, capital, Pudding Lane, bakery, diary, flame, fire, burning, smoke, spread, extinguish, smoke	flower, plants, leaf, stem, roots, water, sun, grow, garden, vegetable, fruit, animals, habitats, microhabitat, mini beast, predator, prey, herbivore, omnivore, carnivore, food chain
READING LEAPS	V	I	P	E	R	S
WRITING LEAPS	<u>Character description:</u> <ul style="list-style-type: none"> <li>I can use capital letters and full stops in most sentences.</li> <li>I can use co-ordinating conjunctions (and, but, so, or) in my sentences mostly correctly.</li> <li>I can use expanded noun phrases in my writing.</li> </ul> <u>Retell a story (traditional tales):</u> <ul style="list-style-type: none"> <li>I can use the past tense for stories, recounts and historical reports.</li> <li>I can use some subordinating conjunctions for cause (because, so that, if...then...)</li> <li>I can use some</li> </ul>	<u>Recount (Victorian day):</u> <ul style="list-style-type: none"> <li>I can use capital letters for names of people, days of the week and the personal pronoun 'I'.</li> <li>I can identify and write questions mostly correctly (prior to Victorian day - what do you want to find out?)</li> <li>I can use some question marks correctly.</li> </ul> <u>Instructions:</u> <ul style="list-style-type: none"> <li>I can use some adverbs in my sentences.</li> <li>I can identify and write commands mostly correctly.</li> </ul> <u>Character description:</u> <ul style="list-style-type: none"> <li>I can use the present tense.</li> <li>I can use apostrophes</li> </ul>	<u>Recount (diary entry):</u> <ul style="list-style-type: none"> <li>I can use commas to separate items in a list.</li> <li>I can use the past progressive form of verbs. E.g. She was running.</li> <li>I can use apostrophes to contract some words: can't, don't, I'm, couldn't etc.</li> </ul> <u>Author study (non-chronological report):</u> <ul style="list-style-type: none"> <li>I can use the present progressive form of verbs. E.g. She is running.</li> <li>I can use the present tense for non-chronological reports and instructions</li> </ul> <u>Instructions</u> <ul style="list-style-type: none"> <li>I can use some adverbs in</li> </ul>	<u>Setting description:</u> RECAP <u>Retell a story:</u> <ul style="list-style-type: none"> <li>I am beginning to group related sentences into paragraphs</li> </ul>	<u>Poetry:</u> <ul style="list-style-type: none"> <li>Shape poems and calligrams</li> <li>I can use some powerful verbs in my writing.</li> </ul> <u>Recount:</u> <u>Retell a story:</u> <ul style="list-style-type: none"> <li>REVIST</li> </ul> <u>Report (newspaper):</u> <ul style="list-style-type: none"> <li>REVIST</li> </ul>	<u>Retell a story:</u> <ul style="list-style-type: none"> <li>RECAP</li> </ul> <u>Riddles:</u> <ul style="list-style-type: none"> <li>RECAP</li> </ul>

