Russell Street School

Dinosaurs

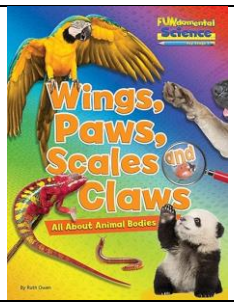
Autumn Term Overview

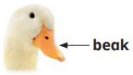
Maths

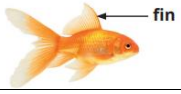
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number **Place value**				Number **Addition and subtraction**					Geometry **Shape**		

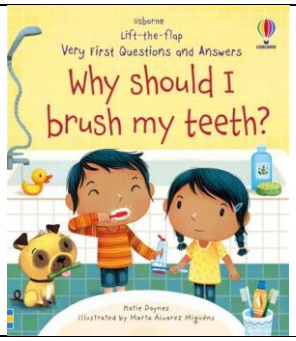
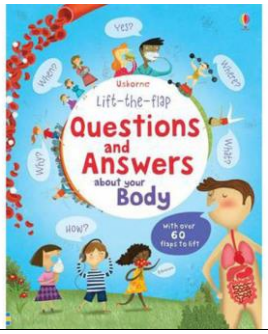
Science

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	**Animal needs for survival**				**Humans**		**Materials**					**Plastic**

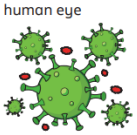
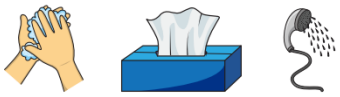
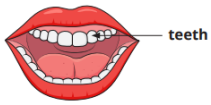
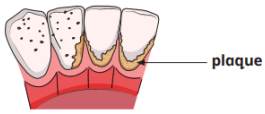
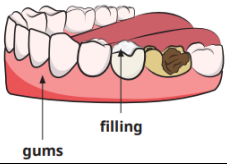
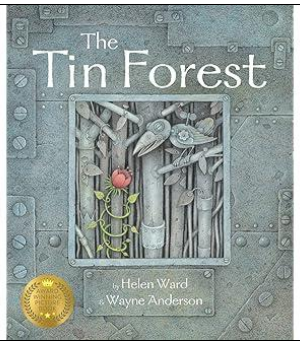
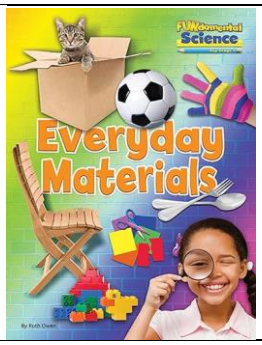
Block 1: Animals' Needs for Survival	
Key Texts	
Step 1: Mammals	
Key Skills	• Notice that animals, including humans, have offspring which grow into adults • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene • Working scientifically – Asking simple questions and recognising that they can be answered in different ways

Key Knowledge	• Mammals have fur or hair on their body. • All mammals need air, water, food and shelter to survive. • Mammals are carnivores, herbivores or omnivores.	**Key vocabulary** • **mammal** – an animal with fur or hair on its body • **fur** – the fine, soft hair found on different animals • **carnivore** – an animal that eats other animals • **herbivore** – an animal that eats plants • **omnivore** – an animal that eats plants and other animals
Step 2: Birds		
Key Skills	• 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 • Working scientifically – Gathering and recording data to help in answering questions.	
Key Knowledge	• Birds have feathers, wings and a beak. • Some birds can fly. • Some birds cannot fly. • Birds need air, water, food and shelter to survive	**Key vocabulary** • **bird** – an animal with feathers, wings and a beak • **feathers** – the soft covering on the outside of birds • **beak** – a bird's mouth and nose  • **insect** – an animal with six legs • **wing** – a part of a bird's body which some use to fly
Step 3: Fish		
Key Skills	• 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 • Working scientifically – Identifying and classifying.	

Key Knowledge	• Fish are animals that live in water. • Fish need air, water, food and shelter to survive. • Fish have gills that they use to breathe	**Key vocabulary** • **fish** – an animal with fins, gills and scales that lives in water • **scales** – small, hard layers that grow from the skin • **gills** – the part of the body that fish use to breathe • **fin** – a thin part that sticks out from the fish to help it swim and stay balanced 
Step 4: Amphibians		
Key Skills	• 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 • Working scientifically – Identifying and classifying.	
Key Knowledge	• Amphibians live on land and in water. • Amphibians do not have scales on their bodies. • Some amphibians have webbed feet. • Amphibians need air, water, food and shelter to survive.	**Key vocabulary** • **amphibian** – an animal that can live on land and in water • **webbed feet** – feet with toes that are joined together to help with swimming • **frog** – an amphibian with moist, smooth skin • **toad** – an amphibian with dry, bumpy skin • **newt** – an amphibian with a long tail
Step 5: Reptiles		
Key Skills	• 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 • Working scientifically – Identifying and classifying.	

Key Knowledge	• Reptiles have dry scales on their bodies. • Reptiles need air, water, food and shelter to survive. • Reptiles need direct heat to survive	**Key vocabulary** • **reptile** – an animal with dry scales on its body • **scales** – small, hard layers that grow from the skin • **carnivore** – an animal that eats other animals • **herbivore** – an animal that eats plants • **omnivore** – an animal that eats plants and other animals
Step 6: Humans		
Key Skills	• 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 • Working scientifically – Using their observations and ideas to suggest answers to questions.	
Key Knowledge	• A mammal has fur or hair on its body. • Humans are mammals. • Humans need air, water, food and shelter to survive. • All animals need air, water, food and shelter to survive	**Key vocabulary** • **mammal** – an animal with fur or hair on its body • **adult** – a fully grown human • **baby** – a newborn human • **shelter** – a place that gives protection from weather and danger
Block 2: Humans		
Key Texts 	 	
Step 1: Exercise		
Key Skills	• 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 • Working scientifically – Gathering and recording data to help in answering questions	

Key Knowledge	• Exercise improves physical health. • Exercise improves mental health. • Exercising daily makes your heart stronger	**Key vocabulary** • **heart** – the muscle inside the chest, which pumps blood around the body • **exercise** – physical activity that makes the body strong and healthy • **physical health** – how well a person's body is working • **mental health** – how a person is feeling inside their mind
Step 2: Diet		
Key Skills	• 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 • Working scientifically – Identifying and classifying	
Key Knowledge	• A healthy diet includes fruit, vegetables and other healthy food. • An unhealthy diet is a diet that is high in fat, sugar or salt. • It is important to eat the right amounts of different types of food.	**Key vocabulary** • **healthy diet** – a diet that includes fruit, vegetables and other healthy food • **unhealthy diet** – a diet that is high in fat, sugar or salt • **meat** – animals that are eaten for food • **vegetable** – a part of a plant that can be eaten, such as a stem, root or leaf • **fruit** – a part of a plant that can be eaten, and contains seeds • **sugar** – a sweet substance that comes from plants
Step 3: Hygiene		
Key Skills	• 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 • Working scientifically – Observing closely, using simple equipment.	

Key Knowledge	• Germs can make you unwell. • Germs are spread easily by unwashed hands. • You should wash your hands, sneeze into a tissue and have regular baths or showers	**Key vocabulary** • **germs** – living things that are too small to be seen by the human eye  • **hygiene** – keeping yourself and your surroundings clean  • **doctor** – a person who looks after people when they are unwell • **disease** – when something goes wrong with the body to make you unwell
Step 4: Teeth		
Key Skills	• 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 • Working scientifically – Observing closely, using simple equipment.	
Key Knowledge	• You should brush your teeth twice a day with a toothbrush, toothpaste and water. • Plaque can build up on your teeth and can damage your teeth and gums	**Key vocabulary** • **teeth** – the hard structures in the mouth used to bite and chew through food  • **plaque** – a sticky coating made by germs that can harm the teeth and gums  • **filling** – a special material that is used to fill a small hole in a tooth 
Block 3: Materials		
Key Texts 	  	
Step 1: Explore Materials		
Key Skills	• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. • Working scientifically – Identifying and classifying.	

Key Knowledge	• Objects can be made from different materials. • Some materials are natural, such as sand, wood and wool. • Some are human-made such as plastic and cardboard. • Some materials are recyclable and can be used again.	**Key vocabulary** • **material** – what an object is made from • **natural material** – a material that comes from animals, plants or the Earth • **human-made material** – a material made by people • **recycle** – to change rubbish into a material that can be used again

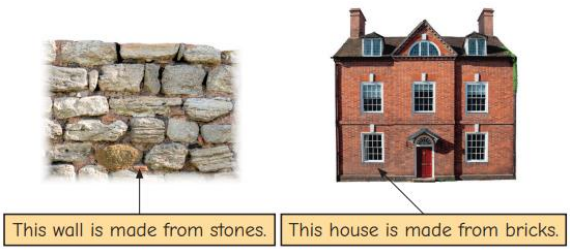
Step 2: Wood, paper and cardboard

Key Skills	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Working scientifically – Performing simple tests.

