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Exminster Community Primary School

Year Two

Context

The most important part of any curriculum is the children and therefore we believe in a very child led curriculum. On the following pages you will find a range of skills and knowledge that we will support your children in learning but this will be done in a context driven by the children.

Before the start of the new term teachers share with the children the skills and knowledge that they need to teach them and then ask them to come up with ideas about what they want to know about the different areas and the topics and themes that could be used. We call this 'Pupil Voice'. Teachers then use these ideas to begin to plan for that term.

Planning however is not a fixed entity and if the class starts to take a theme/topic in a particular direction the teachers will follow these interests.

Each term you will be provided with a curriculum letter which will outline the skills and knowledge which the children will be learning along with the theme/topic that will link much of the work together.

Mathematics

Foundational/ Conceptual	Power Statements	Curriculum Code	Achievement Statements
Foundational	Y	npv	I can demonstrate an understanding of place value, though I may still need to use apparatus to help me (two-digit)
Foundational	Y	npv	I can order numbers from 0 up to 100
Foundational	Y	npv	I can read and write numbers correctly in numerals up to 100
Foundational	Y	npv	I can place $<$, $>$ and $=$ correctly to describe the relationship between numbers
Foundational	Y	+/-	I can add and subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required (e.g. $23 + 5$; $46 + 20$), I can show how I did it using apparatus or pictures.
Foundational	Y	+/-	I can add 2 two-digit numbers within 100 (e.g. $48 + 35$) and show how I did it using apparatus or pictures.
Foundational	Y	+/-	I can subtract a two-digit number from another two-digit number, in my head, when there is no regrouping required (e.g. $74 - 33$).
Foundational	Y	+/-	I can use number bonds and related subtraction facts within 20
Foundational	Y	+/-	I can count in twos, fives and tens from 0 and use counting strategies to solve problems
Foundational	Y	+/-	I can count on in 2s, 5s and 10s from any 2-digit number
Foundational	Y	+/-	I can recall doubles and halves to 20
Foundational	Y	\times/\div	I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems
Foundational		\times/\div	I can calculate the answer to multiplication and division calculations within the multiplication tables that I know and write them using the multiplication (\times), division (\div) and equals ($=$) signs
Foundational	Y	fr	I can find and name $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ and I know that all parts must be equal parts of the whole
Foundational	Y	m	I can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given
Foundational		m	I can compare and order measurements and record the results using $>$, $<$ and $=$
Foundational	Y	m	I can read the time on the clock to the nearest 15 minutes.
Foundational	GD	m	I can read the time on the clock to the nearest 5 minutes.
Foundational		m	I can say the number of minutes in an hour and the number of hours in the day
Foundational		m	I can compare and sequence intervals of time
Foundational		m	I can name and use the symbols \pounds and p correctly
Foundational	Y	m	I can use different coins to make the same amount
Foundational		m	I can add and subtract money of the same unit to work out what change to give e.g. 18p item paid for with a 20p coin
Foundational	Y	pos	I can recognise and name triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres from a group of shapes or from pictures of the shapes.
Foundational	Y	pos	I can describe properties of 2-D and 3-D shapes
Foundational	GD	pos	I can describe similarities and differences of shape properties
Foundational		pdm	I can describe how an object is turning using words like: right angle, clock-wise, anti-clockwise, quarter turn, half turn and three quarter turn
Conceptual	Y	npv	I can partition two-digit numbers into different combinations of tens and ones. I might use apparatus to help me
Conceptual		npv	I can choose if it is best to work out an answer using a mental method or a written method
Conceptual	Y	npv	I can use estimation to check that my answers to a calculation are reasonable
Conceptual	Y	+/-	I can recognise the inverse relationship between addition and subtraction and use this to check calculations and

