



**Year 2 Whole Year Overview 2022-2023**  
**Pashley REAL Projects Real Engaging Authentic Learning**

Project title and other non-core focus term:	<u>Start with Art</u> <ul style="list-style-type: none"> <li>PE focus term</li> <li>Gerwood gallery trip</li> </ul>	<u>Start with Art</u> <ul style="list-style-type: none"> <li>Health and Wellbeing and Music focus term</li> <li>Library focus term</li> <li>Christmas concert</li> </ul>	<u>Funnels and Tunnels</u> Why did Delia buy this hat? <ul style="list-style-type: none"> <li>Science and outdoor learning focus term</li> <li>Titanic external workshop</li> </ul>	<u>Funnels and Tunnels</u> Who was Charles? <ul style="list-style-type: none"> <li>Victoria Baptist Church trip</li> <li>PE focus term</li> </ul>	<u>Bee Happy!</u> <ul style="list-style-type: none"> <li>Science and outdoor learning focus term</li> </ul>	<u>Bee Happy!</u> <ul style="list-style-type: none"> <li>Buzz active trip</li> <li>Downs trip</li> <li>Health and Wellbeing and Music focus term</li> <li>Library focus term</li> <li>Year 2 end of show performance</li> </ul>
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Core texts:</b>	<ul style="list-style-type: none"> <li>The Magic Paintbrush</li> <li>Frida Kahlo</li> <li>Frida Kahlo and her Animalitos</li> </ul>	<ul style="list-style-type: none"> <li>The Day the Crayons Quit</li> </ul>	<ul style="list-style-type: none"> <li>The Real boat</li> <li>The journey Home</li> <li>you wouldn't want to sail on the Titanic</li> <li>I was there (Titanic)</li> <li>Samson's Titanic journey</li> <li>Fish</li> <li>Deep in the Ocean</li> <li>Follow the Moon home</li> <li>Swashby and the Sea</li> <li>The Brilliant Deep</li> <li>Somebody Swallowed Stanley</li> <li>Little Turtle and the Sea</li> <li>Dougal's Deep Sea Diary</li> <li>Fantastic Undersea Life of Jacques Cousteau</li> </ul>	<ul style="list-style-type: none"> <li>The day war came</li> </ul>	<ul style="list-style-type: none"> <li>Bee – nature's tiny miracle</li> <li>The Bee who spoke</li> <li>Pattan's Pumpkin</li> <li>The Book of Bees</li> </ul>	<ul style="list-style-type: none"> <li>The little honey bee</li> </ul>
<b>Reading comprehension:</b>	Term Focus: Prediction <ul style="list-style-type: none"> <li>Prediction using pictures and short texts to predict</li> </ul>	Term Focus: Inference <ul style="list-style-type: none"> <li>Inference: Using pictures and snippets of text to infer from</li> </ul>	Term Focus: Making Links <ul style="list-style-type: none"> <li>Making links between images of different texts</li> <li>Making links between two texts</li> <li>Venn diagram model for comparison</li> </ul>	Two weekly focus on: Prediction Inference Making links	Two weekly focus on: Prediction Inference Making links	Two weekly focus on: Prediction Inference Making links
<b>Assemblies:</b>	<ul style="list-style-type: none"> <li>Secrets and surprises</li> <li>Online safety</li> </ul>	<ul style="list-style-type: none"> <li>Online safety</li> </ul>	<ul style="list-style-type: none"> <li>Online safety</li> </ul>	<ul style="list-style-type: none"> <li>Online safety</li> </ul>	<ul style="list-style-type: none"> <li>Online safety</li> </ul>	<ul style="list-style-type: none"> <li>Online safety</li> </ul>
<b>Spelling (year group non-compliance words)</b>	<ul style="list-style-type: none"> <li>hold</li> <li>gold</li> <li>fold</li> <li>old</li> <li>told</li> <li>cold</li> <li>because</li> <li>should</li> </ul>	<ul style="list-style-type: none"> <li>half</li> <li>path</li> <li>bath</li> <li>find</li> <li>mind</li> <li>kind</li> <li>behind</li> <li>Christmas</li> </ul>	<ul style="list-style-type: none"> <li>door</li> <li>floor</li> <li>poor</li> <li>parents</li> <li>children</li> <li>child</li> <li>father</li> <li>people</li> </ul>	<ul style="list-style-type: none"> <li>busy</li> <li>money</li> <li>pretty</li> <li>who</li> <li>whole</li> <li>water</li> <li>wild</li> <li>plant</li> </ul>	<ul style="list-style-type: none"> <li>steak</li> <li>sugar</li> <li>clothes</li> <li>even</li> <li>great</li> <li>sure</li> </ul>	<ul style="list-style-type: none"> <li>after</li> <li>eye</li> <li>both</li> <li>break</li> <li>most</li> </ul>