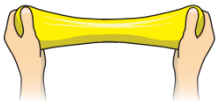
Key Knowledge	• Paper and cardboard are made from wood. • Wood, paper and cardboard come from trees. There are different strengths of wood, paper and cardboard. • Wood, paper and cardboard can be recycled and used again.	**Key vocabulary** • **material** – what an object is made from • **smooth** – an even surface • **rough** – an uneven surface • **flexible** – can change shape easily • **rigid** – cannot change shape easily

Step 3: Brick and Rock

Key Skills	• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. • Working scientifically – Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them (non-statutory).

Key Knowledge	• Rock is a natural material. • Bricks are a human-made material. • Rock and brick can be used to build houses, buildings and walls.  	**Key vocabulary** • **rock** – a natural material found on or underneath the Earth's surface • **stone** – a small rock • **pebble** – a small, smooth rock that has been shaped by water • **brick** – a human-made building material • **material** – what an object is made from

Step 4: Glass and Plastic		
Key Skills	• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. • Working scientifically – Asking simple questions and recognising that they can be answered in different ways	
Key Knowledge	• Glass is hard and brittle. • Plastic can be flexible or hard. • Some plastic can be recycled. • All glass is recyclable.	**Key vocabulary** • **brittle** – easily broken • **flexible** – can change shape easily • **transparent** – materials you can see through • **translucent** – materials that you cannot see clearly through • **opaque** – materials you cannot see through
Step 5: Metal		
Key Skills	• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. • Working scientifically – Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them (non-statutory).	
Key Knowledge	• Metal comes in many forms and colours. • Some metals are flexible and can easily change shape. • Some metals cannot change shape easily. • Metal can be used to make many different objects.	**Key vocabulary** • **hard** – not easily broken or bent • **flexible** – can change shape easily • **rigid** – cannot change shape easily • **shiny** – a surface that can reflect light easily • **dull** – not clear, bright or shiny
Step 6: Fabrics		
Key Skills	• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. • Working scientifically – Observing closely, using simple equipment.	

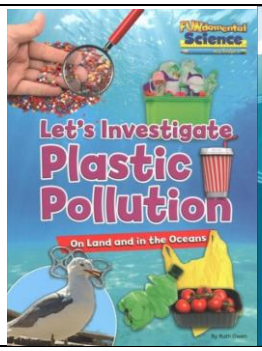
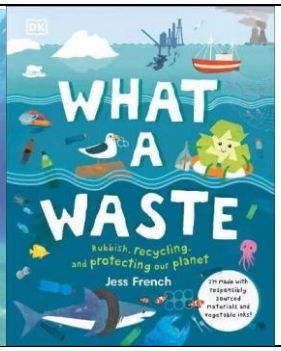
Key Knowledge	• Fabrics can be natural. • Fabrics can be human-made. • Fabrics have different uses	**Key vocabulary** • **fabric** – a material made from weaving or knitting threads together • **flexible** – can change shape easily • **tough** – not easily broken • **lightweight** – thin and light
Step 7: Same object, different material		
Key Skills	• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. • Working scientifically – Using their observations and ideas to suggest answers to questions	
Key Knowledge	• Materials have particular uses. • Some objects can be made from different materials. • Some materials are suitable for an object. • Some materials are unsuitable for an object	**Key vocabulary** • **tough** – not easily broken • **brittle** – easily broken • **hard** – not easily broken or bent • **soft** – a material that can easily change shape or is gentle to touch • **flexible** – can change shape easily
Step 8: Test materials – bend, squash, twist and stretch		
Key Skills	• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. • Working scientifically – Performing simple tests.	
Key Knowledge	• Some materials can change shape and some cannot. • Some materials can be bent. • Some materials can be twisted. • Some materials can be squashed. • Some materials can be stretched.	**Key vocabulary** • **bend** – to force something to curve • **squash** – to crush or squeeze something • **twist** – to bend or curl something out of shape • **stretch** – to make something longer without ripping, breaking or tearing it 
Step 9: Plan - waterproof experiment		

Key Skills	• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. • Working scientifically – Asking simple questions and recognising that they can be answered in different ways.
Key Knowledge	**Experiment variables** • **independent variable** (what will change) – the material • **dependent variable** (what will be measured) – the amount of water that passes through the material • **controlled variable** (what is kept the same) – the amount of water used, the time taken before checking the results and the size of the material squares **Equipment needed** • four beakers • four elastic bands • pipettes • aluminium foil, cling film, nylon and felt • timer **Practical activity** • Children learn how to use a pipette to drop water onto a piece of material to prepare them for the investigation step. Allow children to practise taking a set amount of water into the pipette and slowly releasing it. **Planning sentence stems** • I think the _____ will be the best material. I think this because ... • We will change the ... • We will keep the _____ the same. • We will measure the _____.

Step 10: Plan - waterproof experiment

Key Skills	• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. • Working scientifically – Using their observations and ideas to suggest answers to questions
Key Knowledge	**Key vocabulary** • **waterproof** – does not allow water to pass through it • **lightweight** – thin and light • **strong** – not easily broken • **breakable** – easy to break **Equipment needed** • four beakers • four elastic bands • pipettes • aluminium foil, cling film, nylon and felt • timer **Method** 1. Cut equal sized squares from each material. 2. Pull, twist, and tear each material to test its strength. 3. Put one material over each beaker and secure with an elastic band. 4. Measure water up to an agreed point of the pipette. 5. Drop the water on top of the material. 6. Start the timer for two minutes. 7. After two minutes, observe if water has passed through the material or not. 8. If the material is not waterproof, observe how much water has passed through. 9. Rank the materials from the least to the most suitable for an umbrella.

Block 4: Plastic

Key Texts	 	
Step 1: How is plastic helpful and harmful?		
Key Skills	• 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. • Working scientifically – Explore the world around them and raise their own questions (non-statutory).	
Key Knowledge	• Plastic can be helpful. • Plastic can be harmful to humans and other animals. • Some plastic can be recycled. • Some plastic cannot be recycled.	**Key vocabulary** • **plastic** • **human-made material** – a material made by people • **recycle** – to change rubbish into a material that can be used again • **single-use plastic** – plastic that is used once and thrown away
Step 2: How can we reduce our plastic waste in school?		
Key Skills	• 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. • Working scientifically – Using their observations and ideas to suggest answers to questions	
Key Knowledge	• Plastic can be helpful. • Plastic can be harmful for humans and other animals. • There are ways to reduce your plastic waste	**Key vocabulary** • **plastic** • **human-made material** – a material made by people • **recycle** – to change rubbish into a material that can be used again • **single-use plastic** – plastic that is used once and thrown away

Geography

Magical Mapping — Year 2

Key Vocabulary

sketch map	A simple map with only basic details.
key	Helps us understand map symbols. Also known as a legend.
compass rose	This is printed on a map to show different directions.
map symbol	A picture or a sign on a map that represents something else.
Ordnance Survey	A survey organisation in the UK which prepares very detailed maps of the country.
route	A way of getting from a start point to a finish point.
compass	A tool which shows people which direction they are travelling in and helps them find their way.
climate	The usual weather conditions of an area.

What Is a Map?

A map is a drawing of an actual place that uses lines and **symbols** to represent real-life objects. People have used maps for hundreds of years to help them travel from place to place.

Types of Maps

There are many different types of maps, such as:
Sketch maps
Road maps
Ordnance Survey maps
Climate maps

Key Features

Key features of maps include: a title, **a compass rose**, **symbols**, **a key** and different colours for important things, such as green for forests and blue for rivers.

Compass Directions

People use a **compass** to help them position and use a map accurately. The main points of a **compass** are north, south, east and west.

Planning a Route

When planning a journey using a map, people think about the quickest or safest **route**.

Key Vocabulary

atlas	A collection of maps in one book.
continent	A very large area of land that includes all the islands with it. There are seven **continents**: Africa, Antarctica, Australasia, Asia, Europe, North America and South America.
ocean	A large area of salt water. There are five **oceans**: the Arctic, Atlantic, Indian, Pacific and Southern **Oceans**.
physical feature	A feature that has been formed by nature.
aerial view	A view from above. Also known as a 'bird's-eye' view.
human feature	A feature that has been made or changed by humans, e.g. bridges.

Using an Atlas

An **atlas** shows maps of **continents**, countries, **oceans** and the **physical features** of a place.
Its contents page shows a list of all the maps and the page that they can be found on.
The index page lists, in alphabetical order, all of the countries, cities and towns that can be found in the **atlas** and shows which page number to look on.

Did you know?

A map maker is called a cartographer.

The oldest maps were made on clay tablets.

Physical Features

Atlases show us the **physical features** of a place. These can include forests, lakes and rivers. On the index page beside the page number, there is sometimes a letter that tells you the kind of feature it is, e.g. m = mountain and r= river.

