

Year Two Curriculum Map 2025 – 2026

Year Two	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
Topic:	All about Me Healthy Lifestyles	Wings: Real and Imaginary	Homes and Habitats	London Now and in 1666 during the Great Fire	How could we travel around the UK?	Minibeasts and Microhabitats
Key Texts	Supertato by Sue Hendra	Tell me a Dragon by Jackie Morris The Snowman by Raymond Briggs	Meerkat Mail by Emily Gravett The Great Kapok Tree by Lynne Cherry	On The Way Home by Jill Murphy Non-Fiction Texts The Great Fire of London Diary entries from 1666	The Hundred Decker Bus by Mike Smith Journey by Aaron Becker	Mad About Minibeasts by Giles Andreae And David Wojtowycz
Additional Texts	The World Came to my Place Today by Jo Readman and Ley Honor Roberts Coming to England by Floella Benjamin	Amelia Earhart: Little People, Big Dreams by Maria Isabel Sanchez Vegara Little Leaders: Bold Women in Black History by Vashti Harrison - Bessie Coleman	Film-Catch it ESMA	The Queen’s Hat By Steve Antony The Great Fire of London by Emma Adams and James Weston	You Can’t Take An Elephant On the Bus by Patricia Cleveland-Peck and David Tazzyman The Big Book of the UK by Imogen Russell Williams And Louise Lockhart	A Good Place by Lucy Cousins
Key Curriculum Drivers	PSHE/Science Healthy People/ Eating Geography / PSHE Food around the world/ Harvest Black History Month	English Fictional narratives and Poetry Humanities Plotting journeys on a world map Comparing transport from different eras	Science Living things and their Habitats Humanities Comparing homes in different countries	Humanities History/Geography of London now and in the past	English Stories about Travel	Music/Drama Performance Science Minibeasts
Significant People	Baroness Floella Benjamin	Amelia Earhart Amy Johnson Bessie Coleman	Conservationists: Jane Goodall David Attenborough	Samuel Pepys The Royal family Sir Christopher Wren First Black Community		Henrietta Barnett Transition (getting to know Year 3 and Juniors teachers)

Visits Visitors	Diwali Dance Workshop	RAF Museum	Spirit of the Wild	1) London - Boat Trip River Thames 2) GFOL - Great Fire of London Workshop		Junior School
PSHE	<p>All about my feelings</p> <ul style="list-style-type: none"> To recognise and describe different feelings in themselves and others To recognise that feelings can change and that not everyone experiences the same feelings in the same situation To recognise big feelings and know how to manage them <p>Healthy people (Taught within Science lessons)</p> <ul style="list-style-type: none"> To know that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest To recognise the importance of knowing when to take a break from time online or TV To know that a healthy person has good physical and mental health and wellbeing <p>Global food (Taught within Geography)</p> <ul style="list-style-type: none"> To know where food comes from and be able to talk about some of the ethical questions around food supply 	<p>Money, shopping and saving - Link with Maths</p> <ul style="list-style-type: none"> To know about spending money and understanding the importance of waiting for and checking change Know you have choices about spending and saving money, and that people may make different choices about how to save and spend money <p>About my body</p> <ul style="list-style-type: none"> To know about their bodies and how they work To know about the similarities and differences between males and females To know about gender stereotypes 	<p>Making and breaking friendships</p> <ul style="list-style-type: none"> To understand their feelings when friendships break up, or people move away <p>Coping with conflict (Anti-bullying week)</p> <ul style="list-style-type: none"> To know why bullying is wrong and how to get help To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say To know the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities 	<p>Keeping safe (Internet Safety Week)</p> <ul style="list-style-type: none"> To know how rules and restrictions help them to keep safe (e.g. age, basic road, fire, cycle, water safety; in relation to medicines/ household products and online) To know how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and learn what steps they can take to avoid or remove themselves from them To know that not everything they see online is true or trustworthy and that people can pretend to be someone they are not To know how to tell a trusted adult if/when they are worried for themselves or others, worried that something is, or feels, unsafe, or if they come across something that scares or concerns them, including how to get help in an emergency; how to dial 999 and what to say To know how to keep safe in the sun and protect from sun damage <p>Special days</p> <ul style="list-style-type: none"> To know about a range of festivals 	<p>Exploring our families</p> <ul style="list-style-type: none"> To know who looks after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them To know their special people (family, friends, carers) and what makes them special and how special people should care for one another To know that babies need care and attention (love) in order to calm them if they are upset 	<p>Transitioning into Year 3</p> <p>Feelings / Zones of Regulation</p> <ul style="list-style-type: none"> To be able to identify my own feelings and think of ways to stay calm
English	<p>Genre</p> <p>Narrative: Stories with recurring language/Letter Writing Non-Fiction: Instructions Poetry: Acrostic, Similes and Description</p> <p>Focus</p>		<p>Genre</p> <p>Narrative: Diary entry/Postcards/Recounts/Blurbs/Letters/Stories Non-Fiction: Fact Files/Leaflets/Film Reviews Poetry: Reciting familiar poems (Poems to Perform – Julia Donaldson)</p> <p>Focus</p>		<p>Genre</p> <p>Narrative: Animations/Stories (speech marks) Non-Fiction: Fact files/ Reports/Letters/Buddy Letters Poetry: Acrostic poems/Poems modelled on '10 things Found in a Shipwrecked Sailors Pocket' by Ian McMillan/ alliterative minibeast poems.</p> <p>Focus</p>	