			work out missing number problems (e.g. $\Delta - 14 = 28$).
Conceptual	Y	+/-	I can show that I can add two numbers in any order and get the same answer
Conceptual	GD	+/-	I can reason about addition
Conceptual	GD	+/-	I can work out mental calculations where regrouping is required
Conceptual	GD	+/-	I can solve more complex missing number problems
Conceptual	GD	+/-	I can solve word problems that involve more than one step
Conceptual	Y	x/÷	I can prove that I can multiply two numbers in any order and get the same answer
Conceptual		x/÷	I can solve one-step word problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts
Conceptual	GD	x/÷	I can determine remainders from given known facts
Conceptual	GD	x/÷	I can use multiplication facts to make deductions outside known multiplication facts
Conceptual	GD	a	I can recognise the relationships between addition and subtraction and can rewrite addition statements as simplified multiplication statements e.g. $10+10+10+5+5+5+5$ as $3 \times 10 + 4 \times 5$ as 5×10
Conceptual	GD	fr	I can find and compare fractions of amounts
Conceptual	GD	m	I can read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given.
Conceptual		st	I can find information from pictograms, tally charts, block diagrams and simple tables
Conceptual		st	I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity

Reading

Foundational/ Conceptual	Power Statements	Curriculum Code	Achievement Statements
Foundational	Y	d	I can sound out many unfamiliar words accurately
Foundational	Y	d	I can read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes (Links to ELG 9)
Foundational	Y	d	I can read many KS1 common exception words
Foundational	Y	d	I can read most KS1 common exception words
Foundational	Y	d	I can sound out most unfamiliar words accurately, without undue hesitation
Foundational		d	I can recognise and read alternative sounds for graphemes
Foundational	Y	d	I can read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)
Foundational	Y	d	I can read accurately most words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)
Foundational	Y	d	I can read most words containing common KS1 suffixes
Foundational		c	I can recite a range of poems, using intonation to help make the meaning clear
Foundational	Y	d	I can read aloud many words quickly and accurately without overt sounding and blending
Foundational	Y	d	I can read aloud a familiar text at age appropriate level (gold) at a rate of 90 words per minute
Conceptual		c	I can use information in the text to talk about a story I am reading or listening to
Conceptual		c	I can ask other people simple questions about a text
Conceptual		c	I can re-tell a range of familiar stories
Conceptual		c	I can give examples of some phrases and sentences that appear in a lot of stories (e.g. Once upon a time ...)
Conceptual		c	I can talk about my favourite words and phrases in different books I have read
Conceptual		c	I can talk about a part of a story and explain why I liked it
Conceptual		c	I can talk about the plot, setting and characters in familiar and less familiar books
Conceptual	Y	c	I can check what I have read makes sense to me
Conceptual		c	I can use the meanings of words I know to try to understand the meaning of an unfamiliar word
Conceptual		c	I can self-correct by looking backwards and forwards in a text when I am reading
Conceptual	GDS	c	I can make links between the book I am reading and other books I have read
Conceptual	GDS	c	I can answer questions and make some inferences on the basis of what is being said and done in a book I can read independently
Conceptual	Y	c	I can answer questions and make some inferences on the basis of what is being said and done in a book I can already read accurately and fluently
Conceptual	Y	c	I can answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to me
Conceptual	GDS	c	I can predict what might happen on the basis of what I have read so far
Conceptual		c	I can make inferences from what is being said or done in a story
Conceptual		c	I can express an opinion about the way a story is unfolding

Conceptual		c	I can give my own opinion about events and actions within the text
Conceptual		c	I can comment on the way that non-fiction text is organised and can see how this helps the reader to find wanted information
Conceptual		c	I can refer to parts of the text to help me explain what I enjoyed and did not enjoy about the book I have read
Foundational	Y	d	I can sound out many unfamiliar words accurately