An Aerial View

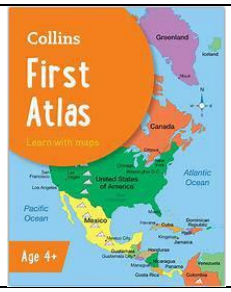
Maps are usually drawn from an **aerial view**.
We can look at **aerial** photographs to see the main **physical** and **human** features of places.
Aerial photos are photos taken by aircraft or other flying objects, e.g. drones.
A satellite photo is taken from a satellite in space.

More About Maps

Did You Know...?

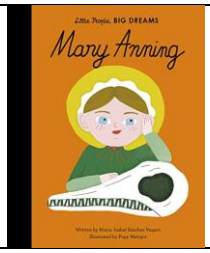
Maps cannot possibly show everything. They are drawn to scale.

Seas are smaller areas of water than **oceans**. They are found where the land and water meet.

Key Texts	
Mapping	
Step 1: What is a sketch map?	
Key Skills	• **Draw a simple sketch map** including key features and basic symbols. • **Identify and compare different types of maps** and their purposes. • **Use map features** (title, key, compass rose, symbols) to interpret and explain information.
Key Knowledge	• **What is a sketch map?** – A simple, roughly drawn map showing basic details of an area. • **Key features of maps** – Title, key/legend, compass rose, symbols, colour coding. • **Different types of maps** – OS maps, road maps, world maps, shopping centre maps, etc.
NC Link	• **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.** • **Use basic geographical vocabulary to refer to key physical and human features.** • **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**. • **Use simple compass directions and locational/directional language**. • **Use world maps, atlases and globes to identify the United Kingdom and its countries.**
Step 2: How do I plan a route?	
Key Skills	• 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 in the context of the school/local area • 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 • use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map • Plan a simple route on a map
Key Knowledge	• A route is a way of getting from a start to a finish point • When planning journey, people think about places they need to stop and the quickest and safest route • A landmark is something special that helps people know where they are. It's usually big, easy to see, and doesn't move. • Compass, compass rose, direction, route, local area, near/far, distance, time, transport
NC Link	• 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. • Use basic geographical vocabulary to refer to key physical and human features. • 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. • Use simple compass directions and locational/directional language. • Use world maps, atlases and globes to identify the United Kingdom and its countries.
Step 3: How do I use an atlas?	
Key Skills	• **Use an atlas and index** to locate places and features in the UK. • **Identify and explain map symbols** and their purpose. • **Apply alphabetical order** when using an atlas index to find locations.
Key Knowledge	• **Four countries of the UK** and their capital cities. • **Purpose and features of an atlas** – contents, index, political maps. • **Common map symbols** and why they are used.
NC Link	• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Use world maps, atlases and globes to identify the United Kingdom and its countries. • Use simple fieldwork and observational skills to study the geography of their school and its surrounding environment. • Use basic geographical vocabulary to refer to key physical and human features. • Use simple compass directions and locational/directional language.

	• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
Step 4: How can an atlas help me to understand the world?	
Key Skills	• **Use an atlas and index** to locate continents, countries, and oceans accurately. • **Apply alphabetical order** to find places using an atlas index. • **Interpret world maps** and identify major physical features (continents, oceans).
Key Knowledge	• **Seven continents** – Africa, Antarctica, Asia, Europe, North America, South America, Australia. • **Five oceans** – Pacific, Atlantic, Indian, Southern, Arctic. • **Atlas features and use** – Contents page, index, page numbers, key symbols, and how to navigate an atlas.
NC Link	• Name and locate the world's seven continents and five oceans. • Use world maps, atlases and globes to identify countries, continents and oceans. • Use basic geographical vocabulary to refer to key physical and human features. • Use simple fieldwork and observational skills. • Use aerial photographs and plan perspectives.
Step 5: What do aerial photographs show us?	
Key Skills	• **Observe and identify** key human and physical features in aerial photographs of the school and local area. • **Compare perspectives** by matching aerial views with ground-level views and describing differences. • **Describe places** using geographical vocabulary and sensory language (e.g., cold, busy, mountainous).
Key Knowledge	• **What is an aerial view?** – A bird's-eye perspective looking from above. • **Human vs physical features** – Buildings, roads vs rivers, hills, vegetation. • **Plan perspectives and maps** – Aerial photographs help us recognise landmarks and create maps
NC Link	• **Use aerial photographs and plan perspectives** to recognise landmarks and basic human and physical features. • **Use simple fieldwork and observational skills** to study the geography of the school and its grounds. • **Develop geographical vocabulary** (e.g., aerial view, human features, physical features, perspective).
Step 6: How can we map the world's oceans and seas?	
Key Skills	• **Use maps and atlases** to locate and label the world's five oceans and major seas. • **Sort and apply geographical vocabulary** (human vs physical features). • **Compare and describe** oceans and seas using key words and map skills.
Key Knowledge	• **Difference between oceans and seas** – Oceans are larger bodies of salt water; seas are smaller and often partly enclosed by land. • **Names and locations** of the five main oceans and some major seas. • **Basic geographical vocabulary** – human features (man-made) vs physical features (natural).
NC Link	• **Name and locate** the world's seven continents and five oceans. • **Use world maps, atlases, and globes** to identify countries, continents, and oceans. • **Use basic geographical vocabulary** to refer to key physical features (sea, ocean, water) and human features (man-made).
Step 7: Can I follow a route?	
Key Skills	• **Follow a route using a map** and interpret symbols and keys accurately. • **Use positional and directional language** (e.g., near, next to, north, south, left, right) to describe movement. • **Compare planned routes with actual routes** and explain differences using map features.
Key Knowledge	• **Map symbols and keys** – Understand what common symbols represent (e.g., paths, buildings, landmarks). • **Compass directions** – North, South, East, West for navigation. • **Purpose of maps** – Maps help us plan and follow routes in real-world contexts.
NC Link	• **Use simple compass directions** (North, South, East, West) and locational/directional language to describe the location of features and routes on a map. • **Use maps and plans** to follow routes and identify landmarks. • **Develop observational skills** through simple fieldwork linked to routes and local geography.

History

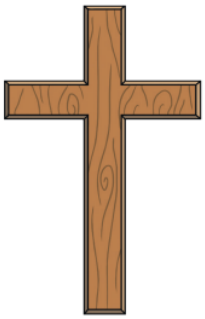
Key Texts	
Mary Anning	
Step 1: What was life like in Georgian Britain?	
Key Skills	• **Compare and contrast** daily life in the past (Georgian era) with life today using evidence. • **Sort and classify historical facts** into categories (Then, Now, Both) using cards and diagrams. • **Discuss and explain** differences and similarities between two time periods using historical vocabulary.
Key Knowledge	• **Mary Anning lived in Georgian Britain** (born 1799) – beyond living memory. • **Key features of Georgian life** – monarchs, communication methods, education, women's roles, and scientific knowledge (e.g., dinosaurs). • **Differences and similarities** between Georgian era and today – e.g., rights, technology, daily life.
NC Link	• changes within living memory – where appropriate, these should be used to reveal aspects of change in national life • 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
Step 2: Who was Mary Anning?	
Key Skills	• **Sequence events** in chronological order using timeline cards. • **Extract and interpret information** from texts to answer questions • **Explain historical significance** by discussing Mary Anning's role in palaeontology.
Key Knowledge	• **Mary Anning's life and achievements** – Born 1799, discovered fossils, contributed to understanding extinct animals. • **Concept of palaeontology** – Study of fossils and prehistoric life; Mary was a pioneer in this field. • **Historical context** – Georgian era knowledge of fossils and how understanding of dinosaurs developed during her lifetime.
NC Link	• changes within living memory – where appropriate, these should be used to reveal aspects of change in national life • 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
Step 3: What did Mary Anning discover?	
Key Skills	• **Sequence events** in the story of the Ichthyosaurus discovery in the correct order. • **Retell and explain** the discovery using historical vocabulary (e.g., fossil, extinct, curator).
Key Knowledge	• **Ichthyosaurus facts** – A large extinct sea reptile, lived millions of years ago, looked like a dolphin, ate fish. • **Importance of discovery** – First full skeleton found; proved that animals could become extinct and that Earth had changed over time. • **Historical context** – Georgian era understanding of fossils was limited; Mary's discovery changed scientific thinking about prehistoric life.
NC Link	• changes within living memory – where appropriate, these should be used to reveal aspects of change in national life • 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
Step 4: How did Mary Anning's discoveries help us to learn about prehistoric life?	
Key Skills	• **Identify and evaluate sources** of historical information (e.g., fossils as evidence of the past). • **Sequence events** in the development of scientific understanding about fossils and dinosaurs. • **Explain significance** of discoveries and how they changed knowledge over time.