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	<p>exclamation marks correctly.</p> <ul style="list-style-type: none"> <li>I can identify and write exclamation sentences mostly correctly</li> </ul> <u>Setting description:</u> RECAP	<p>to mark singular possession in nouns e.g. Bob's hat.</p>	<p>my sentences.</p>			
MATHS LEAPS	<p><u>Place value:</u></p> <ul style="list-style-type: none"> <li>I can read and write numbers to at least 100 in numerals and in words.</li> <li>I can partition a two-digit number in a variety of ways.</li> <li>I can count in 10s from any number, forwards and backwards.</li> <li>I can recognise the place value of each digit in a two-digit number (tens, ones) and use a place value chart.</li> <li>I can compare and order numbers from 0 up to 100, using the &lt;, &gt; and = signs.</li> <li>I can use place value and number facts to solve problems.</li> <li>I can count and compare objects.</li> </ul> <p><u>Addition:</u></p> <ul style="list-style-type: none"> <li>I can recall and use addition facts to 20 fluently, and use this for facts up to 100 eg. <math>7+2=9</math> so <math>70+20=90</math>.</li> <li>I can mentally add three single digit numbers</li> <li>I can mentally add a two-digit number and a single</li> </ul>	<p><u>Addition (continued):</u></p> <ul style="list-style-type: none"> <li>I can mentally add a two digit number and tens eg. <math>23+30</math>, <math>55-20</math></li> <li>I can mentally add two two-digit numbers</li> <li>I understand and can show that addition can be done in any order but subtraction cannot (commutative law)</li> </ul> <p><u>Subtraction:</u></p> <ul style="list-style-type: none"> <li>I can recall and use subtraction facts to 20 fluently, and use this for facts up to 100</li> <li>I can mentally subtract a two-digit number and a single digit number.</li> <li>I can mentally subtract a two digit number and tens eg. <math>23-30</math>, <math>55-20</math></li> <li>I can mentally subtract two two-digit numbers</li> <li>I understand and can show that addition can be done in any order but subtraction cannot (commutative law)</li> </ul>	<p><u>Multiplication:</u></p> <ul style="list-style-type: none"> <li>I can recall and use multiplication facts for the 10 times table.</li> <li>I can recall and use multiplication facts for the 2 times table. I can recognise odd and even numbers.</li> <li>I can recall and use multiplication facts for the 5 times table.</li> </ul> <p><u>Division:</u></p> <ul style="list-style-type: none"> <li>I know that multiplication of two numbers can be done in any order (commutative law)</li> <li>I can write multiplication statements using the symbols <math>\times</math> and <math>=</math></li> <li>I can solve problems involving multiplication. I might use equipment, arrays, repeated addition, mental methods or known multiplication facts to help me.</li> </ul>	<p><u>Capacity:</u></p> <ul style="list-style-type: none"> <li>I can choose and use appropriate standard units to estimate and measure capacity (litres/ml) to the nearest appropriate unit.</li> <li>I can compare and order volume/capacity and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math></li> </ul> <p><u>Temperature:</u></p> <ul style="list-style-type: none"> <li>I can choose and use appropriate standard units to estimate and measure temperature (<math>^{\circ}\text{C}</math>) to the nearest appropriate unit.</li> </ul> <p><u>Fractions:</u></p> <ul style="list-style-type: none"> <li>I can recognise the equivalence of <math>2/4</math> and <math>1/2</math>.</li> <li>I can recognise, find, name and write fractions, <math>\frac{1}{2}</math>, <math>2/4</math> (<math>\frac{1}{2}</math>) and <math>3/4</math> of a set of objects, shape or quantity.</li> <li>I can recognise, find, name and write <math>1/3</math>, of a set of objects or quantity eg. <math>1/2</math> of <math>6 = 3</math></li> </ul>	<p><u>Money:</u></p> <ul style="list-style-type: none"> <li>I can combine amounts to make a particular value.</li> <li>I can find different combinations of coins that equal the same amounts of money.</li> <li>I can solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</li> </ul> <p><u>Time:</u></p> <ul style="list-style-type: none"> <li>I can compare and sequence intervals of time.</li> <li>I can tell and write the time to quarter past/to the hour and draw the hands on a clock face to show these times.</li> <li>I can tell and write the time to five minutes and draw the hands on a clock face to show these times.</li> <li>I know the number of minutes in an hour and the number of hours in a day.</li> </ul> <p><u>Statistics:</u></p> <ul style="list-style-type: none"> <li>I can interpret simple pictograms, tally charts, block diagrams and simple charts.</li> </ul>	<p><u>Position and direction:</u></p> <ul style="list-style-type: none"> <li>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)</li> </ul>

