

West Cliff Primary School Curriculum Overview – Outlining the substance of Education

Year: Two	Term: Autumn	Whole Class Text (s):	
-----------	--------------	-----------------------	--

English: See English Long Term Plan	Maths: Follow Power Maths
-------------------------------------	---------------------------

<p>RE Autumn 1 - 1.8 How should we care for others and the world, and why does it matter?</p> <ul style="list-style-type: none"> • Give examples what Jesus said about the importance of people • Identify two examples of religious believers caring for people • Say what you know about the Jewish practice of Tzedekah. • Identify the links between the teaching in the Torah and caring • Give simple reasons why Jesus told the story of the Good Samaritan. • Answer questions such as what would it be like if everyone followed the golden rule? • Describe different ideas about what God might be like from reading the creation story. • Share their own creative ideas about what the creation story says about God. 	<p>Autumn 2 - 1.6 How and why do we celebrate special and sacred times?</p> <ul style="list-style-type: none"> • Describe how a festival is celebrated. • Identify some ways Christians celebrate Easter. • Describe what happens and what is being celebrated at Eid-ul-Fitr. • Describe what happens during Ramadan. • Retell stories connected with Easter and say why these are important to Christians. • Consider questions such as how might these foods help people remember this festival? • Think of reasons why some people choose to fast during Ramadan. • Give reasons why some people like to celebrate important events. • Give reasons why some people use music in celebrations. • Describe the link between a selection of Easter artefacts and the story and celebration of Easter events. • Describe the link between a selection of Pesach symbols and the story of Pesach.
--	--

	Context	Subject-specific knowledge	Subject- specific skill development	Key Expected Outcomes
History	<p>The History of our school</p> <p>What does the evidence tell us about West Cliff school in the past?</p> <p>What was life like in school in the past?</p>	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	<ul style="list-style-type: none"> • When was it opened? • When was it built? • Discuss changes and continuity. <ul style="list-style-type: none"> • In June 1936 the school was opened as West Cliff Senior School • In 1963 it became a primary school when in September 1963, Whitby West County Modern school opened. • What evidence is available to us to find out about the school? Discuss the different types of evidence. • Use evidence when communicating about school in the past. <ul style="list-style-type: none"> • Log book, photographs, maps, • How would we record things today? • What was it like to go to school in the 1940/50s? Use evidence to find out what life in school was like in the past. 	<ul style="list-style-type: none"> • Compare adults' recounts of West Cliff school when they were younger. (Write questions to ask). • Position key events on a timeline. • Information piece about our school.

			<ul style="list-style-type: none"> Use subject related vocabulary relating to the passing of time as well as recently, before, after, now, later, a long time ago, significant. 	
Geography	Where I live	<ul style="list-style-type: none"> Locate UK on a globe Locate Whitby on a map Locate UK capital cities on a map Recognise geographic features of my local area 	<ul style="list-style-type: none"> Say what I like and do not like about places I am familiar with Describe key features of a place from a picture using words like beach, coast, forest, hill, mountain Explain facilities that a village, town and city may need Locate and name the capital cities of England, Scotland, Ireland and Wales 	<p>Create a UK map with labelled key features</p> <p>A brochure of Whitby ie lifeboats</p>
Art	<p>Drawing - inspired by Maurice Sendak 'Where the Wild Things Are'.</p> <p>3D inspired by Barbara Hepworth</p>	<p>Record and explore ideas from first hand observations of artists' work - Barbara Hepworth, Henri Rousseau, Andy Goldsworthy, Maurice Sendak and the Masai people.</p> <p>To know different forms of creative works are made by artists, craftspeople and designers from all cultures and times.</p> <p>To be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance know the names of the tools they used and the colours).</p>	<p>Begin to use a sketchbook as a visual diary. Experiment with a variety of media; pencils, rubbers, crayons, pastels, pens, charcoal, chalk. Draw on different surfaces with a range of media - papers of various sizes, playground, beach etc. Control the types of marks made with the range of media. Investigate textures by describing, naming, rubbing, copying. Use Sendak's drawings to inspire representation of surfaces.</p> <p>Explore sculpture of Barbara Hepworth with a range of malleable media - clay, plasticine. Manipulate malleable materials for a purpose - clay people based on Barbara Hepworth's sculpture. Change the surface of a malleable material e.g. add texture to a clay sculpture.</p>	<ul style="list-style-type: none"> Explore types of drawing pencil Line drawings – on paper, wipeboards, chalk outdoors, sand Texture rubbings Sendak's drawing – copy small sections. Draw surfaces – line drawing. Find out about Hepworth. Draw sculptures. Explore modelling with clay. Make representations of people Create surface texture.
DT	Fruit Kebabs	<ul style="list-style-type: none"> To be able to cut food safely. To use good food handling and food hygiene To understand the food wheel and why foods should be eaten in greater/smaller quantities. To identify the ingredients used in kebabs and what they tell us about the climate. 	<ul style="list-style-type: none"> To select from and use a wide range of materials and components, including knives, spoons, mixing bowls, pans, hob, grater, textiles (oven gloves and tea towel, cleaning products) and ingredients. Cut, chop, mix, roll and knead with increasing skill. Show safety and awareness when cooking. 	<p>Pupils will prepare a kebab pupils will be able to evaluate the dish and discuss the nutritional value of the dish. Pupils will create a recipe and method and be able to recreate the dish at home.</p>
Computing Get started with code 1		<ul style="list-style-type: none"> Introduction to sequencing (Recap from Y1) Creating sequences Flexible sequencing 	<ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology 	