Writing

Foundational/ Conceptual	Power Statements	Curriculum Code	Achievement Statements
Foundational	Y	h	I leave spaces between words when I write
Foundational	Y	h	I leave finger spaces between words that reflect the size of the letters
Foundational	Y	h	I can form lower-case letters in the correct direction, starting and finishing in the right place
Foundational	Y	h	I can form lower-case letters of the correct size relative to one another in some of my writing
Foundational		h	I can place letters properly on a line including ascending and descending letters
Foundational	Y	h	I can write capital letters and digits of the correct size compared to lower case letters
Foundational	GDS	h	I can use the diagonal and horizontal strokes needed to join letters in most of my writing
Foundational	Y	h	I can use the diagonal and horizontal strokes needed to join letters in some of my writing
Foundational	Y	t	I can segment spoken words into phonemes and represent these by graphemes, spelling some correctly
Foundational	Y	t	I can segment spoken words into phonemes and represent these by graphemes, spelling many correctly
Foundational		t	I can write the letters of the alphabet in the correct order
Foundational		t	I can make words ending in '-y' into plurals (e.g. 'baby' 'babies', 'fly' 'flies')
Foundational	GDS	t	I can spell most words with contractions (e.g. can't, don't, won't, wouldn't, I'll)
Foundational	Y	t	I can spell some words with contractions (e.g. can't, don't, won't, wouldn't, I'll)
Foundational	GDS	t	I can spell most of the common exception words for Y2 (door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas)
Foundational	Y	t	I can spell many of the common exception words for Y2 (door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas)
Foundational		t	I can use most of the spelling rules and patterns for Year 2 in my writing
Foundational		t	I can write simple sentences dictated by my teacher using the words and punctuation I have learned
Foundational		vgp	I can add a question mark at the end of a question
Foundational		vgp	I can add an exclamation mark at the end of an exclamation
Foundational		vgp	I can make the correct choice between two homophones from the Year 2 list in my writing
Foundational	Y	vgp	I can use capital letters and full stops correctly most of the time and with some use of question marks and exclamation marks
Foundational		vgp	I can use commas in a list
Foundational	GDS	vgp	I can add suffixes to spell most words correctly in my writing (e.g. -ment, -ness, -ful, -less, -ly)
Foundational	Y	vgp	I can add suffixes to spell some words correctly in my writing (e.g. -ment, -ness, -ful, -less, -ly)
Foundational	GDS	vgp	I can use an apostrophe to show possession (e.g. the girl's book)

Foundational		vgp	I can use all of the key words to explain the grammar in my writing (noun, noun phrase, statement, question, exclamation, command (instruction), compound, suffix, adjective, adverb, verb, past tense, present tense, apostrophe, comma)
Conceptual		t	I can read back what I have written and check that my spelling is correct using the spelling rules I have been taught
Conceptual		c	I can use time connective phrases e.g. after that, the next day, a little later
Conceptual		c	I can write an account that has more than one idea in it
Conceptual		c	I can write an account that has a good beginning
Conceptual		c	I can group my ideas together in logical sequence
Conceptual		c	I can write a good ending to my account
Conceptual		c	I can use descriptive noun phrases to describe a person or a thing e.g. the gold ring
Conceptual		c	I can think of different words that might fit in a piece of writing and choose some that will be more interesting
Conceptual		c	I can plan what I am going to write about by writing down ideas and important words
Conceptual		c	I can write about cause and effect (e.g. using: when, if, that, because)
Conceptual		c	I can write descriptions that make clear pictures for readers
Conceptual		c	I can write for different purposes (e.g. story, report, instructions)
Conceptual		c	I can read back what I have written and comment on whether it makes good sense
Conceptual		c	I can review my writing and judge if my readers would find it interesting or exciting
Conceptual	Y	c	I can using some expanded noun phrases to describe and specify
Conceptual		vgp	I write sentences that have a subject and a verb (e.g. The boy runs)
Conceptual	Y	vgp	I can write in the past tense (e.g. He fell down the hole) mostly correctly and consistently
Conceptual	Y	vgp	I can write in the present tense (e.g. They are jumping on the trampoline) mostly correctly and consistently
Conceptual		vgp	I can write in the third person and not get confused: she, he, it and they
Conceptual		vgp	I can use different ways to start a sentence (e.g. Suddenly..., After a while...., Just then...)
Conceptual	Y	vgp	I can use some subordinating conjunctions (e.g. when / if / that / because)
Conceptual	Y	vgp	I can make my sentences longer by using co-ordinating conjunctions (e.g and, but, or)
Conceptual		vgp	I can use imperative verbs appropriately e.g. Open the book
Conceptual		vgp	I can make a good choices of adjectives so that they match the nouns e.g. they played a complicated game
Conceptual		vgp	I can read back what I have written and make some corrections to my grammar and punctuation

Statutory Spelling List

Spellings to come from this list:

- The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y
- The /s/ sound spelt c before e, i and y
- The /n/ sound spelt kn and (less often) gn at the beginning of words
- The /r/ sound spelt wr at the beginning of words
- The /l/ or /əl/ sound spelt -le at the end of words
- The /l/ or /əl/ sound spelt -el at the end of words
- The /l/ or /əl/ sound spelt -al at the end of words
- Words ending -il
- The /aɪ/ sound spelt -y at the end of words
- Adding -es to nouns and verbs ending in -y
- Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it
- Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it
- Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter

- The /ɔ:/ sound spelt a before l and ll
- The /ʌ/ sound spelt o
- The /i:/ sound spelt -ey
- The /ɒ/ sound spelt a after w and qu
- The /ɜ:/ sound spelt or after w
- The /ɔ:/ sound spelt ar after w
- The /ʒ/ sound spelt s
- The suffixes -ment, -ness, -ful, -less and -ly
- Contractions
- The possessive apostrophe (singular nouns)
- Words ending in -tion
- Homophones and near-homophones
- Common exception words

Spoken Language

Strand	Objective
Speaking	Listen and respond appropriately to adults and their peers.
Speaking	Ask relevant questions to extend their understanding and knowledge.
Speaking	Use relevant strategies to build their vocabulary.
Speaking	Articulate and justify answers, arguments and opinions.
Speaking	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings .
Speaking	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments .
Speaking	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
Speaking	Speak audibly and fluently with an increasing command of Standard English.
Speaking	Participate in discussions, presentations, performances, role play, improvisations and debates.
Speaking	Gain, maintain and monitor the interest of the listener(s).
Speaking	Consider and evaluate different viewpoints, attending to and building on the contributions of others.
Speaking	Select and use appropriate registers for effective communication.

Science

Observing Closely	Performing Tests	Identifying and Classifying	Recording Findings
<ul style="list-style-type: none"> • Can they use <see, touch, smell, hear or taste> to help them answer questions? • Can they use some scientific words to describe what they have seen and measured? • Can they compare several things? 	<ul style="list-style-type: none"> • Can they carry out a simple fair test? • Can they explain why it might not be fair to compare two things? • Can they say whether things happened as they expected? • Can they suggest how to find things out? • Can they use prompts to find things out? 	<ul style="list-style-type: none"> • Can they organise things into groups? • Can they find simple patterns (or associations)? • Can they identify animals and plants by a specific criteria, eg, lay eggs or not; have feathers or not? 	<ul style="list-style-type: none"> • Can they use <text, diagrams, pictures, charts, tables> to record their observations? • Can they measure using <simple equipment>?
Greater Depth			
<ul style="list-style-type: none"> • Can they suggest ways of finding out through listening, hearing, smelling, touching and tasting? 	<ul style="list-style-type: none"> • Can they say whether things happened as they expected and if not why not? 	<ul style="list-style-type: none"> • Can they suggest more than one way of Grouping animals and plants and explain their reasons? 	<ul style="list-style-type: none"> • Can they use information from books and online information to find things out?

Living Things & their Habitats	Animals, including humans	Plants
<ul style="list-style-type: none"> • Can they match certain living things to the habitats they are found in? • Can they explain the differences between living and non-living things? • Can they describe some of the life processes common to plants and animals, including humans? • Can they decide whether something is living, dead or non-living? • Can they describe how a habitat provides for the basic needs of things living there? • Can they describe a range of different habitats? • Can they describe how plants and animals are suited to their habitat? 	<ul style="list-style-type: none"> • Can they describe what animals need to survive? • Can they explain that animals grow and reproduce? • Can they explain why animals have offspring which grow into adults? • Can they describe the life cycle of some living things? (e.g. egg, chick, chicken) • Can they explain the basic needs of animals, including humans for survival? (water, food, air) • Can they describe why exercise, balanced diet and hygiene are important for humans? 	<ul style="list-style-type: none"> • Can they describe what plants need to survive? • Can they observe and describe how seeds and bulbs grow into mature plants? • Can they find out & describe how plants need water, light and a suitable temperature to grow and stay healthy?
Greater Depth		
<ul style="list-style-type: none"> • Can they name some characteristics of an animal that help it to live in a particular habitat? • Can they describe what animals need to survive and link this to their habitats? 	<ul style="list-style-type: none"> • Can they explain that animals reproduce in different ways? 	<ul style="list-style-type: none"> • Can they describe what plants need to survive and link it to where they are found? • Can they explain that plants grow and reproduce in different ways?