Commented [RD1]: Follow Up: beautiful

	<ul style="list-style-type: none"> <li>would</li> <li>could</li> <li>past</li> <li>fast</li> <li>last</li> <li>mrs</li> <li>mr</li> <li>class</li> <li>pass</li> <li>grass</li> </ul>	<ul style="list-style-type: none"> <li>Many</li> <li>Any</li> <li>Improve</li> <li>Move</li> <li>prove</li> </ul>	<ul style="list-style-type: none"> <li>everybody</li> <li>every</li> <li>only</li> </ul>	<ul style="list-style-type: none"> <li>hour</li> </ul>		
<p><b>Grammar</b> noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>	<ul style="list-style-type: none"> <li>Use of a dictionary</li> <li>Use of a thesaurus</li> <li>Consonants and Vowels</li> <li>Long and short Vowels</li> <li>Practise counting syllables for words.</li> <li>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</li> <li>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</li> <li>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> </ul>	<ul style="list-style-type: none"> <li>Correct choice and consistent use of present tense and past tense throughout writing</li> <li>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</li> <li>Commas to separate items in a list</li> </ul>	<ul style="list-style-type: none"> <li>Adverbs</li> <li>Similes</li> <li>The rule of 3</li> <li>Alliteration</li> </ul>	<ul style="list-style-type: none"> <li>Contractions</li> <li>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</li> <li>The possessive apostrophe (singular nouns)</li> </ul>	<ul style="list-style-type: none"> <li>How grammatical application affects function as a Statement, question, exclamation or command.</li> </ul>	<ul style="list-style-type: none"> <li>Onomatopoeias</li> <li>Synonyms</li> <li>Action verbs</li> </ul>
<p><b>Phonics and spelling</b> (please note some of the phonics is from the SPAG national curriculum)</p>	<ul style="list-style-type: none"> <li>Recap key phase 5 sounds 1 sound family per week</li> <li>The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y</li> <li>The /s/ sound spelt c before e, i and y</li> <li>The /n/ sound spelt kn and (less often) gn at the beginning of words</li> <li>The /r/ sound spelt wr at the beginning of words -</li> </ul>	<ul style="list-style-type: none"> <li>Suffixes introduced Revision from Y1 - Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word -</li> <li>Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman] Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter</li> <li>Revision from Y1 - Adding -er and -est to adjectives where no change is needed to the root word.</li> </ul>	<p>Suffixes continued:</p> <ul style="list-style-type: none"> <li>Adding the endings -ing, -ed, -er, -est and -y to words ending in e with a consonant before it.</li> <li>Formation of adjectives using suffixes. Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs:</li> <li>Revision from Y1 - Adding -s and -es to words (plural of nouns and the third person singular of verbs)</li> <li>Adding -es to nouns and verbs ending in y</li> <li>Adding -ed, -ing, -er and -est</li> </ul>	<p>Letter Strings</p> <ul style="list-style-type: none"> <li>Words ending in tion</li> <li>The /l/ or /əl/ sound spelt le at the end of words</li> <li>The /l/ or /əl/ sound spelt el at the end of words</li> <li>The /l/ or /əl/ sound spelt al at the end of words</li> <li>Words ending in il</li> <li>The /ɜ:/ sound spelt or after w</li> <li>The /ɔ:/ sound spelt ar after w</li> </ul>	<ul style="list-style-type: none"> <li>The /ɔ:/ sound spelt a before l and ll</li> <li>The /ʒ/ sound spelt s</li> <li>Prefixes introduced – un</li> <li>Homophones</li> <li>-right and write</li> <li>-where and wear</li> <li>-there and their</li> <li>-no and know</li> <li>-which and witch</li> </ul>	<ul style="list-style-type: none"> <li>Near homophones</li> <li>- The /i:/ sound spelt ey -</li> <li>The /ʒ/ sound spelt s</li> </ul>