Key Knowledge	• **What is a source?** – Something that gives information about the past; fossils are primary sources for prehistoric life. • **What is a fossil?** – Remains or imprint of a living thing from long ago (bones, shells, footprints). • **Impact of Mary Anning's discoveries** – Helped scientists learn about extinct animals and prehistoric life, leading to modern understanding of dinosaurs.
NC Link	• changes within living memory – where appropriate, these should be used to reveal aspects of change in national life • 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
Step 5: How is Mary Anning remembered today?	
Key Skills	• **Express opinions and empathy** by writing a letter to Mary Anning about her life and achievements. • **Explain significance** by describing why Mary Anning is remembered today and how she is commemorated. • **Create and present ideas** (e.g., commemorative stamps) to show understanding of historical importance.
Key Knowledge	• **Mary Anning's recognition today** – Statue in Lyme Regis, commemorative stamps, remembered as a pioneer of palaeontology. • **Gender inequality in Georgian era** – Women couldn't join science clubs or publish work; Mary's contributions were overlooked. • **Why Mary Anning is significant** – Her fossil discoveries changed scientific understanding and inspire curiosity today.
NC Link	• changes within living memory – where appropriate, these should be used to reveal aspects of change in national life • 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

RE

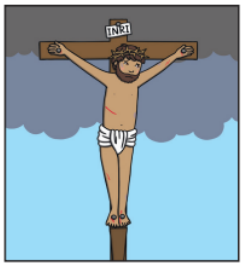
Christianity **Year 2**

Key Vocabulary
charity
Christian
disciple
Gospel
Holy Trinity
parable
permanent



Who Is God?

Christians believe that God is the creator of the universe, including the heavens and the Earth. They believe that God is all-powerful and forgiving. He sent Jesus Christ, His son, to die for the forgiveness of human **sin**.



The Holy Trinity

God the Father	God the Son	God the Spirit
God the Father refers to God being loving, kind and forgiving and watching over all living creatures. Many **Christians** will say the 'Our Father' **prayer** to thank God.	God the Son refers to Jesus Christ, who came to Earth as a man. Although Jesus is the Son of God, he is also God in human form. **Christians** believe that Jesus died for the forgiveness of human **sin**.	The Holy Spirit refers to God's power in action and the impact of His force. It is not a person, but a divine force that, **Christians** believe, created the universe and everything in it.

The cross is the most important symbol of Christianity. It represents the sacrifice made by Jesus when he was crucified.

Key Vocabulary
prayer
sin
worship

Forgiveness

God's forgiveness is **permanent**.

God's forgiveness is free.

Christians should try to forgive others, as they have been forgiven by God.

The Parables of Jesus

Jesus told **parables** to explain his teachings.

The Parable of the Good Samaritan teaches people to love their neighbour.

The Parable of the Lost Sheep teaches that God loves everybody, no matter what they may have done.

The Teachings of Jesus

Jesus taught about the goodness of God.

Jesus taught how to be kind.

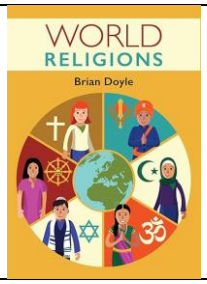
Jesus taught about God's forgiveness.

How Do Christians Show Their Faith?

Worship: honouring and giving thanks to God.

Sharing the message: spreading the message of God's love.

Putting Jesus' teachings into action: showing kindness and love to others.

Key Texts	
Christianity	
Step 1: Why is God important to Christians?	
Key Skills	• **Listening and recalling** what Christians believe about God. • **Explaining and describing** how Christians talk to God through prayer. • **Reflecting and questioning** why God is important and what they would ask Him.
Key Knowledge	• **Christians believe in one God** who is loving and powerful. • **God is described as a Father** in the Lord's Prayer, showing care and guidance. • **Prayer is how Christians communicate with God**, building a relationship of trust.
Step 2: What do Christians believe God is like?	
Key Skills	• **Listening and recalling** what Christians believe about God. • **Explaining and describing** God's qualities using examples from prayers (e.g., "Our Father"). • **Reflecting and questioning** why Christians think God is important in their lives
Key Knowledge	• **Christians believe God is loving and caring**, like a father who looks after his children. • God is seen as **powerful and always present**, even though He cannot be seen. • Christians believe they can **communicate with God through prayer**, building a relationship of trust.
Step 3: Is God forgiving?	
Key Skills	• **Listening and recalling** what Christians believe about forgiveness. • **Explaining and describing** why forgiveness matters to Christians. • **Reflecting and discussing** times when saying sorry and forgiving others is important.

Key Knowledge	• **Christians believe God forgives people** when they say sorry and try to do better. • Forgiveness is an important part of the Christian faith, showing **love and kindness**. • Christians learn about forgiveness through **Bible stories and prayer** • **'The Parable of The 2 Sons'** is a story from The Bible about forgiveness.
Step 4: What do we know about Jesus?	
Key Skills	• **Listening and recalling** facts about Jesus' life and teachings. • **Sorting and sequencing** key events in Jesus' life. • **Explaining and describing** how Christians view Jesus and why he is important
Key Knowledge	• **Christians believe Jesus lived over 2000 years ago** and is the central figure in Christianity. • Jesus' life included important events like **crucifixion and resurrection**, which are significant to Christians. • Christians describe Jesus as **God the Son**, who taught people how to live and died for their sins.
Step 5: Was Jesus a teacher?	
Key Skills	• **Retell religious stories** – Children can recount the Parable of the Good Samaritan in their own words. • **Recognise and explain meaning** – Identify the moral of the story and what Jesus was teaching. • **Make connections** – Link Jesus' teaching to Christian values and everyday life (e.g., kindness to all).
Key Knowledge	• Jesus taught through parables—stories with hidden meanings—rather than formal lessons. • The Four Gospels (Matthew, Mark, Luke, John) record Jesus' life and teachings. • The parable of 'The Good Samaritan' teaches that everyone is our "neighbour" and we should show kindness without prejudice.
Step 6: What are Christians like today?	
Key Skills	• **Recognise and describe** how Christians show their beliefs in daily life (e.g., prayer, kindness, charity). • **Retell and discuss** examples of Christian practices and values today. • **Make connections** between Christian beliefs and how they influence behaviour and community life.
Key Knowledge	• **Christians follow Jesus' teachings** – love, kindness, forgiveness. • **Worship and prayer** are central to Christian life, often in church and at home. • **Christian values in action** – helping others, charity work, celebrating festivals like Christmas and Easter.

Celebrations of Light — Year 2

Key Vocabulary	
exile	To be made to stay away from home.
diya	A small oil lamp (usually made from clay).
Hanukkah	The **Jewish** festival of light (also known as Chanukah).
Jewish	A follower of Judaism or something of the religion.
miracle	An amazing event that happened but cannot be explained.
menorah	A special candlestick used in **Jewish** worship.
celebrate	To take part in enjoyable activities for a special occasion.
Diwali	The **Hindu** festival of light.
Hindu	Followers of the religion of Hindu Dharma.

Diwali

Diwali is celebrated by **Hindus** and Sikhs in October or November.
It is the start of the **Hindu** new year and lasts for five days.
The word **Diwali** comes from a word that means 'lighted row of lamps'.

Diwali

Diwali celebrates the victory of good over evil and light over darkness. At **Diwali**, some **Hindus** remember the story of Rama and Sita returning from **exile**, where their way home was lit by lamps. **Hindus** light **diyas** at **Diwali**.

Fireworks are set off during **Diwali celebrations**.

Hanukkah

Hanukkah celebrates one of the greatest **miracles** in **Jewish** history. King Antiochus attacked Jerusalem and destroyed the temple, the **Jewish** place of worship. The Maccabees defeated Antiochus but there was only enough oil to keep the special temple lamp lit for one day. However, the lamp kept burning for eight days until more oil could be found. It kept burning for eight days and nights - a **miracle**!

The Hanukkiah

A Hanukkiah is a nine-branched menorah. Each night of **Hanukkah**, a branch of the Hanukkiah is lit as a reminder of the **Hanukkah miracles**. One of the branches is taller or separate from the others. This is called the shamash, or helper, candle. The shamash is used to light the other branches.

Hanukkah is celebrated in November or December each year.

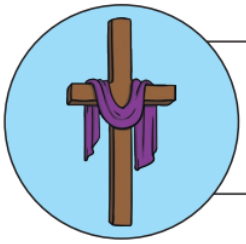
Key Vocabulary	
Advent	The four weeks leading up to **Christmas** (starting on the nearest Sunday to 30th November).
Christians	Followers of the religion of Christianity.
Christmas	The **Christian** festival that **celebrates** the birth of **Jesus**. **Christmas** Day is **celebrated** on 25th December.
Jesus	The founder of Christianity, believed by **Christians** to be the Son of God.

Advent

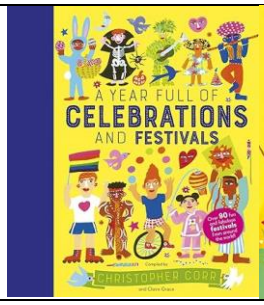
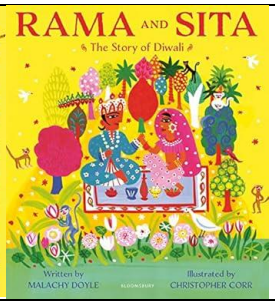
Advent is the start of the **Christian** year. It is when **Christians** start to prepare for **Christmas**. Churches display an **Advent** crown or wreath. These have four candles which represent hope, peace, faith, love and joy. Some **Advent** wreaths have a fifth white candle in the middle which represents **Jesus**.