- To say what I want to write before I write it
- To write more than one sentence about an idea
- To write sentences in sequence to make short narratives
- To use capital letters and full stops in some of my sentences
- To segment and blend spoken words and spell some correctly
- To make good attempts at spelling using phonic knowledge
- To spell some common exception words
- To form lower case letters in the correct direction starting and finishing in the right place
- To form lower case letters which are the right size in some of my writing
- To predict what will happen on the basis of what has been read so far
- To use adjectives
- To begin to leave spaces between my words
- To use co-ordination (and/but) to join clauses
- To use some subordination (because) to join clauses
- To plan a narrative by writing down ideas/sentences/ key words, including new vocabulary
- To write simple narratives, which make sense, using my own or others experiences (real or fictional)
- To make simple additions and revisions to my writing by rereading to check it makes sense

Phonics

Recapping phase 5 graphemes:
 Reviewing Phase 5 GPCs
 Keep Up - Phase 2, 3,4 and 5.

SPaG Focus

- Nouns
- Vowels and Consonants
- Demarcating Sentences
- Punctuating Sentences
- Adjectives
- Compound Words
- Adjectives with –er and –est
- Subordination
- Singular and Plural

Handwriting Focus (Nelson’s handwriting scheme)

- Introducing joins and Practising letter families
- Introducing break letters
- Unit 14 – Practising consistent size and height of small letter
- Unit 1-7 Practising joining and capital letters

- To plan a narrative by writing down ideas/sentences/ key words, including new vocabulary
- To write simple narratives, which make sense, using my own or others experiences (real or fictional)
- To write about real events, simply and clearly.
- To use capital letters and full stops in most of my sentences.
- To use question marks when needed.
- To use my phonic knowledge effectively to spell.
- To segment and blend spoken words and spell many correctly
- To spell many common exception words.
- To write capital and lowercase letters of the correct size and orientation.
- To use spacing between words which reflects the size of the letters.
- To use the present and past tenses mostly correctly and consistently.
- To use co-ordination (or/and/but) to join clauses.
- To use some subordination (when/if/that/because) to join clauses

Phonics

Rapid Catch Up for Phase 2, 3, 4 and 5

SPaG Focus

- Noun Phrases
- Homophones
- Forming Adjectives using –ful and –less
- Questions and Statements
- Sentence Writing
- Verbs
- Adverbs with –ly
- Changing Adjectives into Adverbs
- Coordination
- Past and Present Tense

Handwriting Focus (Nelson’s handwriting scheme)