	<ul style="list-style-type: none"> <li>The /aɪ/ sound spelt y at the end of words</li> <li>The /ɔ:/ sound spelt a before l and ll -</li> <li>The /ʌ/ sound spelt o</li> </ul>		<p>to a root word ending in -y with a consonant before it</p> <ul style="list-style-type: none"> <li>The suffixes -ment, -ness, -ful, -less and -ly Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman]</li> </ul>			
<b>Handwriting</b>	<p><b>Letter bottom joins:</b></p> <ul style="list-style-type: none"> <li>ai</li> <li>ch</li> <li>er</li> <li>ff</li> <li>sh</li> <li>th</li> <li>ut</li> </ul>	<p><b>Bottom c joins:</b></p> <ul style="list-style-type: none"> <li>ip</li> <li>ng</li> <li>as</li> <li>ea</li> <li>ed</li> <li>ss</li> <li>igh</li> </ul>	<p><b>Bottom e joins:</b></p> <ul style="list-style-type: none"> <li>be</li> <li>ie</li> <li>se</li> <li>er</li> <li>en</li> <li>me</li> </ul>	<p><b>Top e joins:</b></p> <ul style="list-style-type: none"> <li>oe</li> <li>re</li> <li>ve</li> <li>we</li> </ul>	<p><b>Continuous top letter joins:</b></p> <ul style="list-style-type: none"> <li>oa</li> <li>oo</li> <li>oh</li> <li>oi</li> <li>on</li> <li>or</li> </ul>	<p><b>Continuous top letter joins:</b></p> <ul style="list-style-type: none"> <li>ou</li> <li>ov</li> <li>ow</li> <li>oy</li> <li>wh</li> </ul>
<b>English</b>	<p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>Settings</li> <li>Writing a defeat the monster story</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>Rewrite part of the magic paintbrush</li> </ul> <p><b>Non-Fiction</b></p> <ul style="list-style-type: none"> <li>Factfile on Frida Kahlo</li> </ul>	<p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>Description</li> <li>Write a warning story</li> </ul> <p><b>Non-Fiction</b></p> <ul style="list-style-type: none"> <li>Persuasion Letter</li> </ul>	<p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>Characterisation</li> <li>Write a journey Story</li> </ul>	<p><b>Non Fiction</b></p> <ul style="list-style-type: none"> <li>Information on WW1 animals</li> <li>Diary entries</li> </ul>	<p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>Openings and Endings</li> <li>Write a suspense story</li> </ul> <p><b>Non-Fiction</b></p> <ul style="list-style-type: none"> <li>Instructions on how to keep bees</li> <li>Recount bee keeping experience</li> </ul>	<p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>Action</li> <li>Changing Stories</li> </ul> <p><b>Non-Fiction</b></p> <ul style="list-style-type: none"> <li>Information poster about bees – for the local community</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>Shape (1 week)</li> <li>Place value within 50 (1 week)</li> <li>Place value within 100 (1 week)</li> <li>Addition, 1 digit numbers (1 week)</li> <li>Subtraction, 1 digit numbers (1 week)</li> <li>Time (1 week)</li> <li>Length and height (1 week)</li> </ul>	<ul style="list-style-type: none"> <li>Money (1 week)</li> <li>Multiplication (1 week)</li> <li>Multiplication (1 week)</li> <li>Division (1 week)</li> <li>Division (1 week)</li> <li>Weight and volume (1 week)</li> </ul>	<ul style="list-style-type: none"> <li>Statistics (1 week)</li> <li>Fractions (1 week)</li> <li>Fractions (1 week)</li> <li>Place value within 100 (1 week)</li> <li>Addition, 2 digit numbers, no exchange (1 week)</li> <li>Subtraction, 2 digit numbers, no exchange (1 week)</li> </ul>	<ul style="list-style-type: none"> <li>Shape (1 week)</li> <li>Money (1 week)</li> <li>Addition, 2 digit, exchange (1 week)</li> <li>Subtraction, 2 digit, exchange (1 week)</li> <li>Addition and subtraction, consolidate, 2 digit, exchange (1 week)</li> <li>SATS practise papers (1 week)</li> </ul>	<ul style="list-style-type: none"> <li>Multiplication (1 week)</li> <li>Division (1 week)</li> <li>Fractions (1 week)</li> <li>Addition and subtraction, consolidate, 2 digit, exchange and SATS practise papers (1 week)</li> <li>Symmetry (1 week)</li> </ul>	<ul style="list-style-type: none"> <li>Position and direction (1 week)</li> <li>Statistics (1 week)</li> <li>Time (1 week)</li> <li>Weight and volume (1 week)</li> <li>Weight and volume (1 week)</li> <li>Length and height (1 week)</li> </ul>