Christmas

Christians use lights to help them **celebrate Christmas**. There are many types of lights, e.g candles, tree lights and hanging light decorations. A star is often placed on top of the **Christmas** tree as a reminder of the star that led the Wise Men to Bethlehem. Many churches and schools hold Christingle services. A Christingle is an orange decorated with a red ribbon, sweets and a candle. The lit candle represents **Jesus** as the 'light of the world.'

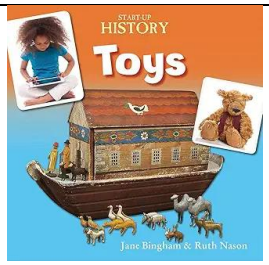


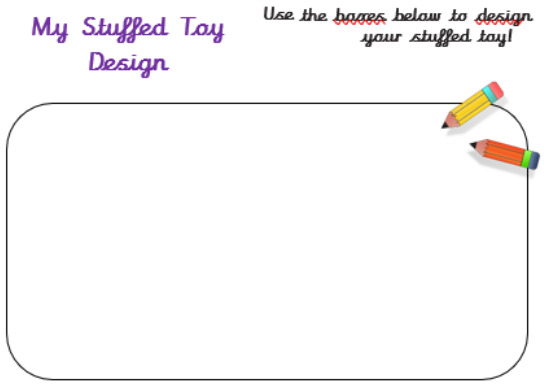
Light is important to **Christians**, as they believe **Jesus** to be the 'light of the world', bringing light and hope to people, even in times of darkness.

Key Texts	 
Light and Dark	
Step 1: What is the story of Rama and Sita?	
Key Skills	• **Listening and retelling** the story in their own words. • **Identifying the main message** (good vs evil, light vs darkness). • **Reflecting and discussing** why the story is important to Hindus.
Key Knowledge	• **Rama and Sita are important characters** in the Hindu story celebrated at Diwali. • The story shows **good defeating evil** and the importance of **loyalty and courage**. • Diwali celebrates **light overcoming darkness**, linked to this story.
Step 2: Why is light important to Hindus?	
Key Skills	• **Observing and describing** features of the festival (lights, rangoli, celebrations). • **Asking and answering questions** about why Diwali is important. • **Comparing** Diwali traditions with their own experiences.
Key Knowledge	• **Diwali** is a special festival celebrated by Hindus, Sikhs, and Jains. • It is called the **Festival of Lights** because people light lamps called **diyas**. • Diwali celebrates **good winning over evil** and **light over darkness**. • People **clean and decorate their homes**, wear new clothes, give gifts, and enjoy special food. • Families often **visit temples** and pray during Diwali.
Step 3: What is advent?	
Key Skills	• **Listening and recalling** facts about Advent.

	• **Identifying symbols** (candles, calendars, wreaths) and their meaning. • **Reflecting and discussing** how people prepare for special events.
Key Knowledge	• **Advent is the time before Christmas** when Christians prepare for Jesus' birth. • It lasts for **four weeks**, starting at the end of November or early December. • People use **Advent calendars and candles** to count down and remember the meaning of Christmas.
Step 4: Why is light important at Christmas?	
Key Skills	• **Listening and recalling** why light is important at Christmas. • **Identifying symbols** of light in decorations and the Nativity story. • **Reflecting and discussing** what light means to Christians and how it makes celebrations special
Key Knowledge	• **Light is a symbol of hope and joy** in the Christmas story. • Christians use **candles, stars, and lights** to remember Jesus as the "Light of the World." • Light reminds people of **goodness and celebration** during dark winter days.
Step 5: Who were the Macabee Brothers?	
Key Skills	• **Listening and retelling** the story of the Maccabees in simple terms. • **Identifying the main message** (bravery, faith, and perseverance). • **Reflecting and discussing** why this story is important to Jewish people today.
Key Knowledge	• The **Maccabee brothers were Jewish leaders** who fought to protect their faith. • They won back the **Temple in Jerusalem** from the Greeks. • Hanukkah celebrates their victory and the **miracle of the oil lasting eight days**.
Step 6: Why is light important at Hannukah?	
Key Skills	• **Listening and recalling** why light is important in Hanukkah. • **Identifying symbols** (menorah, candles) and their meaning. • **Reflecting and discussing** how light shows hope and celebration in Jewish tradition.
Key Knowledge	• **Light is a symbol of hope and faith** in the Hanukkah story. • The **menorah (Hanukkiah)** is lit for eight nights to remember the miracle of the oil. • Light reminds Jewish people of **God's presence and the victory of the Maccabees**.

DT

Key Texts	
Sewing Project: Dinosaur Cuddly Toy	
Step 1	What makes a good cuddly toy? Children to explore a range of existing products. Explain to the pupils that everything we use has been designed by someone. Come up with criteria of what makes a good cuddly toy as a group.
Key Skills	Look closely at different parts of a product (shape, materials, colours, moving parts). Identify how it works and what it's used for.
Key Knowledge	what materials products are made from what they like and dislike about products Who are the products for ?

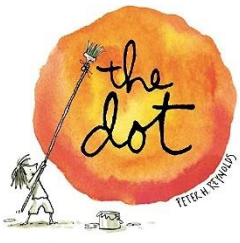
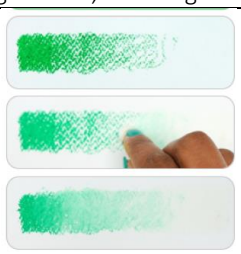
NC Link	**Explore and evaluate** a range of existing products. **Identify the purpose** of different products and who they are for. **Recognise what makes a product successful** (e.g. strong, easy to use, looks nice). **Use this knowledge** to inform their own designs.	
Step 2:	How to use design criteria to create an idea? Using the criteria from previous lesson children to design their own dinosaur cuddly toy.	
Key Skills	Think of their **own ideas** for what to make. Describe what their product will do or who it's for (the **purpose** and **user**). Use **imagination** and **simple research** (e.g., looking at similar products). Communicate ideas through **talking, drawing, or simple modelling**	
Key Knowledge	Use **drawings**, **templates**, or **mock-ups** to show their design idea. Select materials and tools they will need (e.g., paper, card, glue, scissors). Describe the **main features** of their product. Begin to understand that products are made for a **purpose** and **user needs**	
NC Link	generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	
Step 3:	How can we join the materials together? Children to explore how they could fix together the material they will be using to create their soft toy. Experiment with using a needle and thread.	
Key Skills	• **Choosing appropriate joining methods** for different materials (e.g. glue, sewing, tape). • **Exploring and testing** which joins are strongest or most suitable for fabric. • **Planning** how parts of the toy will be attached (arms, legs, eyes, etc.). • **Problem-solving** when joins don't work as expected.	