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	digit number.	law)	<p>tables.</p> <ul style="list-style-type: none"> <li>I can write division statements using the symbols ÷ and =</li> <li>I can solve division problems (in context) in different ways eg. Using equipment, using a number line</li> </ul> <p><u>Length:</u></p> <ul style="list-style-type: none"> <li>I can choose and use appropriate standard units to estimate and measure length/height (m/cm) to the nearest appropriate unit.</li> <li>I can compare and order lengths, and record the results using &gt;, &lt; and =</li> </ul> <p><u>Weight and Mass:</u></p> <ul style="list-style-type: none"> <li>I can choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit.</li> <li>I can compare and order mass and record the results using &gt;, &lt; and =</li> </ul>	<ul style="list-style-type: none"> <li>I can count in fractions up to 10, starting from any number and using the and equivalence on the number line (for example, <math>\frac{1}{2}, \frac{1}{3}</math> (or <math>\frac{1}{3}), \frac{1}{4}, \frac{1}{5}, \frac{1}{6}, \frac{1}{7}, \frac{1}{8}, \frac{1}{9}, \frac{1}{10}</math>).</li> </ul> <p><u>Geometry:</u></p> <ul style="list-style-type: none"> <li>I can identify and describe the properties of 2D shapes eg. The number of sides and lines of symmetry.</li> <li>I can identify the 2D shapes that make the faces of 3D shapes eg. Circle on a cylinder.</li> <li>I can identify and describe the properties of 3D shapes eg. The number of edges, vertices and faces.</li> </ul>		
CLASS NOVEL	Into the Forest - Anthony Browne	Queen Victoria's Underpants - Jackie French	The Dragon Machine - Helen Ward	The Lighthouse Keeper's Lunch - Ronda and David Armitage	Vlad and the Great Fire of London - Kate Cunningham	Oliver's Vegetables - Vivian French
ENGLISH GSP	Phonics - Phase 5 Recap	Phonics - Phase 5 Recap	Phonics - Phase 6	Phonics - Phase 6	Phonics - Phase 6	Phonics - Phase 6
	Alternative graphemes for: ai, oi, ee, igh, oa, oo,	Alternative graphemes ow, ur, air, or, ar and ure				
ENGLISH	• Turn taking	• Fluency and pace of	• Seeking information and	• Structure and	• Grammar	• Summarising

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ORACY	<ul style="list-style-type: none"> <li>Listening actively and responding appropriately</li> </ul>	<ul style="list-style-type: none"> <li>speaking</li> <li>Clarity of pronunciation</li> <li>Voice projection</li> </ul>	<ul style="list-style-type: none"> <li>clarification through questioning</li> <li>Facial expressions and eye contact</li> <li>Gesture and posture</li> </ul>	<ul style="list-style-type: none"> <li>organisation of talk</li> <li>Appropriate vocabulary</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Tonal variation</li> </ul>	<ul style="list-style-type: none"> <li>Giving reasons to support views</li> </ul>
MATHS Cross curricular links	Time - what's the time Mr Wolf Statistics - tally charts, favourite fairy tales	Time - days in a year etc	Length - designing	Position and direction - following a map	Temperature	Length - how tall did the plant grow

SCIENCE	CONTENT	Into the Forest - link to woods, forest and what living things you'd find there		Magnificent Machines			Let It Grow! - plants
	LEAPS	<u>Animals including humans:</u> <ul style="list-style-type: none"> <li>I can notice that animals, including humans, have offspring which grow into adults.</li> <li>I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</li> <li>I can describe the importance for humans of eating the right amounts of different types of food.</li> <li>I can describe the importance for humans of exercise.</li> <li>I can describe the importance for humans of hygiene.</li> </ul> <u>Working scientifically:</u>		<u>Everyday materials:</u> <ul style="list-style-type: none"> <li>I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>I can identify and classify the uses of everyday materials.</li> <li>I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> <li>I can find out about people who have developed new materials.</li> </ul> <u>Working scientifically:</u>		<u>Plants:</u> <ul style="list-style-type: none"> <li>I can observe and describe how seeds and bulbs grow into mature plants.</li> <li>I can use their observations and ideas to suggest answers to questions.</li> <li>I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul> <u>Living things in their habitats:</u> <ul style="list-style-type: none"> <li>I can explore and compare the differences between things that are living, dead, and things that have never been alive.</li> </ul>	