<b>Science</b>	<p><b>Living things in their habitats</b></p> <ul style="list-style-type: none"> <li>explore and compare the differences between things that are living, dead,</li> </ul>	<p><b>Uses of everyday materials</b></p> <ul style="list-style-type: none"> <li>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass,</li> </ul>	<p><b>Living things in their habitats</b></p> <ul style="list-style-type: none"> <li>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and</li> </ul>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>observe and describe how seeds and bulbs grow into mature plants</li> <li>find out and describe how plants need water, light and a suitable</li> </ul>	<p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults</li> </ul>	<p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>

	<p>and things that have never been alive</p> <p>Trip to the woodlands</p>	<p>brick, rock, paper and cardboard for particular uses</p> <ul style="list-style-type: none"> <li>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>	<p>identify and name different sources of food.</p> <ul style="list-style-type: none"> <li>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</li> </ul> <p>Trip to the woodlands</p>	<p>temperature to grow and stay healthy</p> <p>Trip to the woodlands and allotment</p>	<ul style="list-style-type: none"> <li>find out about and describe the basic needs of animals, including humans, for survival (water, food and air</li> </ul> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>identify and name a variety of plants and animals in their habitats, including micro-habitats</li> </ul> <p>Trip to the woodlands</p>	<ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adult</li> </ul> <p>Trip – Buzz active</p>
<b>Art</b>	<ul style="list-style-type: none"> <li>Can they create different tones using light and dark.</li> <li>Portraits</li> <li>Can they mix paint to create all of the secondary colours. - colour wheel, water colours.</li> <li>Can they mix and match colours and predict outcomes? Simple skills lesson. Mixing colours and writing predictions.</li> <li>Can they mix their own brown? - portraits</li> <li>Can they make tints by adding white?</li> <li>Can they make tones by adding black?</li> <li>Can they set out their ideas using annotation in their sketch books?</li> <li>Do they keep notes in their sketch books as to how they have changed their work?</li> <li>Can they take different photographs of themselves</li> </ul>	<ul style="list-style-type: none"> <li>Can they create individual and group collages? - everyday items.</li> <li>Can they use different kinds of materials and think about why they have chosen them?</li> <li>Can they use repeated patterns in their collage?</li> <li>Can they create a picture independently?</li> <li>Can they use simple IT-mark making tools, e.g. brush and pen tools? Purple mash, looking at different styles of art.</li> <li>Can they edit their own work?</li> <li>Can they say how other artists have used colour, shape and pattern?]</li> <li>Can they create a piece of work in response to another artists work?</li> </ul>	<ul style="list-style-type: none"> <li>Can they show patterns and texture in their drawings.- titanic with different materials. Draw a picture and choose one thing they would like to make 3D. Ice berg 3D?</li> <li>Can they join fabric using glue?</li> <li>Can they sew fabrics together?</li> <li>Can they create part of a class patchwork. - make the sea for the titanic together using blue material.</li> </ul>	<ul style="list-style-type: none"> <li>Can they use a viewfinder to focus on a specific part of an artefact before drawing.</li> <li>Can they use charcoal, pencils and pastels. Poppy drawings.</li> <li>Can they demonstrate their ideas through photographs in their sketch books?</li> </ul>		<ul style="list-style-type: none"> <li>Can they create a print using pressing, rolling, rubbing and stamping? - flower pressing, create their own bee stamp, leaf rubbing.</li> <li>Can they create a print like a designer. All skills incorporated together to make their own picture.</li> <li>Can they link colours to natural and man-made objects? Using outdoor things to make colours, mud, berries etc.</li> <li>Can they set out their ideas using annotation in their sketch books?</li> <li>Do they keep notes in their sketch books as to how they have changed their work?</li> <li>Can they make a clay pot?</li> <li>Can they join two finger pots together?</li> <li>Can they add line and shape to their work?</li> </ul>