- Unit 8-20- Practising joining to and from letters including ascenders

- To plan a narrative by writing down ideas/sentences/ key words, including new vocabulary
- To write simple narratives, which make sense, using my own or others experiences (real or fictional)
- To write about real events, simply and clearly.
- To use capital letters and full stops in most of my sentences.
- To use question marks when needed.
- To use my phonic knowledge effectively to spell.
- To spell most common exception words.
- To write capital and lowercase letters of the correct size and orientation.
- To use spacing between words which reflects the size of the letters.
- To use the present and past tenses mostly correctly and consistently.
- To use co-ordination (or/and/but) to join clauses.
- To use some subordination (when/if/that/because) to join clauses
- To write effectively for different purposes using what I read to help with my grammar and vocabulary
- To make simple additions, revisions and corrections to my writing
- To add suffixes to spell most words correctly –ment / -ness / -ful / -less / -ly
- To use punctuation that I have been taught, mostly correctly
- To use the diagonal and horizontal strokes needed to join letters

Phonics

Rapid Catch Up for Phase 2, 3, 4 and 5

SPaG Focus

- Coordination
- Commands and Exclamations
- Commas in Lists
- Apostrophes for Possession
- Recapping Pronouns
- Progressive Tense
- Apostrophes for Contractions
- Uplevelling Sentences
- Forming Nouns using –ness

Handwriting Focus (Nelson’s handwriting scheme)

Unit 21-28- Practising joining to letters including descenders

<p>Maths White Rose</p>	<p>Place Value x4</p> <ul style="list-style-type: none"> Counting forwards and backwards within 20,50,100 (1:1 Assessment) Numbers to 20 Count objects to 100 by making 10s Recognising tens and ones Using a place value chart Partitioning numbers to 100 Write numbers to 100 in words Flexibly partition numbers to 100 Write numbers to 100 in expanded form 10s on the number line to 100 10s and 1s on the number line to 100 Estimate numbers on a number line Compare objects Compare numbers Order objects and numbers Count in 2s, 5s and 10s Count in 3s Place Value Assessment A <p>Add/ Subtract x3</p> <ul style="list-style-type: none"> Bonds to 10 Fact Families – addition and subtraction bonds within 20 Related facts Bonds to 100 (Tens) Add and subtract 1s Add by making 10 Add three 1-digit numbers Add to the next 10 Add across a 10 Subtract across a 10 Subtract from a 10 Subtract a 1-digit number from a 2-digit number (Across a ten) 	<p>Add/ Subtract x3</p> <ul style="list-style-type: none"> 10 more, 10 less Add and Subtract 10s Add two 2-digit numbers (not across a 10) Add two 2-digit numbers (across a 10) Subtract two 2-digit numbers (not across a 10) Subtract two 2-digit numbers (across a 10) Mixed addition and subtraction Compare number sentences Missing number problems Addition and Subtraction Assessment <p>Shape x2</p> <ul style="list-style-type: none"> Recognise 2-D and 3-D shapes Count sides on 2-D shapes Count vertices on 2-D shapes Draw 2-D shapes Lines of symmetry on shapes Using lines of symmetry to complete shapes Sort 2-D shapes Count faces on 3-D shapes Count edges on 3-D shapes Count vertices on 3-D shapes Sort 3-D shapes Make patterns with 2-D and 3-D shapes Shape Assessment <p>• Autumn Term Assessment</p>	<p>Money x2</p> <ul style="list-style-type: none"> Count money – pence Count money – pounds (notes and coins) Count money - pounds and pence Choose notes and coins Calculate with money Make a pound Find change Two-step problems Money Assessment <p>Multiply/ Divide x4</p> <ul style="list-style-type: none"> Recognise equal groups Make equal groups Add equal groups Introduce the multiplication symbol Multiplication sentences Use arrays Make equal groups - grouping Make equal groups - sharing The 2 times-table Divide by 2 Doubling and Halving Odd and Even Numbers The 10 times-tables Divide by 10 	<p>Multiply/ Divide x1</p> <ul style="list-style-type: none"> The 5 times-table Divide by 5 The 5 and 10 times-table Multiplication and Division Assessment <p>Length & Height x2</p> <ul style="list-style-type: none"> Measure in centimetres Measure in metres Compare lengths and heights Order lengths and heights Four operations with lengths and heights Length and Height Assessment <p>Mass, Capacity & Temperature x2</p> <ul style="list-style-type: none"> Compare mass Measure in grams Measure in kilograms Four operations with mass Compare volume and capacity Measure in millilitres Measure in litres Four operations with volume and capacity Temperature Mass, Capacity and Temperature Assessment <p>• Spring Term Assessment</p>	<p>Fractions x3</p> <ul style="list-style-type: none"> Introduction to parts and whole Equal and unequal parts Recognise a half Find a half Recognise a quarter Find a quarter Recognise a third Find a third Find the whole Unit fractions Non-unit fractions Recognise the equivalence of a half and two-quarters Recognise three-quarters Find three-quarters Count in fractions up to a whole Fractions Assessment <p>Time x3</p> <ul style="list-style-type: none"> O'clock and half past Quarter past and quarter to Tell the time past the hour Tell the time to the hour Tell the time to 5 minutes Minutes in an hour Hours in a day Time Assessment 	<p>Statistics x2</p> <ul style="list-style-type: none"> Make tally charts Tables Block diagrams Draw pictograms (1-1) Interpret pictograms (1-1) Draw pictograms (2, 5 and 10) Interpret pictograms (2, 5 and 10) Statistics Assessment <p>Position & Direction x2</p> <ul style="list-style-type: none"> Language of position Describe movement Describe turns Describe movement and turns Shape patterns with turns Position and Direction Assessment <p>• Summer Term Assessment</p> <p>Consolidation Week x3</p>
<p>Mastery Number</p> <p>15 minutes, 4 times a week</p>	<ul style="list-style-type: none"> Subitising skills Perceptual and conceptual subitising (rekenreks) linear number system within 10 	<ul style="list-style-type: none"> Conceptually subitising numbers Linear number system Composition of the numbers 7–9 in-depth, link to understanding of odd and even numbers 	<ul style="list-style-type: none"> Conceptually subitising including 'teens' Composition of 11 to 19 as 'ten and a bit' and explore ways to represent this Number bonds within 10, including identifying a missing 	<ul style="list-style-type: none"> Conceptually subitise 11–19 using range of representations, 'ten and a bit'. Structure of linear number system within 20, making links 	<ul style="list-style-type: none"> Develop subitising skills. Review the linear number system to 100, applying knowledge of midpoints to place numbers on a structured number line 	<ul style="list-style-type: none"> Develop their fluency in additive relationships within 20, using a range of activities and games and revisiting previously taught strategies where necessary. Consolidate learning