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	<ul style="list-style-type: none"> <li>I can ask simple questions and recognise that they can be answered in different ways</li> <li>I can gather and record data to help answer questions.</li> </ul>		<ul style="list-style-type: none"> <li>I can perform simple tests</li> <li>I can identify and classify</li> </ul>			<ul style="list-style-type: none"> <li>I can identify and name a variety of plants and animals in their habitats, including microhabitats.</li> <li>I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants. I can describe how living things in a habitat depend on each other.</li> <li>I can describe the adaptations of animals and how these suit the environments they inhabit.</li> <li>I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul> <p><u>Working scientifically:</u></p> <ul style="list-style-type: none"> <li>I can observe closely, using simple equipment</li> <li>I can identify and classify</li> <li>I can use observations and ideas to suggest answers to questions</li> </ul>

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	<b>LEAPS</b>		<ul style="list-style-type: none"> <li>I can recognise that my life is different from the lives of people in the past</li> <li>I can place events and objects in order</li> <li>I can understand the main events and people I have studied</li> <li>I can discuss the actions and achievements of people in the past</li> <li>I can answer questions by handling and observing various sources and artefacts</li> <li>I can ask questions and make predictions based on evidence given and handling sources</li> <li>I can use historical terminology to describe events and people of the past</li> </ul>		<ul style="list-style-type: none"> <li>I can identify some of the different ways in which the past is represented</li> <li>I can understand the validity of difference sources</li> <li>I can answer questions by handling and observing various sources and artefacts</li> <li>I can ask questions and make predictions based on evidence given and handling sources</li> <li>I can use historical terminology to describe events and people of the past</li> </ul>		
<b>GEOGRAPHY</b>	<b>CONTENT</b>	Once Upon a Time - Link to forests and woods			Lost! - Map work, lighthouse keeper, oceans etc		Let it Grow! - Weather links to how things grow
	<b>LEAPS</b>	<ul style="list-style-type: none"> <li>I can identify the similarities and difference in physical geography of a small area of the UK and non-European country</li> <li>I can identify the similarities and difference in human geography of a small area of the UK and</li> </ul>		.	<ul style="list-style-type: none"> <li>I can name and locate the world's seven continents and five oceans</li> <li>I can name, locate and identify four countries and their capital cities of the UK and the surrounding seas using maps, atlases and globes</li> </ul>		<ul style="list-style-type: none"> <li>I can identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul>

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	<ul style="list-style-type: none"> <li>non-European country</li> <li>I can use basic geographical vocabulary to describe physical features</li> <li>I can use basic geographical vocabulary to describe human features</li> </ul>			<ul style="list-style-type: none"> <li>I can use world maps, atlases and globes</li> <li>I can use simple compass directions</li> <li>I can use locational language to describe the location of features and route on a map</li> </ul>		