	<p>displaying different moods? - linked to the zones of regulation, Frida Kahlo mini portraits with leaves.</p> <ul style="list-style-type: none"> <li>• Can they change their photographic images on a computer?</li> <li>• Can they say how other artists have used colour, shape and pattern?]</li> <li>• Can they create a piece of work in response to another artists work?</li> </ul>					
<b>D T</b>			<p><b>Textiles:</b></p> <ul style="list-style-type: none"> <li>• Can they measure textiles?</li> <li>• Can they join textiles together to make something?</li> <li>• Can they cut textiles?</li> <li>• Can they explain why they have chosen that textile?</li> </ul> <p><b>Mechanisms:</b></p> <ul style="list-style-type: none"> <li>• Can they join materials together as part of a moving product?</li> <li>• Can they add some kind of design to their product?</li> </ul>	<p><b>Textiles:</b></p> <ul style="list-style-type: none"> <li>• Can they measure textiles?</li> <li>• Can they join textiles together to make something?</li> <li>• Can they cut textiles?</li> <li>• Can they explain why they have chosen that textile?</li> </ul> <p><b>Cooking and nutrition:</b></p> <ul style="list-style-type: none"> <li>• Can they describe the properties of the ingredients they are using?</li> <li>• Can they explain what it means to be hygienic? Are they hygienic in the kitchen?</li> </ul>	<p><b>Construction:</b></p> <ul style="list-style-type: none"> <li>• Can they make sensible choices as to which material to use for their constructions?</li> <li>• Can they develop their own ideas from initial starting points?</li> <li>• Can they incorporate some type of movement into models?</li> <li>• Can they consider how to improve their construction?</li> </ul>	
<b>History</b>	<p><b>Historic Artists</b></p> <ul style="list-style-type: none"> <li>• The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</li> </ul>		<p><b>Titanic</b></p> <ul style="list-style-type: none"> <li>• Events beyond living memory that are significant nationally or globally.</li> <li>• Significant historical events, people and places in their own locality.</li> </ul>	<p><b>World War One</b></p> <ul style="list-style-type: none"> <li>• Events beyond living memory that are significant nationally or globally.</li> <li>• Significant historical events, people and places in their own locality.</li> </ul>		

<p><b>Geography</b></p>	<p><b>Artist around the World</b></p> <ul style="list-style-type: none"> <li>•name and locate the world’s seven continents and five oceans.</li> <li>•understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</li> <li>•use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</li> <li>• use basic geographical vocabulary to refer to human and physical features.</li> </ul>					<p><b>Bee Happy- How Weather Effects our Lives</b></p> <ul style="list-style-type: none"> <li>•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> <li>• use basic geographical vocabulary to refer to human and physical features</li> <li>•use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</li> <li>•use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</li> <li>•use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>