	<ul style="list-style-type: none"> Compare number tracks / number lines and explore the use of 'midpoints' Composition of numbers within 10, emphasis 6, 7, 8 and 9 as '5 and a bit' Composition of odd and even numbers Link understanding of the composition of numbers within 10 to the related additive facts, including adding 2 to an odd or even number Recalling facts in a variety of ways, including through solving simple picture problems and completing equations with a missing sum or addend, 	<ul style="list-style-type: none"> Compare numbers within 10 Inequality symbols to create expressions, e.g. $7 > 2$, use language of 'greater than' and 'less than' True or false? number bonds questions $5 + 3 > 7$ Recalling additive facts for numbers within 10, using a range of equations, games and picture problems. 	<p>'part' and relating this to subtraction equations</p> <ul style="list-style-type: none"> Strategies for adding 1 and 2 to odd and even numbers to subtraction facts presented in different ways Apply knowledge of the composition of 11–19 to calculations in which 10 is a part Apply knowledge of composition to facts involving 3 addends. 	<p>between midpoints of 5 and 10, and 15</p> <ul style="list-style-type: none"> Composition of odd and even numbers, linking to doubles and near doubles. Compare numbers within 20, including questions using symbols $+$, $<$, $>$, or $=$ Use and apply knowledge of linear number system to calculations involving 1 more and 1 less, and pairs of numbers with a difference of 1 Use understanding of the composition of odd and even numbers to find doubles and near doubles Apply known facts to calculations involving larger numbers, e.g. $5 + 2$, $15 + 2$, $25 + 2$. 	<ul style="list-style-type: none"> Revisit activities which develop understanding of the composition of numbers within 10 and 20. Reason about equalities and inequalities using equations and answering questions Become fluent in a range of strategies involving calculations within 20, using 'make 10' strategies to add, and subtracting through the tens boundary Practise recalling number bonds through a range of activities and games which will encourage them to reason about sums and differences. 	
Science	<p>Scientific Enquiry</p> <ul style="list-style-type: none"> Ask simple questions and recognise they can be answered in different ways. Observe closely and use simple equipment. Perform simple tests Identify and classify to compare, sort and group. Gather and record data to answer simple questions. Use my observations and ideas to suggest answers to questions. 					
	<p>Animals, including humans (1)</p> <ul style="list-style-type: none"> 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. 	<p>Animals, including humans (2)</p> <ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults. <p>Living things and their Habitats (1)</p> <ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead, and things that have never been alive <p>Plants</p> <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants <p>Plant bulbs this term as a class</p>	<p>Living things and their Habitats (1)</p> <p>Macro habitats</p> <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 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 	<p>Uses of everyday Materials</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 Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching <p>Plant seeds this term as a class</p>	<p>Plants</p> <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, light and a suitable temperature to grow and stay healthy Use different types of scientific enquiry to gather/record data 	<p>Living things and their Habitats (2)</p> <p>Microhabitats</p> <ul style="list-style-type: none"> Identify and name a variety of plants and animals in their habitats, including microhabitats
Art and Design	<p>Drawing</p> <ul style="list-style-type: none"> Explore different drawing tools Draw shapes and join together to create the shape of the human body 	<p>Drawing</p> <p>Fireworks/Dragons</p> <ul style="list-style-type: none"> Explore ideas and use their imagination to make lines and marks that represent fireworks 	<p>Drawing</p> <p>Animals</p> <ul style="list-style-type: none"> Join shapes to draw animals in proportion record and describe patterns and textures, from observation 	<p>Drawing</p> <ul style="list-style-type: none"> To explore ideas and draw special memories, places, activities and people <p>Painting/Collage</p>	<p>Drawing</p> <ul style="list-style-type: none"> Draw flowering plants from observation Explore and compare the work of artists who draw/paint flowering plants. 	<p>Drawing</p> <ul style="list-style-type: none"> Draw from observation to create a self portrait <p>Painting</p> <ul style="list-style-type: none"> Mix neutral colours, tints and shades.