<p>Online safety</p> <p>Everyone can create - music</p>		<ul style="list-style-type: none"> • Creating loops • Debugging • Creating events and actions • Using IF statements writing algorithms <p>Chords and Songs</p> <ul style="list-style-type: none"> • Understand and play basic chords. 	<p>beyond school.</p> <ul style="list-style-type: none"> • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. • Perform and record a variety of Touch Instruments to build a track or song. 	<p>Evaluate the quality of their tracks, then save and name them.</p> <p>Composes and records a song that communicate and identified feeling, mood or idea.</p>
<p>Science</p>	<p>Everyday materials</p> <p>Developing enquiry skills</p>	<ul style="list-style-type: none"> • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • Describe how the shapes of solid objects can be changed by squashing, bending, twisting and stretching. • Compare how things move on different surfaces. <p>Non – curriculum linked enquiry, where possible pupil led.</p>	<ul style="list-style-type: none"> • Asking simple questions and recognising that they can be answered in different ways. • Observing closely, using simple equipment. • Performing simple tests. • Identifying and classifying. • Using their observations and ideas to answer questions. • Gathering and recording data to help in answering questions. 	<p>AFL will be used to gather a range of evidence from practical work and reporting including:</p> <ul style="list-style-type: none"> • Label a picture of an object made from different materials. • Use test results to select and explain what the best material for a purpose is. (e.g. plastic is best for a rain hat because...)
<p>Music</p>	<p>See computing</p> <p>Singing</p>	<ul style="list-style-type: none"> • See computing <p>Listen with increased concentration to music from the Y2 MMC, responding appropriately to a wide variety of live and recorded music, making statements and observations about the music.</p> <p>Sing a range of songs with some control, in a variety of styles.</p>	<p>Experiment with different ways of producing sounds with voice, musical instruments, simple music technology and body sounds.</p> <ul style="list-style-type: none"> • Respond to music through movement, sound-based and other creative responses. • Sing in tune within a widening pitch range with increasing control. Songs such as 'Rain rain go away' and 'Oats and beans and Barley grow'. • Use voices expressively and creatively by singing songs and speaking chants and rhymes. 	<p>Responding to music listened to.</p> <p>Marking pulse in music listened to.</p> <p>Singing songs – use Sing Up! Chants and rhymes linked to English</p>

		Listen to a variety of pieces of recorded music.		
PE		<p>Invasion Games</p> <p>Dance</p>	<ul style="list-style-type: none"> • Confident to send the ball to others in a range of ways. • Beginning to apply and combine a variety of skills (to a game situation) • Develop strong spatial awareness. • Beginning to develop own games with peers. • Understand the importance of rules in games. • Develop simple tactics and use them appropriately. • Beginning to develop an understanding of attacking/defending <ul style="list-style-type: none"> • Copies and explores basic movements with clear control. • Varies levels and speed in sequence • Can vary the size of their body shapes • Add change of direction to a sequence • Use space well and negotiates space clearly. • Can describe a short dance using appropriate vocabulary. • Responds imaginatively to stimuli. 	<p>Children will play a variety of invasion games learning new skills and tactics.</p> <p>Children will have dance once every term as part of carousel lessons. They will learn a new dance and perform with the dance teacher.</p>

