

Ballifield Primary School Long Term Plan 2025-2026

Year 2

		Autumn		Spring		Summer	
English	Read	Read Write Inc Or Picture Books • Read with increasing accuracy • Draw on knowledge of vocabulary to understand texts. • Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	Read Write Inc Or Picture Books • Read with increasing accuracy • Draw on knowledge of vocabulary to understand texts. • Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	Read Write Inc or Picture Books • Read with increasing accuracy • Draw on knowledge of vocabulary to understand texts. • Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	Read Write Inc or Picture Books • Read with expression and intonation • Draw on knowledge of vocabulary to understand texts. • Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	Read Write Inc or Picture Books • Read fluently with expression and intonation • Make inferences from the text • Predict what might happen on the basis of what has been read so far.	Read Write Inc or Short chapter books • Read fluently with expression and intonation • Make inferences from the text • Predict what might happen on the basis of what has been read so far.
	Write	• Information text (all about me) • What the Ladybird heard • Information texts about penguins	• The Way Back Home • Instructions • The Day the Crayons Quit • Christmas poetry	• Traditional Tales – 3 Little Pigs • Stories in style of a Famous Author – Anthony Browne	• Venus Fly-traps • Instructions to make puppets • Dear Earth	• Paddington Bear – letter • Paddington Bear – adventure story	• Poetry • Three little pigs • Little Red Riding Hood

	Spell	Read Write Inc or Y2 NC Spelling Appendix	Read Write Inc or Y2 NC Spelling Appendix	Read Write Inc or Y2 NC Spelling Appendix	Read Write Inc or Y2 NC Spelling Appendix	Read Write Inc or Y2 NC Spelling Appendix	Read Write Inc or Y2 NC Spelling Appendix
	Maths	Number and Place Value Step 1 Numbers to 20 Step 2 Count objects to 100 by making 10s Step 3 Recognise tens and ones Step 4 Use a place value chart Step 5 Partition numbers to 100 Step 6 Write numbers to 100 in words Step 7 Flexibly partition numbers to 100 Step 8 Write numbers to 100 in expanded form Step 9 10s on the number line to 100 Step 10 10s and 1s on the number line to 100 Step 11 Estimate numbers on a number line Step 12 Compare objects Step 13 Compare numbers Step 14 Order objects and numbers Step 15 Count in 2s, 5s and 10s Step 16 Count in 3s	Addition and Subtraction continued Step 1 Bonds to 10 Step 2 Fact families - addition and subtraction bonds within 20 Step 3 Related facts Step 4 Bonds to 100 (tens) Step 5 Add and subtract 1s Step 6 Add by making 10 Step 7 Add three 1-digit numbers Step 8 Add to the next 10 Step 9 Add across a 10 Step 10 Subtract across 10 Step 11 Subtract from a 10 Step 12 Subtract a 1-digit number from a 2-digit number (across a 10) Step 13 10 more, 10 less Step 14 Add and subtract 10s Step 15 Add two 2-digit numbers (not across a 10) Step 16 Add two 2-digit numbers (across a 10) Step 17 Subtract two 2-digit numbers (not across a 10)	Money Step 1 Count money – pence Step 2 Count money – pounds (notes and coins) Step 3 Count money – pounds and pence Step 4 Choose notes and coins Step 5 Make the same amount Step 6 Compare amounts of money Step 7 Calculate with money Step 8 Make a pound Step 9 Find change Step 10 Two-step problems Multiplication and Division Step 1 Recognise equal groups Step 2 Make equal groups Step 3 Add equal groups Step 4 Introduce the multiplication symbol	Measurement (Length and Height) Step 1 Measure in centimetres Step 2 Measure in metres Step 3 Compare lengths and heights Step 4 Order lengths and heights Step 5 Four operations with lengths and heights Mass Capacity and Temperatures. Step 1 Compare mass Step 2 Measure in grams Step 3 Measure in kilograms Step 4 Four operations with mass Step 5 Compare volume and capacity Step 6 Measure in millilitres Step 7 Measure in litres Step 8 Four operations with volume and capacity Step 9 Temperature	Fractions Step 1 Introduction to parts and whole Step 2 Equal and unequal parts Step 3 Recognise a half Step 4 Find a half Step 5 Recognise a quarter Step 6 Find a quarter Step 7 Recognise a third Step 8 Find a third Step 9 Find the whole Step 10 Unit fractions Step 11 Non-unit fractions Step 12 Recognise the equivalence of a half and two-quarters Step 13 Recognise three-quarters Step 14 Find three-quarters Step 15 Count in fractions up to a whole	Time Step 1 O'clock and half past Step 2 Quarter past and quarter to Step 3 Tell the time past the hour Step 4 Tell the time to the hour Step 5 Tell the time to 5 minutes Step 6 Minutes in an hour Step 7 Hours in a day Statistics Step 1 Make tally charts Step 2 Tables Step 3 Block diagrams Step 4 Draw pictograms (1–1) Step 5 Interpret pictograms (1–1) Step 6 Draw pictograms (2, 5 and 10) Step 7 Interpret pictograms (2, 5 and 10) Position and Direction Step 1 Language of position