Classifying and grouping materials	Changing materials
<ul style="list-style-type: none"> • Can they describe the simple physical properties of a variety of everyday materials? • Can they compare and group together a variety of materials based on their simple physical properties? 	<ul style="list-style-type: none"> • Can they explore how the shapes of solid objects can be changed? (squashing, bending, twisting, stretching) • Can they find out about people who developed useful new materials? (John Dunlop, Charles Macintosh, John McAdam) • Can they identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, cardboard for particular uses? • Can they explain how things move on different surfaces?
Greater Depth	
<ul style="list-style-type: none"> • Can they describe the properties of different materials using words like, transparent or opaque, flexible, etc.? • Can they sort materials into groups and say why they have sorted them in that way? • Can they say which materials are natural and which are man-made? 	<ul style="list-style-type: none"> • Can they explain how materials are changed by heating and cooling? • Can they explain how materials are changed by bending, twisting and stretching? • Can they tell which materials cannot be changed back after being heated, cooled, bent, stretched or twisted?

Computing

We are astronauts: Programming on screen.	We are games testers: Exploring how computer games work.	We are photographers: Taking better photos
<ul style="list-style-type: none"> • Can they understand algorithms as sequences of instructions? • Can they convert simple algorithms to programs? • Can they predict what a simple program will do? • Can they spot and fix (debug) errors in programs? 	<ul style="list-style-type: none"> • Can they describe carefully what happens in computer games? • Can they use logical reasoning to make predictions of what a program will do? • Can they test their predictions? • Can they think critically about computer games and their use? • Are they aware of how to use games safely and in balance with other activities? 	<ul style="list-style-type: none"> • Can they consider the technical and artistic merits of photographs? • Can they use a digital camera or camera app? • Can they take digital photos? • Can they review and reject or rate the images that they like? • Can they edit and enhance their photos? • Can they select their best images to be included in a shared folder?
We are researchers: Researching a topic.	We are detectives: Collecting Clues.	We are zoologists: Collecting data about bugs.
<ul style="list-style-type: none"> • Can they develop collaboration skills through working as part of a group? • Can they develop research skills through searching for information on the Internet? • Can they improve their note-taking skills through using a mind map? • Can they develop presentation skills through creating and delivering a short multimedia presentation? 	<ul style="list-style-type: none"> • Can they understand that e-mail can be used to communicate? • Can they develop skills in opening, composing and sending e-mails? • Can they gain skills in opening and listening to audio files on the computer? • Can they use appropriate language in e-mails? • Can they develop skills in editing and formatting text in e-mails? • Are they aware of e-safety issues when using e-mail? 	<ul style="list-style-type: none"> • Can they sort and classify a group of items by answering questions? • Can they collect data using tick charts or tally charts? • Can they use simple charting software to produce pictograms and other basic charts? • Can they take, edit and enhance photos? • Can they record information on a digital map?

PE

Gymnastics	Dance	Invasion Games	Swimming
<ul style="list-style-type: none"> • plan and repeat simple sequences of actions • show contrasts in shape • perform the basic gymnastic actions with coordination, control and variety • recognise and describe how they feel after exercise • describe what their bodies feel like during gymnastic activity • describe what they and others have done • say why they think gymnastic actions are being performed well 	<ul style="list-style-type: none"> • perform body actions with control and coordination • choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling • link actions • remember and repeat dance phrases • perform short dances, showing an understanding of expressive qualities • describe the mood, feelings and expressive qualities of dance • describe how dancing affects their body • know why it is important to be active • suggest ways they could improve their work 	<ul style="list-style-type: none"> • play games with some fluency and accuracy, using a range of throwing and catching techniques • find ways of attacking successfully when using other skills • use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score • know the rules of the games • understand that they need to defend as well as attack • understand how strength, stamina and speed can be improved by playing invasion games • lead a partner through short warm-up routines • watch and describe others' performances, as well as their own, and suggest practices that will help them and others to play better 	<ul style="list-style-type: none"> • swim between 10 and 20 metres unaided in shallow water, using their arms and legs to propel themselves • use one basic method to swim the distance, making sure that they breathe • using floats, swim over longer distances and periods of time with a more controlled leg kick • join in all swimming activities confidently • explore freely how to move in and under water • recognise how the water affects their temperature • recognise how their swimming affects their breathing • identify and describe the differences between different leg and arm actions