West Cliff Primary School Curriculum Overview – Outlining the substance of Education

Year: Two	Term: Spring	Whole Class Text (s):	
-----------	--------------	-----------------------	--

English: See English Long Term Plan	Maths: Follow Power Maths
-------------------------------------	---------------------------

<p>RE Spring Term 1.2 Who is a Muslim and what do they believe?</p>	<ul style="list-style-type: none"> • Talk about the simple ideas about Muslim beliefs about God, making links with some of the 99 names of Allah. • Re-tell a story about the life of the prophet Muhammed. • Recognise some objects used by Muslims and suggest why they might be important. • Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. • Find out about and respond with ideas to examples of cooperation between people who are different.
---	--

	Context	Subject-specific knowledge	Subject- specific skill development	Key Expected Outcomes
History	<p>Flight</p> <p>When was the first flight and where did it happen?</p> <p>How do we know about it?</p> <p>What have the consequences of the first flight been? How has it changed our world?</p>	<p>Events beyond living memory that are significant nationally or globally.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Understand some of the ways in which we find out about the past</p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Place historical figures, events and artefacts in order on a given time line, using dates where appropriate • Ask and answer questions— <ul style="list-style-type: none"> • What was life like before flight? • How did people try to fly? <ul style="list-style-type: none"> • Look at the ‘Story of Icarus’ and distinguish between fact and myth. • What makes the Wright brothers significant? • Use information gained from a range of sources to draw conclusions—newspapers, telegrams, photographs. • Explore the consequences of the first flight and how it has changed the world today (military, food, transportation purposes– we can now see the wider world). • Investigate how aircrafts have changed over time (including how/what they are used for). • To use everyday time terms, such as ‘now’, ‘then’, ‘yesterday’, ‘week’, ‘month’, ‘year’, ‘nowadays’, ‘in the past’, ‘previously’, ‘a long time ago’ ‘old’ and ‘new’. • Use subject related vocabulary relating to the passing of time as well as recently, before, after, later, a long time ago, significant. 	<ul style="list-style-type: none"> • Place historical events on a timeline. • Drama— role play the first flight. • Distinguish between fact and myth. • Presentation about how the first flight has changed our world.

Geography	Earth from space	<ul style="list-style-type: none"> • Google earth to look at earth from space • Space station to look at earth now • Identify continents and oceans on the globe from space 	<ul style="list-style-type: none"> • Identify earth from space ie continents, oceans • Explain how an area has been spoiled or improved and give my reasons ie earth in 1969 – now 	Display – identifying key points of earth
Art	<p>Printing - inspired by natural objects and Andy Goldsworthy.</p> <p>Painting - Inspired by Rousseau.</p>	<p>Record and explore ideas from first hand observations of artists' work - Barbara Hepworth, Henri Rousseau, Andy Goldsworthy, Maurice Sendak and the Masai people.</p> <p>To know different forms of creative works are made by artists, craftspeople and designers from all cultures and times.</p> <p>To be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance know the names of the tools they used and the colours).</p>	<p>Ask and answer questions about the starting points for their work.</p> <p>Develop their ideas – try things out, change their minds.</p> <p>Create simple printing blocks by drawing natural objects on polyprint or press printing found objects into polyprint or clay</p> <p>Design more repetitive patterns using found objects and own printing blocks.</p> <p>Experiment with overprinting motifs and colour.</p> <p>Mix and match colours confidently to artefacts and objects.</p> <p>Name different types of paint and their properties - poster paint (redimix) and watercolours.</p> <p>Work on different scales - smaller work in sketchbooks, larger paintings based on Surprise - Tiger in a Tropical Storm.</p> <p>Produce paintings of animals based on Rousseau's jungle paintings.</p>	<p>Use arts logs to record ideas and experiments</p> <p>Scavenger hunt outside for natural objects. Pannett Park?</p> <p>Experiment with printing with them</p> <p>Make own printing block with polyprint. Range of printing.</p> <p>Complete a Rousseau with watercolour.</p> <p>Recap colourwheel, shades and tones. Mix shades of green and purple and mix brown.</p> <p>Make own picture of a pet in the garden.</p>
DT	Pop up cards	<ul style="list-style-type: none"> • Understand that different materials are chosen for different reasons. • Test out different materials and consider different factors to their success • Show problem solving skills and understanding of need to continually evaluate. • To use my own knowledge and ideas to make 	<ul style="list-style-type: none"> • Explain why I have chosen specific materials • Measure materials to use in a model. • Evaluate my work against a success criterion. • To design purposeful, functional, appealing products for themselves and others based on design criteria. • To generate, develop, model and communicate their ideas through talking drawing, templates and 	Create a pop up card and evaluate it