		Step 18 Subtract two 2-digit numbers (across a 10) Step 19 Mixed addition and subtraction Step 20 Compare the number sentences Step 21 Missing number problems Shape Step 1 Recognise 2-D and 3-D shape Step 2 Count sides on 2-D shapes Step 3 Count vertices on 2-D shapes Step 4 Draw 2-D shapes Step 5 Lines of symmetry on shapes Step 6 Use lines of symmetry to complete shapes Step 7 Sort 2-D shapes Step 8 Count faces on 3-D shapes Step 9 Count edges on 3-D shapes Step 10 Count vertices on 3-D shapes Step 11 Sort 3-D shapes Step 12 Make patterns with 2-D and 3-D shapes	Step 5 Multiplication sentences Step 6 Use arrays Step 7 Make equal groups – grouping Step 8 Make equal groups – sharing Step 9 The 2 times-table Step 10 Divide by 2 Step 11 Doubling and halving Step 12 Odd and even numbers Step 13 The 10 times-table Step 14 Divide by 10 Step 15 The 5 times-table Step 16 Divide by 5 Step 17 The 5 and 10 times-tables			Step 2 Describe movement Step 3 Describe turns Step 4 Describe movement and turns Step 5 Shape patterns with turns
Science	<u>Animal needs for survival</u> We will:	<u>Materials</u> We will: Identify and compare the suitability of a variety of	<u>Plants (light and dark)</u> We will:	<u>Growing Up</u> We will: Find out and describe how animals change	<u>Living things and their habitats</u> We will:	<u>Plants (bulbs and seeds)</u> We will:

	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) Growth Health Process Observe Investigate Predict <u>Humans</u> We will: Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Growth Health Process Observe Investigate	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. Observe Identify Classify Investigate Predict <u>Plants (bulbs and seeds)</u> We will: Observe and describe how seeds and bulbs grow into mature plants Variation Observe Identify Classify Investigate Predict	Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Variation Observe Identify Classify Investigate Predict	as they grow up and compare the difference between different animal groups Variation Observe	Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including micro-habitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Growth Adaptation Variation Observe Identify	Observe and describe how seeds and bulbs grow into mature plants Variation Observe Identify Classify Investigate Predict
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	Predict				
Geography	Investigating the world with Barnaby Bear	Paddington’s Places (a comparative study)	Little Blue Planet		
	The World	The World	The World		
	The children meet Barnaby bear in Year One, and they will continue to work with Barnaby in Year 2 to move further afield and begin to learn about places in the world. They will actively use maps and globes to discover about their world.	Children will meet another bear, this time by the name of Paddington. They will find out about Peru, the country Paddington originated from and learn about its features. They will find out about where Paddington travelled to and learn about the UK, focusing on London. Then they will compare Paddington’s new home in London, with his place of origin.	The children will continue to learn more about the world they live in. They will use maps, atlases and globes and will identify our oceans and continents. Through their learning they will begin to understand that what we do today can impact our futures.		
	Place knowledge and locational knowledge Pupils know the names and locations of the seven continents.	Place knowledge and locational knowledge	Locational and Place Knowledge Pupils will investigate ‘What is Earth?’		
	Pupils know the names and locations of the five oceans.	Pupils know Names of, locate and identify the four countries and capital cities of the United Kingdom.	Pupils investigate why we call it the little blue planet.		
	Pupils know the names and locations of the North and the South Pole and the equator.	Make simple comparisons between features of different places and say how these features influence life there	Pupils find out about the different colours on the surface of the Earth.		
	Geographical Skills and Field Work	Geographical Skills and Field Work	Pupils Locate the 7 Continents: Africa, Antarctica, Asia, Australia, Europe, and Americas.		
	Pupils use world maps, atlases and globes to identify the continents and oceans of the world.	Pupils use world maps, atlases and globes to identify map features (coast, river, rainforest, mountain, desert, lake).	Pupils identify physical features-rivers/ mountains		
	Understanding	Pupils use photographs including aerial photographs.	And locate 5 oceans: Atlantic, Arctic, Indian, Pacific and Southern.		
	Pupils understand how we are all connected to other places in the world.	Pupils locate places on a map and in an atlas of the world.	Geographical Skills and Field Work		
Pupils understand that the climate for different places in the world varies.		Pupils use photographs including aerial photographs.			
Key objectives		Pupils identify places on an OS map.			