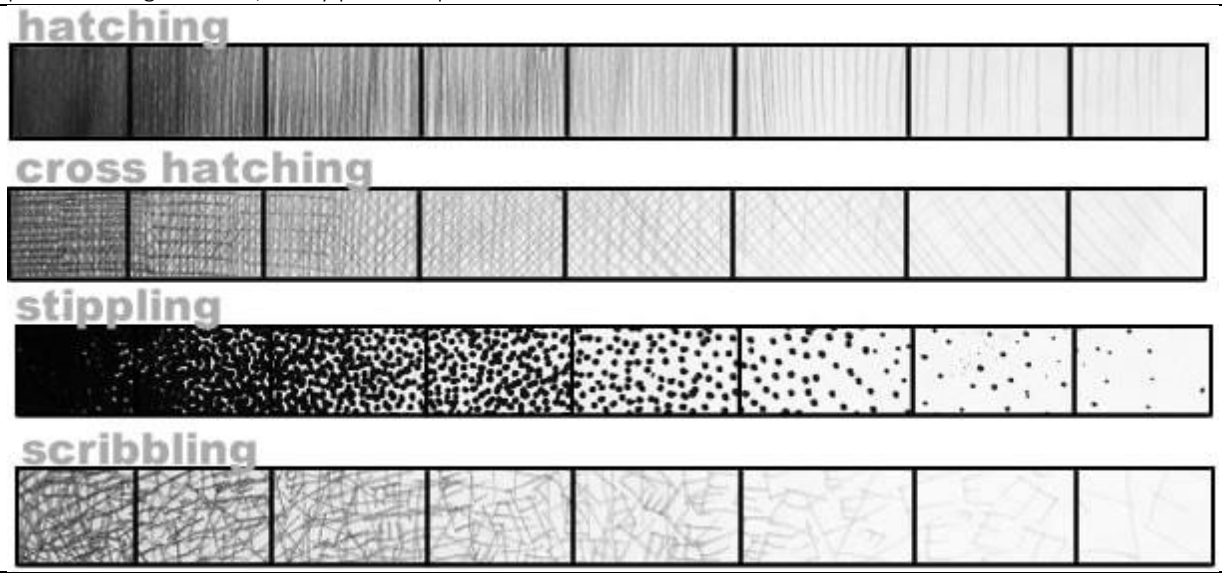
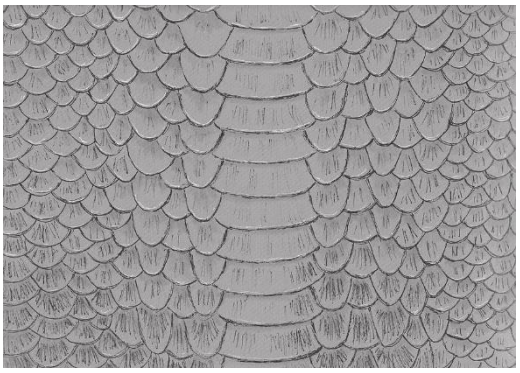
Key Knowledge	• Developing **control and coordination** with small tools (needle, scissors, thread). • Learning **simple textile techniques** (stitching, turning fabric inside out, stuffing). • Understanding how different materials **behave and respond** when joined (e.g., felt vs. cotton).
NC Link	Select from and use a wide range of materials and components, including construction materials, textiles choose materials and explain why they are being used depending on their characteristics Join materials together
Step 4:	How will I make my final product? Children to create their final product.
Key Skills	• **Use tools safely and correctly**, e.g. scissors, glue spreaders, hole punches, needles. • **Cut materials accurately** to match their design. • **Join materials** using appropriate methods (glue, tape, sewing, staples, etc.). • **Assemble parts** carefully so they fit together properly. • **Finish the product neatly**, e.g. trimming edges, adding decorations, or details. • **Use materials efficiently** — not wasting fabric, card, or resources.
Key Knowledge	• Understand that **different materials work in different ways**. • Learn that **some joins are stronger** than others. • Begin to recognise how products are **assembled and used** in real life.
NC Link	join materials together
Step 5:	How do our products compare to other cuddly toys? Children to evaluate their final product.

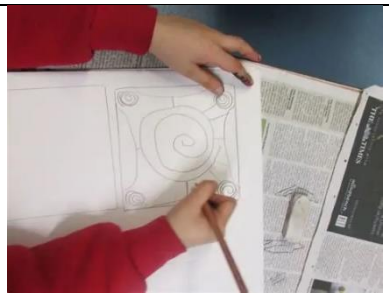
What worked well?	What challenges did I face?
Is my dinosaur soft, strong, washable and colourful?	If I made my dinosaur again what would I change?

Key Skills	• **Look carefully** at their finished product and compare it to their original design. • **Identify what worked well** (e.g., "The stitching stayed together."). • **Notice what could be improved** (e.g., "The arms are a bit loose."). • **Say how well** their product meets its **purpose** and **user's needs**.
Key Knowledge	• Understand how **different materials and joining methods** affected the outcome (e.g., sewing is stronger than glue). • Recognise the **importance of finishing techniques** to improve the look and function. • Begin to understand that designers **test and improve products** before final production.
NC Link	evaluate his/her ideas and products against design criteria

ART

Key Texts		
Reptile Skin		
	How do we use pastels? Introduce the children to pastels and teach them different techniques they can explore: Mixing colours, lightening and darkening colours, blending colours and mark making	
		
Key Skills	Understand the difference between **oil pastels** and **chalk pastels** (e.g. texture, blending ability). Experiment with holding pastels in different ways (side, tip, pressing lightly/hard). Explore **mark-making**: dots, lines, zig-zags, smudges, scribbles, shading	
Key Knowledge	Children know how to use charcoal, pencil, pens and pastels. Children know how to show patterns and texture in drawings. Children know the difference between soft pastels and oil pastels	
NC Link	to use a range of materials creatively To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	
Step 2:	**What is Sgraffito?** Recap the techniques they learnt about how to use pastels in different ways. Introduce the children to sgraffito. Using pastels children will create their own sgraffito using pastels to look like reptile skin. Children to have images of reptile skin to help them create their sgraffito.	
Key Skills	Use different media to create a base layer (e.g. crayons, oil pastels, coloured card). Cover with a second layer (e.g. black crayon, paint mixed with dish soap). Explore tools for scratching: **toothpicks, sticks, plastic tools, or fingernails** (gently!).	
Key Knowledge	Know that *sgraffito* means **"to scratch"** in Italian Understand that it involves **scratching through a top layer** to reveal another colour or texture underneath. Recognise sgraffito as a **decorative technique** used in art and pottery.	
NC Link	to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	
Step 3:	**What is tone?**	

	Demonstrate how shading is used to create effect. Include the ideas below and let the children experiment using different pencil grades. Also focus on the pressure they use and how that changes the tone- light pressure produces a lighter tone, heavy pressure produces darker tones.
	
Key Skills	Begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines and tone.
Key Knowledge	Know that tone can be added to a drawing by shading and filling a shape to make it look 3 dimensional. Know that different pencil grades make different tones
NC Link	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
Step 4:	What is tone? Use what they have learnt in previous lesson to add tone to a sketch of reptile skin- Reminding children of the pressure changing the tone. Looking at the pencil grade they want to use. 
Key Skills	Begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines and tone.
Key Knowledge	Know that tone can be added to a drawing by shading and filling a shape to make it look 3 dimensional. Know that different pencil grades make different tones
NC Link	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
Step 5:	What is printing? Introduce what printing is and how artists create different prints. Children to explore how to make different prints using different materials they find outside and in the classroom.
Key Skills	Recognise that artists can use printing to create patterns and pictures. Explore different printing materials (e.g. sponges, vegetables, foam sheets, string, cardboard).
Key Knowledge	Children know how to print using a variety of materials, objects and techniques. Know what a print is and how different artists create prints.

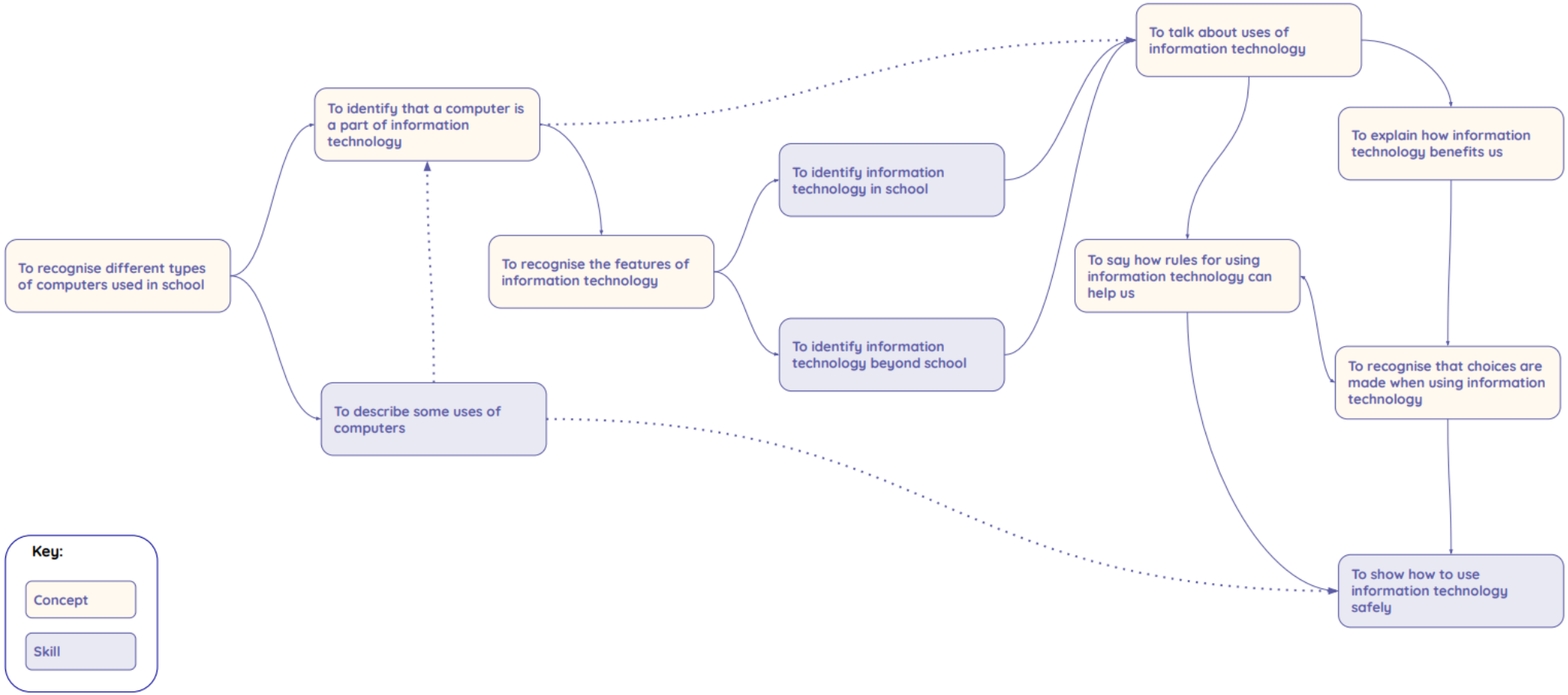
NC Link	.To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	
Step 6:	What is relief printing? Teach the children what relief printing is. Children to create their own reptile skin print on styro-foam tiles.	
Key Skills	Know that **relief printing** involves creating a raised surface to print from. Practice using a **roller (brayer)** or hand pressure to make clear prints.	
Key Knowledge	Children know how to use a variety of techniques, inc. monoprint, block, relief and resist printing. What a relief print is and how it is made.	
NC Link	to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers	

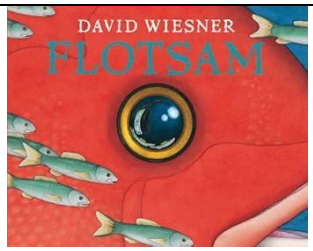
Computing

National Centre for Computing Education

Raspberry Pi

Learning graph
Year 2 – Information technology around us



Key Texts	

Step 1: What is IT?