RE	<b>CONTENT</b>	<u>Nature and God:</u> <ul style="list-style-type: none"> <li>Christianity - The creation story 1</li> <li>Christianity - The creation story 2</li> <li>Christianity - Harvest</li> <li>Judaism - Sukkot</li> <li>Buddhism - Siddhartha and the Swan</li> <li>Islam - The boy who threw stones at trees</li> </ul>	<u>Light and Dark</u> <ul style="list-style-type: none"> <li>Christianity - Advent at Christmas</li> <li>Christianity - Christmas lights</li> <li>Hinduism - Rama and Sita</li> <li>Hinduism - Light Over Darkness (Diwali)</li> <li>Judaism - The Maccabee Brothers (Hanukkah)</li> <li>Judaism - The Hanukkah Menorah (light)</li> </ul>	<u>Rules and routines:</u> <ul style="list-style-type: none"> <li>School rules and routines</li> <li>Judaism - The 10 commandments</li> <li>Judaism - Shabbat</li> <li>Islam - The 5 pillars</li> <li>Sikhism - The 5 Ks</li> <li>Humanism - Making decisions</li> </ul>	<u>Beginnings and endings:</u> <ul style="list-style-type: none"> <li>Thinking about beginnings and endings</li> <li>Sikhism - Vaisakhi</li> <li>Sikhism - Naam Karan</li> <li>Christianity - Baptism</li> <li>Christianity - Easter</li> <li>Marking my own beginning or ending</li> </ul>	<u>Ceremonies:</u> <ul style="list-style-type: none"> <li>What is a ceremony?</li> <li>Islam - Aqiqah</li> <li>Judaism - Bat Mitzvah</li> <li>Sikhism - Dastar Bandi</li> <li>Hinduism - Weddings</li> <li>Planning a ceremony</li> </ul>	<u>Places of worship:</u> <ul style="list-style-type: none"> <li>Special places</li> <li>Islam - Mosques</li> <li>Sikhism - Gurdwaras</li> <li>Buddhism - Buddhist temples</li> <li>Making comparisons</li> <li>Designing a special place</li> </ul>
	<b>SMSC</b> (Spiritual, Moral, Social and Cultural development)	Social Moral Spiritual and Cultural learning is carried out throughout the year within all subjects - see SMSC Policy for further details.					

<b>COMPUTING</b>	<b>CONTENT</b>	Help Little Red Riding Hood get to Grandma's House	What will Queen Victoria do next?	Favourite products, evaluating features to collect data			Photographs of nature
	<b>LEAPS</b>	<ul style="list-style-type: none"> <li>I can understand an algorithm</li> <li>I can create and debug simple algorithms to program.</li> </ul>	<ul style="list-style-type: none"> <li>I can use logical reasoning to make predictions of what a program will do</li> </ul>	<ul style="list-style-type: none"> <li>I can use simple charting software to produce pictograms and other basic charts.</li> </ul>			<ul style="list-style-type: none"> <li>I can edit and enhance a photograph</li> </ul>

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E-Safety	CONTENT	<ul style="list-style-type: none"> <li>I can use games safely with other activities</li> </ul>	I can be aware of e-Safety issues when using email.			

ART	CONTENT	Forest scenes	Looking at Victorian decorations - patterns, furniture, style - recreate	Junk yard	Drawings from park trip	Great Fire of London scene	Georgia O'Keeffe
LEAPS	<ul style="list-style-type: none"> <li>I can try out different activities and make sensible choices about what to do next</li> <li>I can use drawings to record ideas and experiences</li> <li>I can look at creative work, express clear preferences and give some reasons for these</li> </ul>	<ul style="list-style-type: none"> <li>I can replicate patterns and textures in a 3D form</li> <li>I know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times.</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about the materials, techniques and processes I have used, using appropriate vocabulary</li> <li>I can look at creative work, express clear preferences and give some reasons for these</li> </ul>	<ul style="list-style-type: none"> <li>I can use drawings to record ideas and experiences</li> <li>I can replicate patterns and textures in a 3D form</li> </ul>	<ul style="list-style-type: none"> <li>I can develop and exercise some care and control over the range of materials I use</li> <li>I can talk about the materials, techniques and processes I have used, using appropriate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>I can deliberately choose to use particular techniques for a given purpose</li> <li>I can develop and exercise some care and control over the range of materials I use</li> </ul>	
DT	CONTENT		Bread and butter pudding	Making products	Lighthouse Keeper's sandwiches		Let it Grow!
LEAPS	<ul style="list-style-type: none"> <li>I know how to name and sort foods into the five groups in 'The Eatwell Plate'</li> </ul>	<ul style="list-style-type: none"> <li>I can prepare dishes safely and hygienically, without using a heat source</li> <li>I know how to use techniques such as cutting, peeling and grating</li> </ul>	<ul style="list-style-type: none"> <li>I can say how I will make my products suitable for their intended users</li> <li>I can say how my products will work</li> <li>I can assemble, join and combine materials and components (Axials)</li> <li>I can use a range of materials and components, including construction materials</li> </ul>	<ul style="list-style-type: none"> <li>I can prepare dishes safely and hygienically, without using a heat source</li> <li>I know how to use techniques such as cutting, peeling and grating</li> </ul>			<ul style="list-style-type: none"> <li>I know that food has to be farmed, grown elsewhere (e.g. home) or caught</li> </ul>