	• To name and locate the world's seven continents and Five Oceans. • To notice links that we have in the world through people we know and places we have been. • To realise that the stuff we use and food we eat come from different places in the world. • To locate the North and South Poles on a globe. • To describe the climate and environment in the Arctic and Antarctica. • To locate the Equator on a globe. • To describe the environment and climate of equatorial areas. • To recognise amazing features of the world. • To decide whether the features are human or physical. Key concepts physical and human processes place space scale environments	Pupils use compass points. Understanding Pupils understand the difference between human and physical features. Pupils understand that places have similarities and differences. Key objectives • Name, locate and identify the four countries and capital cities of the United Kingdom. • Compare features of places and say how these features influence life there • Use world maps, atlases and globes to identify main features • Use photographs including aerial photographs. • Locate places on a map and in an atlas of the world. • Use compass points. • Understand and identify human and physical features. • Know that places have similarities and differences. Key concepts physical and human processes place space scale environments	Pupils locate places on a map and in an atlas of the UK/World. Pupils use compass points. Understanding Pupils understand why the oceans are important to us. Pupils can talk about why the trees and green plants are important to our Earth. Pupils understand how our lives are connected to the lives of the animals and the plants on our planet. Key objectives • To be able to share ideas about Earth using appropriate geographical vocabulary • To begin to use appropriate geographical vocabulary such as <i>country</i> and <i>continent</i>. • To know that nearly all of our light and heat comes from the sun. • To know that we get night and day because Earth is spinning on its axis. • To recognise how night and day affects life on Earth. • To know what an ocean is. • To begin to understand how oceans are important to us. • To recognise how rivers are important to people and their everyday lives.
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			- To be able to name one major world river and one local river. - To know some reasons why trees and other green plants are important to life on Earth. varies from place to place. - To know that what we do today affects what might happen in the future. Key Concepts: physical and human processes place space scale environments
History	Explorers Children will think about the reasons why people have explored at different points in History. They will learn about two explorers: Captain Scott & Neil Armstrong. They will find out why they went exploring and what their experiences were like, including some of the challenges they had to overcome. They will look at how there are different accounts of historical events and learn that there are still things in History that we do not know for sure. CONCEPTS Chronology Cause and consequence Similarity and differences Significant events Significance of people Use of evidence Interpretations of History Sequence	Nurses Children will learn about two nurses: Mary Seacole and Florence Nightingale. They will use a variety of sources to find out about their lives and the impact they had. They will compare their experiences and describe similarities and differences. They will finish the topic by explaining which of the three they think is the most significant, backing up their ideas with evidence from historical sources. CONCEPTS Chronology Similarity and differences Significant events Significance of people Use of evidence Interpretations of History Sequence Culture	Great Fire of London Building on what they have learnt in Y1 about homes, children will learn about what houses were like in 1666 and how this contributed to why the fire spread so quickly and was hard to put out. They will complete a timeline to show the events of the fire and answer questions about it. They will also find out about what happened after the fire and how London was rebuilt. CONCEPTS Chronology Continuity and Change Cause and consequence Similarity and differences Significant events Use of evidence Sequence KNOWLEDGE