Key Skills	• Identify examples of computers • Describe some uses of computers • Identify that a computer is a part of IT	National Centre for Computing Education
Key Knowledge	IT can be explained as being a computer or something that is made to work with computers. Examples could include: • Computers: PCs, laptops, tablets • Things made to work with computers: scanners, barcode scanners, printers, smart speakers Technology continues to develop rapidly and some devices may fit in multiple categories. For example, a multifunction printer has a computer (processor) inside. It can work with a computer or independently.	
NC Link	• 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	

Step 2: IT in school

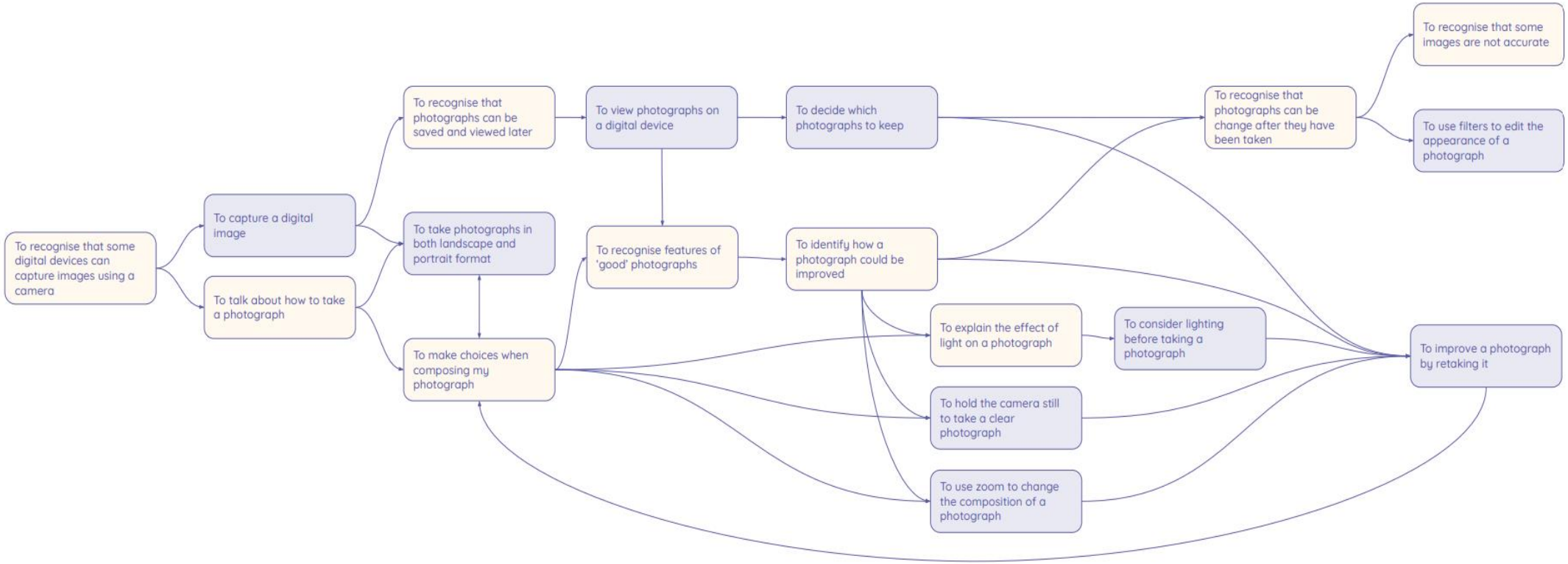
Key Skills	• Identify examples of IT • Sort school IT by what it's used for • Identify that some IT can be used in more than one way	
Key Knowledge	IT can be explained as being a computer or something that works with a computer. • **Computers and tablets** for writing stories, making pictures, and learning games. • **Interactive whiteboards** for showing videos and lessons. • **Internet** for finding information and doing research. • **Email and messages** for teachers to talk to parents and other staff. • To **help children learn** in fun and different ways. • To **find information quickly**. • To **share work** and ideas with others. • To **keep things safe and organised**, like registers and homework.	
NC Link	• 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	

Step 3: IT in the world

Key Skills	• I can find examples of information technology • I can sort IT by where it is found • I can talk about uses of information technology
Key Knowledge	• IT is used in environments beyond school, including home and familiar places such as shops and in many workplaces. Technology and devices can work together, for example:

	• Barcode scanner, till • Bank card, chip and PIN card reader, till • Traffic light, crossing button, crossing signal
NC Link	• 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
Step 5: The benefits of IT	
Key Skills	• I can recognise common types of technology • I can demonstrate how IT devices work together I can say why we use IT
Key Knowledge	• **Helps us learn** in fun and different ways (videos, games, research). • **Saves time** by finding information quickly. • **Keeps things organised** (registers, homework, timetables). • **Helps us share** ideas and work with others. • **Keeps us safe** by storing information securely.
NC Link	• 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
Step 4: Using IT safely	
Key Skills	To explain how to use information technology safely • I can list different uses of information technology • I can talk about different rules for using IT • I can say how rules can help keep me safe
Key Knowledge	• We use **IT in different places** (school, home, library) for learning, playing, and sharing. • There are **rules for using IT** (e.g., don't share personal details, ask an adult before going online). • **Rules keep us safe** by: - Protecting our information. - Stopping us from seeing things that aren't for children. - Helping us use devices sensibly.
NC Link	• 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
Step 6: Using IT in different ways	
Key Skills	• I can identify the choices that I make when using IT • I can use IT for different types of activities I can explain the need to use IT in different ways
Key Knowledge	• We use **IT for different activities**: writing stories, drawing pictures, playing games, finding information. • We make **choices** about how we use IT (e.g., tablet for drawing, computer for typing). • We have a **responsibility** to use IT sensibly and safely. • Sometimes we need to use IT in **different ways for different tasks** (e.g., camera for photos, laptop for research).
NC Link	• 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

Learning graph
Year 2 – Creating media – Digital photography

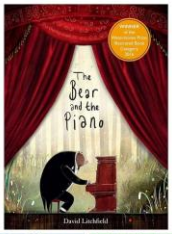


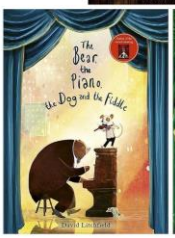
Step 1: Taking Photographs	
Key Skills	• I can recognise what devices can be used to take photographs • I can talk about how to take a photograph I can explain what I did to capture a digital photo
Key Knowledge	• **Many devices can take photos**: cameras, tablets, laptops, and phones. • We use photos to **share ideas, remember things, and show our work**. • When taking photos, we make **choices** (what to photograph, how to frame it). • We have a **responsibility** to take photos safely and politely (ask permission, don't share personal details).
NC Link	• 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
Step 2: Landscape or portrait?	
Key Skills	• I can explain the process of taking a good photograph • I can take photos in both landscape and portrait format I can explain why a photo looks better in portrait or landscape format
Key Knowledge	• A photo can be taken in **portrait** (tall) or **landscape** (wide) format. • **Portrait** is good for people or tall objects. • **Landscape** is good for groups, scenery, or wide objects. • Photographers **choose the format** to make the photo look its best.
NC Link	• 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
Step 3: What makes a good photograph?	
Key Skills	• I can identify what is wrong with a photograph • I can discuss how to take a good photograph I can improve a photograph by retaking it
Key Knowledge	• A **photographer chooses how to compose a photo** (what to include and where to place it). • Good photos often: • **Show the subject clearly** (not blurry). • **Fill the frame** so the subject stands out. • **Use the right light** (not too dark or too bright). • **Avoid distractions** in the background. • Photographers **think before they click** to make the photo look its best.
NC Link	• 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
Step 4: Lighting	
Key Skills	•I can explore the effect that light has on a photo •I can experiment with different light sources • I can explain why a picture may be unclear