<p><b>Music</b></p>	<ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• Play tuned and detuned instruments musically</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul> <p><i>Charanga Unit:</i></p> <ul style="list-style-type: none"> <li>• <i>Focus on dynamics and Tempo</i></li> <li>• <i>How does music teach us about the past?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• Play tuned and detuned instruments musically</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul> <p><i>Charanga Unit:</i></p> <p><i>Music that makes you dance</i></p> <p><i>How does music make you happy?</i></p>

<p><b>Life skills and Values</b></p>	<ul style="list-style-type: none"> <li>• Pupils know the difference between secrets and surprises and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand how to keep safe near roads</li> <li>• Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another them.</li> <li>• Pupils understand that people online may try to manipulate others, how this can make someone feel and how to identify and approach adults who can help.</li> <li>• Pupils can judge what kind of physical contact is acceptable, comfortable or uncomfortable and how to respond.</li> <li>• Pupils can recognise different types of teasing and bullying and understand that these are wrong and unacceptable.</li> </ul>	<p>.</p>			<ul style="list-style-type: none"> <li>• To understand how to stay safe and healthy in the sun</li> <li>• To understand that all bodies are different and great in their own way!</li> <li>• Pupils can recognise and celebrate their strengths and achievements, setting simple but challenging goals.</li> <li>• Pupils understand that some bacteria are spread and that they have the right to be protected from illness and a responsibility to protect others.</li> <li>• Pupils know that different food and drink contains varying amounts of sugar, fat and salt, explaining why it is important to make healthier choices.</li> <li>• Pupils can identify an emergency situation where someone needs help quickly.</li> <li>• To understand the dangers of water and what to do if you come into trouble in the water.</li> </ul> <p><i>Buzz Active trip</i></p>
<p><b>RE</b></p>	<ul style="list-style-type: none"> <li>• 1.6 Who is Muslim and how do they live? (part 1)</li> </ul>	<ul style="list-style-type: none"> <li>• 1.3 Why does Christmas matter to Christians?</li> </ul>	<ul style="list-style-type: none"> <li>• 1.6 Who is a Muslim and how do they live (part 2)</li> </ul>	<ul style="list-style-type: none"> <li>• 1.8 What makes some places sacred to believers? (C,M)</li> </ul>	<ul style="list-style-type: none"> <li>• 1.4 What is the 'good news' Christians believe Jesus brings?</li> </ul>	<ul style="list-style-type: none"> <li>• 1.9 How should we care for the world and for others and why does it matter (C,J,NR)</li> </ul>
<p><b>Computing</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Use technology purposefully to create, organise, store, manipulate and</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• <b>Online Safety - Safer Internet Day</b></li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• <b>Online Safety - Recognise personal info</b></li> </ul>	<ul style="list-style-type: none"> <li>• Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li> </ul> <p>Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.</p> <p>Unit 2.1 – Coding</p> <p><b>Online</b></p>	<ul style="list-style-type: none"> <li>• <i>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</i></li> <li>• <b>Online Safety - How to be kind online</b></li> </ul>

	<p>retrieve digital content Unit 2.6 (Digital art- Continue into Term 2)</p>	<ul style="list-style-type: none"> <li>Recognise common uses of information technology beyond school</li> </ul> <p><b>Unit 2.5 - Searching (2/3 lessons)</b></p> <p><b>Online Safety - Zip It, Block It, Flag It</b></p>				
<b>PE</b>	<ul style="list-style-type: none"> <li>Dance (3 external sessions)</li> <li>Tennis</li> </ul>	<ul style="list-style-type: none"> <li>Gymnastics</li> </ul>	<ul style="list-style-type: none"> <li>Sending and receiving</li> </ul>	<ul style="list-style-type: none"> <li>Striking and fielding</li> </ul>	<ul style="list-style-type: none"> <li>Athletics</li> </ul>	<ul style="list-style-type: none"> <li>Rugby</li> </ul>