		<p>something.</p> <ul style="list-style-type: none"> To describe how something works. Discuss how I want to make a product and why. 	<p>mock-ups</p> <ul style="list-style-type: none"> To select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining) To explore and evaluate a range of existing products To evaluate their ideas and products against design criteria To select from a wide range of materials 	
<p>Computing</p> <p>Get started with code 1</p> <p>Online safety</p> <p>Everyone can create - drawing</p>		<p>Doodle art</p> <ul style="list-style-type: none"> Draw 2d shapes Break complicated shapes into simple shapes Use doodle drawings and text to create a sketchnote <p>Observational sketching</p> <ul style="list-style-type: none"> Draw 3d shapes Add shadow Use markup tools to trace shapes 	<ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. Use logical reasoning to predict the behaviour of simple programs. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private. Use technology purposefully to create and manipulate digital content 	<p>Create a sketch note</p> <p>Create a sketch of an object</p>
<p>Science</p>	<p>Animals including humans</p> <p>Living things and their habitats</p>	<ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. explore and compare the differences between things that are living, dead, and things that have never been alive 	<ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests. Identifying and classifying. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions. 	<p>AFL will be used to gather a range of evidence from practical work and reporting including:</p> <ul style="list-style-type: none"> Make a 'how to keep healthy' video Make a presentation/ voice over or animation to describe the life cycle of an animal.

		<ul style="list-style-type: none"> • 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, and how they depend on each other • identify and name a variety of plants and animals in their habitats, including micro-habitats • 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. 		
Music	Pulse and rhythm	<p>Follow and lead simple performance directions, demonstrating understanding of these through movement, singing and playing (including dynamics, tempo, starting and stopping).</p> <p>Demonstrate understanding of the differences between pulse and rhythm through physical movements, playing and singing.</p> <p>Join in and stop as appropriate.</p>	<p>Playing tuned and un-tuned instruments. Create copycat rhythms and compose rhythms for others to follow, including using word rhythms as a starting point. Recognise beat groupings in 2s, 3s or 4s in familiar music. Take the lead as a conductor, marking the beat. Comment on ways to adapt and improve performances.</p> <p>Suggest and try out pupils' own ideas for simple performance directions.</p>	<p>Through listening learn to count pulse - 2,3 and 4 time. Recognise 2/4 and 3 time Echo and response songs and games Rhythm echo with all instruments Children take turns to lead.</p>
PE		<p>Gymnastics</p> <p>Net and Wall Games</p>	<ul style="list-style-type: none"> • Copy, remember and repeat simple skills with control and coordination. • Perform a variety of actions with increasing control repeat accurately sequences of gymnastic actions. • Move smoothly from a position of stillness to a travelling movement move smoothly and in a controlled way from one position of stillness to another. <ul style="list-style-type: none"> • Confident to send the ball to others in a range of ways. 	<p>Children will perform a variety of actions involved in a sequence individually or with a partner.</p> <p>Children will participate in a range of games linked in with using a net or a wall.</p>

		Swimming	<ul style="list-style-type: none"> Beginning to apply and combine a variety of skills (to a game situation) Develop strong spatial awareness. Beginning to develop own games with peers. Understand the importance of rules in games. Develop simple tactics and use them appropriately. Beginning to develop an understanding of attacking/ defending. 	Children will be working towards their next stage or distance.
		Dance	<ul style="list-style-type: none"> 10-20 metres unaided, use arms and legs, one basic method of swimming, swim underwater confidently Choose their most confident stroke to swim across the pool. 	
			<ul style="list-style-type: none"> This will be repeated once every term due to Carousel. See above for learning objectives and outcomes. 	