Key Knowledge	• Light and focus make photos look clear and bright. • Good lighting helps the subject stand out. • We can change lighting by: • Moving closer to light. • Using camera flash. • Add another light source. • Autofocus helps make the main object sharp and clear. • Photographers use light and focus to improve their photos.
NC Link	• 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
Step 5: Effects	
Key Skills	• I can recognise that images can be changed • I can use a tool to achieve a desired effect • I can explain my choices
Key Knowledge	• We can **change how a photo looks** using editing tools. • Simple tools like **'Adjust'** can change: • **Colour** can make it brighter or darker. • **Tone** (warm or cool colours). • Editing helps us **improve or change photos** to make it look interesting. • We use software like **Pixlr** to try these effects.
NC Link	• 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
Step 6: Is it real?	
Key Skills	• I can apply a range of photography skills to capture a photo • I can recognise which photos have been changed • I can identify which photos are real and which have been changed
Key Knowledge	• **Photos can be changed** using editing tools. • Not all pictures we see are **real**—some are **edited** to look different. • People change photos for a **purpose** (to make them look better, funnier, or to advertise something). • We need to **think carefully**: Just because we see it in a photo doesn't mean it's true
NC Link	• 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

Music

Key Texts





STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS1 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
1. Performing rhythms and movement to a steady pulse	Exercise Rhythms Ideal for a single session	★ To maintain a steady pulse ★ To copy pulse action sequences ★ To compose call-and-echo movement sequences	Sing Listen Improvise	Pulse Rhythm Structure Tempo			Coordination Funk Get Going Look What I Can Do!
	Musical Instructions Ideal for 1-2 sessions	★ To perform movements to music ★ To recognize and respond to musical instructions ★ To recognize and begin to describe features of music (e.g. tempo, mood, timbre and pitch)	Sing Listen Genre/History/ Musicians	Pitch Pulse Rhythm Tempo Timbre		French National Anthem *La Marseillaise* *All You Need Is Love* by The Beatles *Unsquare Dance* by Dave Brubeck	Bean Harvest Harvest Hoedown
	Pass The Ball! Ideal for a single session	★ To perform actions to a steady pulse ★ To use movement to identify the first beat of the bar ★ To develop ensemble skills	Listen Play	Pulse Rhythm Tempo		*Waltz No. 2* from Jazz Suite. No. 2 by Shostakovich *On The Beautiful Blue Danube* by Strauss II *The Liberty Bell March* by Sousa *'In the Hall Of The Mountain King'* from *Peer Gynt* by Grieg	Beautiful Bird Coordination Funk Line Up, Line Up Lunch Make A Picture With Shapes Together Walking To School
	Change! Ideal for a single session	★ To perform actions to a steady pulse ★ To internalize pulse ★ To develop ensemble skills	Sing Listen Play	Rhythm Pulse			Coordination Funk Line Up, Line Up Lunch This Day Together Walking To School
2. Copying and creating rhythmic patterns	Foodie Rhythms Ideal for 1-2 sessions	★ To copy rhythm patterns ★ To create rhythm patterns based on spoken words ★ To play rhythms to a steady pulse	Sing Listen Play Compose	Pulse Rhythm			Healthy Me The Harvest List We Can Help We've Got Tomatoes!
	Song Tennis Ideal for a single session	★ To internalize rhythm and melody ('thinking voice') ★ To copy rhythmic and melodic patterns ★ To follow a conductor	Sing Listen Play	Pitch Pulse Rhythm			A Song You'll Love To Know! Careful How You Cross Counting It's Great When You Know The Alphabet! Perfect Symmetry The Number Bus
	How Will You Play? Ideal for 1-2 sessions	★ To play rhythm patterns ★ To begin to control dynamics when singing and playing instruments ★ To explore the timbre of instruments	Sing Listen Play	Dynamics Pulse Rhythm Timbre		Symphony No. 4, fourth movement by Bruckner	Bang, Tap, Stop!
	Time For A Rest Ideal for a single session	★ To keep a steady pulse ★ To listen to a rhythm and clap it back (call and response) ★ To explore rests in music	Listen Play	Pulse Rhythm Structure			Coordination Funk I Can Play Medication Wake Up!

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS1 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
(2.)	Have You Heard Me? Ideal for 2 sessions	★ To perform a rhythmic chant with a steady pulse ★ To begin to recognize patterns of sound and silence ★ To choose suitable sounds to accompany a poem	Sing Play Compose	Articulation Dynamics Pulse Rhythm Timbre			Have You Heard Me?
3. Combining rhythmic patterns	Body Percussion Ideal for a single session	★ To recognize repeated rhythmic patterns ★ To compose and perform a simple rhythmic ostinato	Sing Listen Play Compose	Pulse Rhythm		Stomp - Live	Coordination Funk Medication Together We Are The Even Numbers
	We Can Play! Ideal for 1-2 sessions	★ To combine simple rhythm patterns ★ To identify changes in musical texture ★ To maintain a simple rhythmic part in a group	Sing Listen Play	Pulse Rhythm Tempo Texture			I Can Play
	Combining Rhythms Ideal for 2 sessions	★ To explore pulse and rhythm through movement ★ To copy rhythm patterns ★ To experiment with musical texture ★ To perform a rhythmic ostinato	Sing Listen Play	Pulse Rhythm Texture		Beardyman's *Kitchen Diaries*	March To The Beat
4. Representing rhythmic patterns	Choose Your Beat! Ideal for a single session	★ To internalize pulse ★ To identify beats in a bar ★ To compose simple beat patterns ★ To follow a simple graphic score	Sing Listen Play	Pulse Rhythm Structure Texture Timbre			Coordination Funk London Bells Marching In The Snow Medication Put Your Coat On Together We Are The Even Numbers
	Four-Beat Patterns Ideal for a single session	★ To identify beats in a bar ★ To compose four-beat sound patterns ★ To create a simple graphic score	Sing Listen Play Compose Notation	Pulse Rhythm Structure Texture		*We Are Family* by Sister Sledge	Coordination Funk London Bells Medication The Brussel Sprout Blues Wake Up! We Are The Even Numbers
	Meet The Beat Monsters! Ideal for 2 sessions	★ To identify patterns in music ★ To copy rhythm patterns ★ To identify rests in music ★ To compose and play simple rhythm patterns	Sing Listen Play Compose Notation	Pulse Rhythm			Black And White Christmas Dear Santa Our Christmas Tree The Mince Pie Song Three Little Pigs

KEY KS1 NATIONAL CURRICULUM REQUIREMENTS

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music

	ARTICULATION	DYNAMICS	PITCH	RHYTHM/ DURATION	STRUCTURE	TEMPO	TEXTURE	TIMBRE	SINGING & PERFORMING	ADDITIONAL MUSICAL WORDS	INSTRUMENT NAMES
TERM 1: TIME TO PLAY – EXPLORING PULSE AND RHYTHMIC PATTERNS		Dynamics Forte (*f*) Getting louder (Crescendo) Getting quieter (Decrescendo/ Diminuendo) Loud Piano (*p*) Quiet/Soft Silence Strong	Melody Up/Down	Beat Echo Pattern Pulse Rest Rhythm Steady	Chorus Pattern Repeat Sound Structure Verse	Fast/Faster Slow/Slower Tempo	Musical layers Ostinato Texture Thicker	Bright Harsh Metal/Metallic Scratchy Timbre	Action sequence Copy Mood Shake Start Stop Style Tap Thinking voice	Conductor Disco Graphic notation	Bass drum Hi-hat
TERM 2: MUSICAL MOODS AND PICTURES	Articulation Detached Smooth Spiky Staccato	Dynamics Getting louder (Crescendo) Getting quieter (Decrescendo/ Diminuendo) Loud/Louder Quiet/Quieter Silence Soft Volume	Minor		Call and response Echo Structure	Fast/Faster Largo Lento Slow/Slower Tempo Vivace	Combine Layer Order Solo Texture	Blow Tap Scrape Shake Timbre	Emotion Mood Start Stop	Conductor Improvise Notation	Accordion Bassoon Drums Flute
TERM 3: PATTERNS WITH PITCH – EXPLORING PITCH AND MELODY	Legato Smooth/ Smoothly Spiky/Spikily Staccato	Forte (*f*) Loud/Louder Piano (*p*) Silence Quiet/Soft	Ascending Consecutive Descending Down F major High/Higher/ Highest Leap Low/Lower/ Lowest Melody Middle Note names C D E F G A B Pentatonic Pitch Stay the same Scale Step Up	Pulse Rhythm	Call and response Echo Order Pattern	Fast/Faster Slow/Slower	Group Solo	Pluck	Audience Copy Lyrics Mood Perform	Conductor Notation	Double bass Octobass Piccolo

Experiences

Oxford University Museum of Natural History