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			<p>and kits, textiles, food ingredients and mechanical components</p> <ul style="list-style-type: none"> <li>• I can make simple judgements about my products and ideas against design criteria</li> <li>• I can suggest how their products could be improved</li> <li>• I can understand and talk about the movement of simple mechanisms such as levers, sliders, wheels and axles</li> </ul>			

MUSIC	CONTENT	Sounds in a forest	Victorian music		Sea shanties		
LEAPS	<ul style="list-style-type: none"> <li>• I can improvise in making sounds with the voices</li> <li>• I can perform simple patterns and accompaniments keeping to a steady pulse.</li> </ul>	<ul style="list-style-type: none"> <li>• I can notice how music can be used to create different moods and effects and to communicate ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• I can choose carefully and order sounds in a beginning, middle and end.</li> </ul>	<ul style="list-style-type: none"> <li>• I can create short musical patterns</li> </ul>	<ul style="list-style-type: none"> <li>• I can sort composers in to different genres and instruments in to different types.</li> </ul>	<ul style="list-style-type: none"> <li>• I can perform songs using creativity and expression and create dramatic effect</li> </ul>	

PE	CONTENT	Invasion games Football	Gymnastics	Dance	Invasion games Basketball	Athletics	Striking & fielding / Net games Basic tennis OAA
LEAPS	<ul style="list-style-type: none"> <li>• I can follow rules of a game consistently</li> <li>• I can develop basic tactics for small team games when attacking or defending</li> <li>• I can pass to team mates when appropriate</li> <li>• Fundamental movement</li> </ul>	<ul style="list-style-type: none"> <li>• I can show increasing control and flexibility in movements</li> <li>• I can link four or more actions including a travel, jump and a balance</li> <li>• I can use equipment to demonstrate simple</li> </ul>	<ul style="list-style-type: none"> <li>• I can move with control and coordination</li> <li>• I can link four or more movements in a routine</li> <li>• I can select movements to communicate feelings and ideas</li> </ul>	<ul style="list-style-type: none"> <li>• I can follow rules of a game consistently</li> <li>• I can develop basic tactics for small team games when attacking or defending</li> <li>• I can pass to team mates when appropriate</li> <li>• Fundamental movement</li> </ul>	<ul style="list-style-type: none"> <li>• I have a controlled, consistent and effective running style</li> <li>• I can use jumping techniques for different purposes and land with increasing control and balance</li> <li>• I can show good control</li> </ul>	<ul style="list-style-type: none"> <li>• I can throw underarm for accuracy or overarm for distance</li> <li>• I can catch a ball with good control</li> <li>• I can strike a moving object with some accuracy</li> </ul>	

YEAR GROUP: 2	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC	Once Upon A Time	Vile Victorians	Magnificent Machines	Lost!	London's Burning!	Let It Grow!
	skills	routines		skills	<p>over a range of equipment when aiming for a target or throwing for distance</p> <ul style="list-style-type: none"> <li>• Catching</li> <li>• Apply to a range of activities</li> </ul>	<ul style="list-style-type: none"> <li>• I can give directions to others using simple maps</li> <li>• I can follow a range of clues to solve problems and complete activities</li> <li>• I can identify and use symbols on a key</li> </ul>