West Cliff Primary School Curriculum Overview – Outlining the substance of Education

Year: Two	Term: Summer	Whole Class Text (s):	Theme:
-----------	--------------	-----------------------	--------

English: See English Long Term Plan	Maths: Follow Power Maths
-------------------------------------	---------------------------

RE Summer Term 1.4 How can we learn from sacred books?	<ul style="list-style-type: none"> Independently give reasons why a holy book is considered to be 'holy'. Re-tell The Lost Sheep; suggest the meaning(s) of this story. Re-tell the story of the Exodus. Identify and talk about the meaning of at least two teachings of Jesus, recognising that they come from the Christian tradition. Suggest a meaning for the story of Prophet Muhammad and the Black Stone. Re-tell Jonah, a story from the Bible and other holy texts; suggest the meaning of this story. Suggest answers to questions arising from the story of Jonah. Ask and suggest answers to questions arising from The Lost Sheep.
--	---

	<ul style="list-style-type: none"> • Talk about issues of good and bad, right and wrong arising from the teachings. • Talk about issues of good and bad, right and wrong arising from the story of The Exodus and the Ten Commandments. • Recognise that sacred texts contain stories which are special to many people and should be treated with respect. • Notice and respond sensitively to how people from different faiths still tell the story of Jonah today.
--	--

	Context	Subject-specific knowledge	Subject- specific skill development	Key Expected Outcomes
History	<p>Explorers - Captain Cook, Amelia Earhart, Tim Peake</p> <p>Who are explorers and where have some explorers travelled in different periods of time?</p> <p>Why should we remember Captain Cook, Amelia Earhart and Tim Peake?</p> <p>How were their explorations different?</p>	<p>Significant historical events, people and places in their own locality.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p>	<ul style="list-style-type: none"> • Understand who these figures were. <ul style="list-style-type: none"> • When were they born? • Where were they born? • Who are they? • Find out what they did (use artefacts, pictures, stories, online sources and databases to find out about the past). • Find out how they were able to explore and look for similarities and differences <ul style="list-style-type: none"> • equipment • Transport • the difficulties that they faced • Place historical figures, events and artefacts in order on a given time line, using dates where appropriate. <ul style="list-style-type: none"> • Sequence some events in chronological order. Match objects to people. • Find out about the significant historical people in our own locality. <ul style="list-style-type: none"> • Understand why Captain Cook is significant to Whitby. • Understand why Captain Cook is significant to the world. 	<ul style="list-style-type: none"> • Place historical events on a timeline. • Fact file for the different explorers. • Recording of similarities and differences (table). <p>Confidently ask and answer questions related to Captain Cook using a hot seat scenario.</p>
Geography	Africa	<ul style="list-style-type: none"> • Africa is a continent made up of lots of countries • Learn about the Massai people • Compare their school life to the life of a Kenyan child • African national parks being protected and unabated by humans 	<ul style="list-style-type: none"> • Describe a place outside Europe using geographical words • Explain how jobs can be different in other locations • Name continent of Africa and locate it on a map • Identify features of Africa and its countries using geographical vocabulary • Explain how an area has been spoilt or improved 	<p>Comparison of our school day and a Massai child's school day</p> <p>Compare national park in Kenya to ours – North Yorkshire Moors</p>