History

Topics to be covered:

- Fire of London – Samuel Peeps
- Victorians
- Family History

Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> • Can they use words and phrases like: 'before I was born', 'when I was younger' 'before', 'after', 'then' 'now', 'past' and 'present' accurately? • Can they sequence a set of events in chronological order and give reasons for their order? 	<ul style="list-style-type: none"> • Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later? • Can they recount some interesting facts from an historical event, such as where the 'Fire of London' started? • Can they give examples of things that are different in their life from that of their grandparents when they were young? • Can they explain why Britain has a special history by naming some famous events and some famous people? 	<ul style="list-style-type: none"> • Can they answer questions by using a specific source, such as an information book? • Can they research the life of a famous Briton from the past using different resources to help them? SAMUEL PEEPS • Can they research about a famous event that happens in Britain and why it has been happening for some time? • Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?
Greater Depth		
<ul style="list-style-type: none"> • Can they sequence a set of objects in chronological order and give reasons for their order? • Can they sequence events about their own life? • Can they sequence events about the life of a famous person? • Can they try to work out how long ago an event happened? 	<ul style="list-style-type: none"> • Can they give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times? • Can they explain why someone in the past acted in the way they did? • Can they explain why their locality (as wide as it needs to be) is associated with a special historical event? • Can they explain what is meant by a democracy and why it is a good thing? 	<ul style="list-style-type: none"> • Can they say at least two ways they can find out about the past, for example using books and the internet? • Can they explain why eye-witness accounts may vary? • Can they research about a famous event that happens somewhere else in the world and why it has been happening for some time?

Geography

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> • Can they label a diagram or photograph using some geographical words? • Can they find out about a locality by using different sources of evidence? • Can they find out about a locality by asking some relevant questions to someone else? • Can they say what they like and don't like about their locality and another locality like the seaside? 	<ul style="list-style-type: none"> • Can they describe some physical features of their own locality? • Can they explain what makes a locality special? • Can they describe some places which are not near the school? • Can they describe a place outside Europe using geographical words? • Can they describe some of the features associated with an island? • Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley? 	<ul style="list-style-type: none"> • Can they describe some human features of their own locality, such as the jobs people do? • Can they explain how the jobs people do may be different in different parts of the world? • Do they think that people ever spoil the area? How? • Do they think that people try to make the area better? How? • Can they explain what facilities a town or village might need? 	<ul style="list-style-type: none"> • Can they name the continents of the world and find them in an atlas? • Can they name the world's oceans and find them in an atlas? • Can they name the major cities of England, Wales, Scotland and Ireland? • Can they find where they live on a map of the UK?
Greater Depth			
<ul style="list-style-type: none"> • Can they make inferences by looking at a weather chart? • Can they make plausible predictions about what the weather may be like in different parts of the world? 	<ul style="list-style-type: none"> • Can they find the longest and shortest route using a map? • Can they use a map, photographs, film or plan to describe a contrasting locality outside Europe? 	<ul style="list-style-type: none"> • Can they explain how the weather affects different people? 	<ul style="list-style-type: none"> • Can they locate some of the world's major rivers and mountain ranges? • Can they point out the North, South, East and West associated with maps and compass?

RE

Why are some stories special? Theme: Believing/Story

This enquiry explores how religions and beliefs express values and commitments in a variety of creative ways

- (a) What stories and books are special to me and my family?
- (b) What stories and books are special to people within religions and beliefs?
- (c) How are stories told and books used within religions and beliefs?
- (d) What do some stories and books say about how people should live?

How should we live our lives? Theme: Leaders and Teachers

This enquiry explores how religious and other beliefs affect approaches to moral issues

- (a) How does what I do affect other people?
- (b) What rules and codes of behaviour help me know what to do?
- (c) What values are important to me, and how can I show them in how I live? (Fairness, honesty, forgiveness, kindness)
- (d) How do some stories from religions and beliefs and the example set by some people show me what to do?