	<ul style="list-style-type: none"> Use a variety of different marks to fill a shape <p style="text-align: center;">Collage</p> <ul style="list-style-type: none"> Fold, tear, cut and overlap paper Explore the paper cut outs of Henri Matisse Create a seasonal card 	<ul style="list-style-type: none"> Record and describe textures, from Observation Use texture to add detail to drawings Begin to explore near and far through drawing larger and smaller shapes and lines of horizon Explore drawing objects from different viewpoints Explore the artwork of Jackie Morris <p>Painting</p> <p>Dragons/Settings</p> <ul style="list-style-type: none"> Explore creating textures and effects with watercolours and salt, Brusho and marker pens on dry and wet paper 	<p>3D Work</p> <p>Clay Animal with 4 legs</p> <ul style="list-style-type: none"> Use clay to create a 3D form change the form of clay by pulling, pinching and smoothing Join two pieces of clay using liquid clay Explore layering and overlapping collage material to create an animal in its habitat Explore and compare the work of artists who create animals 	<ul style="list-style-type: none"> Explore the work of an artist in depth and use his ideas and techniques as a starting point for their own work Explore layering and overlapping collage material, textiles and paint Experiment with different tools and techniques for painting 	<p>Printing</p> <ul style="list-style-type: none"> Create a composition of repeated prints using shapes Explore over-printing with shapes, colours and different papers. 	<ul style="list-style-type: none"> Paint from observation to create a self-portrait. To modify and develop their painting through ongoing discussion and evaluation To explore and compare the work of artist who painted portraits and self-portraits
<p>Design Technology</p>	<p style="text-align: center;">Food</p> <ul style="list-style-type: none"> Find out about hidden sugars in drinks Taste testing food combinations Design and making a wrap Making and evaluating 		<p style="text-align: center;">Mechanisms</p> <p style="text-align: center;">Wheels + Axles 2</p> <ul style="list-style-type: none"> Design and make an animal transporter – paired work 		<p style="text-align: center;">Textiles: make a pouch (purse)</p> <ul style="list-style-type: none"> Sew a running stitch Join fabrics with running stitch Making a pouch Decorating a pouch 	
<p>Geography and History</p>	<p>How did it get on my plate?</p> <p>Global food (Link with PSHE)</p> <ul style="list-style-type: none"> Identify origins of a range of foods/products and locate on world map. Identify natural/produced ingredients in a range of foods Recall previous learning about climate zones and hemispheres, locate and describe journeys to UK. Record and interpret data about food miles, make links with previous learning about transport and pollution, to suggest reasons why some feel we should reduce this/eat more local foods Identify/locate locally produced food on a map, or Devise (try?) recipes using ingredients from UK <p>(Create a world Map as a class for display, keep up until Spring2)</p>	<p>Where did she go?</p> <p>Amelia Earhart / Bessie Colman</p> <ul style="list-style-type: none"> Revise previous learning: drawing world map, and locating people/places etc from previous units/maps they have drawn before Describe distance between places, including UK + USA, suggest appropriate modern transport. Create a timeline of transport, including planes Position Amelia Earhart's achievements on a timeline Use sources to map the journeys Amelia Earhart took in her plane. Compare travel from different time periods Locate WW2 on a timeline, along with other inventions, to determine transport methods used Use sources to find detail of air travel/transport used, and 	<p>How do our houses differ?</p> <p>Africa (New Learning) and Antarctica (Prior Learning)</p> <ul style="list-style-type: none"> Revise location and features of key continents, oceans, climate zones. Locate/label UK and recall key learning about relevant climate zone Identify/label Africa (desert, savannah and other climate zones within the continent) and describe key features Identify how these differ to UK and previously learnt Antarctic. Use a range of sources to identify key information about Kenya - language, flag, natural resources, key landmarks etc. Identify key differences between human features of Nairobi and London, making connections with their learning about climate zones to suggest reasons 	<p>Why did the Fire of London then and now</p> <p>London then and now</p> <ul style="list-style-type: none"> Recall Y1 knowledge/skills to draw/copy a basic map/ key human features of London Identify event on timeline and use chronological knowledge (Y1 Toys) to predict features of 1666 era Use sources to identify similarities and differences between features and materials of London then and now Use locational language and sources to describe the spread of the fire, including in relation to school location. Use a range of sources to describe the fire Make links to features of London at the time to suggest why the fire may have spread, referring to differences in fire safety and rescue services/provision and 	<p>Where could you visit in the UK?</p> <ul style="list-style-type: none"> Revise previous learning about what a country is. Identify what the UK is and locate each of the countries and capitals on a map. Use a range of sources to identify reasons to visit each of the different countries in the UK. Identify similarities and differences between the countries and capitals ion the UK. Use locational language to describe the direction of travel. Use GIS (Google Maps) to calculate journey times, including roads and other modes of transport. <p>(Create a UK map as a class for display for the Summer Term)</p>	<p>Why is our school here?</p> <ul style="list-style-type: none"> Locate on a map where our school is located. Revise previous learning: what is an urban area? Identify human and physical features in our local area. Use a range of sources to identify why HGS was created and significant people connected with its conception. Use a range of sources to identify why HGS is a special area. Make links with the conception of HGS and our local area now. How has it changed? Explore reasons for changes. Identify event on timeline and use chronological knowledge to create a timeline about Dame Henrietta Barnett.