Art	<p>Textiles - inspired by African study and Masai beadwork Collage - inspired by Andy Goldsworthy</p>	<ul style="list-style-type: none"> Evaluate work by identifying what they think, feel, like and dislike and theirs or others' work. Identify what they might change in their current work or develop in future work. Comment on how the artists studied have influenced their own work. To know different forms of creative works are made by artists, craftspeople and designers from all cultures and times. Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities 	<p>Decorating fabric - Apply colour with printing (linked to printmaking unit) and fabric crayons. Binca bookmark using running stitch. Apply decoration to bookmark using beads, buttons, feathers etc inspired by Masai beadwork.</p> <p>Work with natural found materials to sort and group materials for different purposes e.g. colour texture Create larger scale organic(natural) collage on the beach using found materials. Create a small-scale collage - Create and arrange shapes appropriately. Create, select and use textured objects.</p>	<p>Make African style printed cotton handkerchiefs Teach ch to stitch on binca – running stitch. Add objects inspired by Masai.</p> <p>Large Goldsworthy class art on beach Ch make individual natural artworks on beach and in class</p>
DT	Sock animals	<ul style="list-style-type: none"> Understand that different materials are chosen for different reasons. Test out different materials and consider different factors to their success Show problem solving skills and understanding of need to continually evaluate. To use my own knowledge and ideas to make something. To describe how something works. <p>Discuss how I want to make a product and why</p>	<ul style="list-style-type: none"> Explain why I have chosen specific materials Measure materials to use in a puppet Evaluate my work against a success criterion. To design purposeful, functional, appealing products for themselves and others based on design criteria. To generate, develop, model and communicate their ideas through talking drawing, templates and mock-ups To select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining) To explore and evaluate a range of existing products To select from a wide range of materials 	Create a sock animal
<p>Computing Get started with code 1 (cont)</p> <p>Online safety</p> <p>Everyone can create</p>		<p>Portraits</p> <ul style="list-style-type: none"> Backlight a subject for a silhouette Apply filters to enhance mood Use markup tools to retouch photos <p>Scenes</p> <ul style="list-style-type: none"> Use leading lines and rules of thirds Apply filters to establish mood Take panoramic photos 	<ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	<p>Create a portrait from the past</p> <p>Create a story in a photo</p>

photography				
Science	Plants Developing Enquiry	<ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, sunlight, and a suitable temperature to grow and stay healthy. <p>Extended enquiry topic Including where possible pupil led enquiry</p>	<ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests. Identifying and classifying. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions. 	AFL will be used to gather a range of evidence from practical work and reporting including: <ul style="list-style-type: none"> Record photographically the changes overtime of a plant they have grown Suggest ways to carry out an investigation into how plants grow differently in different conditions.
Music	Pitch and dynamics	<ul style="list-style-type: none"> Listen with increased concentration to music from the Y2 MMC, responding appropriately to a wide variety of live and recorded music, making statements and observations about the music. Compose music in response to non-musical stimuli e.g. a storm. Follow and lead simple performance directions, demonstrating understanding of these through movement, singing and playing (including dynamics, tempo, starting and stopping). 	<p>Follow musical cues to demonstrate understanding of tempo, volume, dynamics, duration</p> <p>Learn the names and sounds of instruments of the orchestra.</p> <p>Begin to discriminate and understand pitch.</p> <p>Produce a simple graphic score, using dots or sticks to represent rhythm and pitch.</p>	Compositions based on story Songs to help learn pitch. Pitched instruments – playing high and low. Miss Mary Mac (4 notes) Graphic score for Miss mary Mac Create own graphic score for compositions.
PE		Striking and Fielding	<ul style="list-style-type: none"> Confident to send the ball to others in a range of ways. Beginning to apply and combine a variety of skills (to a game situation) Develop strong spatial awareness. Beginning to develop own games with peers. Understand the importance of rules in games. Develop simple tactics and use them appropriately. Beginning to develop an understanding of 	Children will experience a range of games linked in with skills used in striking and fielding e.g. forms of cricket, rounders etc.

		<p style="text-align: center;">Athletics</p> <p style="text-align: center;">Swimming (repeated as Y2 swim for 2 terms)</p> <p style="text-align: center;">Dance (repeated for one half term due to carousel)</p> <p style="text-align: center;">Outdoor adventurous activities (Beach)</p>	<p>attacking/ defending.</p> <ul style="list-style-type: none"> • Can change speed and direction whilst running. • Can jump from a standing position with accuracy. • Performs a variety of throws with control and co-ordination. • Preparation for shot put and javelin. • Can use equipment safely. <ul style="list-style-type: none"> • See objectives from above. • See objectives from above. <ul style="list-style-type: none"> • All children will be completing the 10 things that have been set to their class as part of the 70 things to do at the beach at West Cliff. <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Touch a crab Play French boules Make Hot Chocolate Study tidal lines Litter pick Race a wave Create a beach sculpture Take photographs of the beach Can you build a shelter? Eat fish and chips</p> </div>	<p style="text-align: center;">Children will experience a range of running, throwing and jumping activities.</p> <p style="text-align: center;">Evidence will be collected in the Big Beach book.</p>
--	--	--	---	---