Why are some symbols and places special? Theme: Symbols

This enquiry explores how religions and beliefs express aspects of human nature in a variety of creative ways

- (a) What places are special to me? Why are they special?
- (b) What places are special to members of a religious or belief community? (Buildings used for worship, special places in the home)
- (c) What do these buildings that are special to religious or belief communities look like?
 - Do they have special places, objects, pictures or symbols?
 - How are these used?
 - What do they tell us about what people believe?

Art

Drawing	Painting	Printing	Textiles
<ul style="list-style-type: none"> • Can they use three different grades of pencil in their drawing (4B, 8B, HB)? • Can they use charcoal, pencil and pastels? • Can they create different tones using light and dark? • Can they show patterns and texture in their drawings? • Can they use a viewfinder to focus on a specific part of an artefact before drawing it? 	<ul style="list-style-type: none"> • Can they mix paint to create all the secondary colours? • Can they mix and match colours, predict outcomes? • Can they mix their own brown? • Can they make tints by adding white? • Can they make tones by adding black? 	<ul style="list-style-type: none"> • Can they create a print using pressing or rolling, Rubbing or stamping? 	<ul style="list-style-type: none"> • Can they begin to demonstrate their ideas in their sketch books? E.g. photographs, annotations.
3D	Collage	Use of IT	Knowledge
<ul style="list-style-type: none"> • Can they make a clay object? E.g. pot or coil mat • Can they sew fabrics together? 	<ul style="list-style-type: none"> • Can they create individual and group collages? • Can they cut accurately? 	<ul style="list-style-type: none"> • Can they use simple IT mark-making tools? E.g. brush and pen tools. • Can they edit their own work? This could include photos. 	<ul style="list-style-type: none"> • Can they create a piece of work in response to another artist's work?

DT

Developing, planning and communicating ideas	Working with tools, equipment, materials and components to make quality products	Evaluating processes and products	
<ul style="list-style-type: none"> • Can they think of ideas and plan what to do next? • Can they choose the best tools and materials? • Can they give a reason why these are best? • Can they describe their design by using pictures, diagrams, models and words? 	<ul style="list-style-type: none"> • Can they join things (materials/components) together in different ways? 	<ul style="list-style-type: none"> • Can they explain what went well with their work? • If they did it again, can they explain what they would improve? 	
Breath of Study			
Cooking and Nutrition	Mechanisms	Use of materials	Construction
<ul style="list-style-type: none"> • Can they describe the properties of the ingredients they are using? • Can they explain what it means to be hygienic? • Are they hygienic in the kitchen? • Can they cut food safely? 	<ul style="list-style-type: none"> • Can they join materials together as part of a moving product? • Can they add some kind of design to their product? • Can they make a product that moves? • Can they cut materials using scissors? • Can they describe the materials using different words? • Can they say why they have chosen moving parts? 	<ul style="list-style-type: none"> • Can they measure materials to use in a model or structure? • Can they join material in different ways? • Can they use joining, folding or rolling to make it stronger? 	<ul style="list-style-type: none"> • Can they make sensible choices as to which material to use for their constructions? • Can they develop their own ideas from initial starting points? • Can they incorporate some type of movement into models?

Music

Performing	Composing (including Notation)	Appraising
<ul style="list-style-type: none"> • Do they sing and follow the melody (tune)? • Do they sing accurately at a given pitch? • Can they perform simple patterns and accompaniments keeping a steady pulse? • Can they perform with others? • Can they play simple rhythmic patterns on an instrument? • Can they sing/clap a pulse increasing or decreasing in tempo? 	<ul style="list-style-type: none"> • Can they order sounds to create a beginning, middle and end? • Can they create music in response to <different starting points>? • Can they choose sounds which create an effect? • Can they use symbols to represent sounds? • Can they make connections between notations and musical sounds? 	<ul style="list-style-type: none"> • Can they improve their own work? • Can they listen out for particular things when listening to music?
Greater Depth		
<ul style="list-style-type: none"> • Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse? 	<ul style="list-style-type: none"> • Can they use simple structures in a piece of music? • Do they know that phrases are where we breathe in a song? 	<ul style="list-style-type: none"> • Do they recognise sounds that move by steps or jump?