		compare to previous learning and modern		technology between then and now.		
R.E. Barnet Agreed Syllabus	Big Question 1 What is real? Reality (Ontology) is about understanding what different religions and worldviews teach about what is real and what is not.	Big Question 2 Where do we come from? Origins (Cosmology) is about understanding what different religions and worldviews teach about the origins of the universe, the nature of existence and our place in the world.	Big Question 3 How do we know? Knowledge (Epistemology) is about understanding what different religions and worldviews teach about the nature of knowledge, belief and things that are considered to be true.	Big Question 4 What is our situation? Situation is about understanding the position we find ourselves in, the person we are and how we live and interact in the world.	Big Question 5 What is our goal? Goal (Axiology) is about understanding what different religions and worldviews teach about what is good, of worth or value, and the ultimate goal that individuals should aim for.	Big Question 6 How do we get there? Path (Praxeology) is about understanding that humans may carry out certain actions, behaviours and rituals that are seen as essential to progress and remain on their path, to reach a goal.
P.E.	Fitness: Take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time. Fundamentals: Develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.	Ball Skills: Develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet, and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Gymnastics: Learn, explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases.	Invasion: Develop their understanding of invasion games and the principles of defending and attacking. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and learn to play to the rules. Sending and Receiving: Develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will build on their knowledge of sending and receiving by applying their skills in different situations.	Yoga: Learn about mindfulness and body awareness. They begin to learn yoga poses and techniques that will help them to connect their mind and body. The unit builds strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others, sharing ideas and creating their own poses in response to a theme. Team Building: Develop their communication and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play.	Dance: Explore space and how their body can move to express and idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Athletics: Develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.	Dance: Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology. Striking and Fielding: Develop their understanding of the principles of striking and fielding games. They develop the skills of throwing and catching, tracking and retrieving a ball and striking a ball. They begin to self-manage small sided games. Pupils learn how to score points and play to the rules. Pupils will begin to think about how to use skills, strategies and tactics to outwit the opposition appropriate to the situation. Sports Day
Computing	What is a computer? <ul style="list-style-type: none"> To recognise the parts of a computer 	Animations (2animate Purple Mash)	Algorithms & Debugging	Scratch Junior <ul style="list-style-type: none"> To explore a new application To create an animation 	Data Handling (2graph Purple Mash)	

	<ul style="list-style-type: none"> To recognise how technology is controlled To understand the role of computers 	<ul style="list-style-type: none"> To use technology purposefully to create an animation. To save and retrieve digital content. 	<ul style="list-style-type: none"> To decompose a game to predict the algorithms that are used. To understand that computers can use algorithms to make predictions (machine learning). To understand what abstraction is To understand what debugging is 	<ul style="list-style-type: none"> To follow an algorithm To plan and create code to create an algorithm 	<ul style="list-style-type: none"> To use technology purposefully to create a graph. To save and retrieve digital content To interpret and analyse data 	
Internet Safety (links with PSHE)	Online Safety <ul style="list-style-type: none"> To know how to stay safe online To know how to tell a trusted adult if/when I am worried for myself or others, worried that something is, or feels unsafe, or if I come across something that scares or concerns me To know that not everything seen online is true or trustworthy Explain what is meant by online information Recognise what information is safe to be shared online Explain why we need passwords and what makes a strong password Understand that they need to ask permission before sharing content online and explain why Understand that they have the right to deny their permission to information about them being shared online Say who they can ask for help with online worries Use some strategies to work out if online information is reliable or not 					
Music	Harvest Festival <ul style="list-style-type: none"> Learn basic posture with relaxed shoulders, singing mouth and sound projection Perform to an audience Learn songs with a wider vocal range, diction and greater level of difficulty 	Instruments of the orchestra <ul style="list-style-type: none"> Learn about the families of the orchestra Learn to recognise the instruments and the sounds they make Make a shaker and a straw oboe from different materials and objects 	Composing music on GarageBand using Ipads <ul style="list-style-type: none"> Learn how to import loops in GarageBand Learn to create a song that has ABCD structure Learn how to create contrast and edit your work Play the song to the class and receive feedback 	Classical Music <ul style="list-style-type: none"> Learn about music and composers from western classical tradition Show enjoyment and appreciation in music Learn about Haydn's Symphony "The Hen" Compose a symphony inspired by "The Hen" using percussion instruments 	Djembe Drumming <ul style="list-style-type: none"> Keep a steady beat while playing as part of a group Copy simple rhythmic patterns aurally (identify / repeat) Play rhythms as part of a polyrhythm using Djembe drums Perform to an audience 	Y2 show, songs and instrumental pieces <ul style="list-style-type: none"> Learn songs for the show Learn basic posture with relaxed shoulders, singing mouth and sound projection Perform to an audience Learn how to play pieces on a variety of instruments such as Djembe drums, recorders and ukuleles.