	Culture KNOWLEDGE Know the names of some significant explorers and say where they have explored Neil Armstrong – the moon Captain Scott – Antarctica SKILLS Begin to develop a chronological framework Sequence events on a timeline Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times Use relevant historical vocabulary (according to vocabulary progression document) Explain why a person is significant Compare 2 versions of a past event Discuss how evidence can be interpreted in different ways Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. Suggest sources of evidence they could use to find out about the past Ask simple questions about the past UNDERSTANDING Understand that we can't always say for sure how something happened Understand that there are positives and negatives about exploring Understand that our knowledge of historical events is still changing VOCABULARY explorer, journey, past, travel, transport, knowledge, significant, Felicity Aston, equipment,	KNOWLEDGE Know some of the key events of the lives of Florence Nightingale, Mary Seacole and Mother Teresa Know what hospitals were like before MS and FN SKILLS Sequence events on a timeline Use a timeline to answer questions Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times Use relevant historical vocabulary (according to vocabulary progression document) Explain why a person is significant Compare pictures or photographs of people or events in the past Discuss how evidence can be interpreted in different ways Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. Suggest sources of evidence they could use to find out about the past Ask simple questions about the past UNDERSTANDING Understand how nurses such as FN, MS and MT have had an impact on nursing/the world today Understand some of the barriers these women faced and how they overcame them VOCABULARY	Know that the GFoL started in Pudding Lane in the bakery of Thomas Farriner Recall the key events of the fire Describe how houses were different to houses today Know why the fire spread quickly and was hard to put out SKILLS Begin to develop a chronological framework (E.g. The GFoL must have happened before the Victorians because the houses were made of wood) Use a timeline to answer questions Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times Compare pictures or photographs of people or events in the past Discuss how evidence can be interpreted in different ways Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. Suggest sources of evidence they could use to find out about the past Ask simple questions about the past UNDERSTANDING Understand why the fire spread so quickly Understand why the fire took so long to put out Understand why the fire would not happen nowadays VOCABULARY fire, extinguish, bakery, Thomas Farriner, spread, fire hook, timber, wattle and daub, tiles, jetty, timeline, chronological order, flammable,
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	source of evidence, Neil Armstrong, Antarctica, Arctic, moon, space, fair	Nurse, Victorian, era, past, war, soldier, Crimea, Scutari, hospital, patient, injuries, achievements, legacy	Tudor, tar, thatch, coal, oil lamp, firebreak, mayor, King Charles, embers, firefighters, narrow, drought, gunpowder, volunteers, monument, axes, leather buckets, stables, horse and cart
Art	<u>Explore & Draw</u> Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills Disciplines: Drawing, Sketchbooks, Collage Key Concepts: • That artists explore the world, seeing things around them in new ways, and bring things back to their studios to help them make art. • That we can go into our own environments, even when they are very familiar to us, and learn to see with fresh eyes and curiosity. • That we can use the things we find to draw from, using close observational looking. • That we can explore and use art materials, be inventive with how we use them, taking creative risks and enjoying accidents as well as planned successes. • We can use the shape of the page, and the way we arrange elements on the page, to create compositions which we like.	<u>Expressive Painting</u> Explore how painters use paint in expressive and gestural ways. Explore colour mixing and experimental mark making to create abstract still lifes. Disciplines: Painting, Sketchbooks Key Concepts: • That artists sometimes use loose, gestural brush marks to create expressive painting. • Expressive painting can be representational or more abstract. • Artists use impasto and sgraffito to give texture to the painting. • Artists sometimes use colour intuitively and in an exploratory manner. • That we can enjoy, and respond to, the way paint and colour exist on the page.	<u>Stick Transformation Project</u> Artists use their creative skills to re-see and re-imagine the world. Explore how you can transform a familiar object into new and fun forms. Disciplines: Making, Drawing, Sketchbooks Key Concepts: • That artists use their creativity to look at the world in new ways, and use their hands to transform materials into new things. • That making art can be playful and fun. That we can create things for other people to enjoy/use. • That we can use our imagination to help us shape the world.
DT	Mechanisms Make a greetings card with a slider or lever mechanism	Textiles Make a glove puppet	Food Preparing vegetables – Make a breakfast snack pot

	Sliders and levers NC: Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. Investigate & evaluate - Look at moving picture books with sliders and levers. - Research/investigate how they move and the movements they make. - Sliders - different types and how they move. - Levers and pivots and how they create a mechanism. Focus Practical tasks - Practise making different sliders. - Practise making levers and pivots. - Use materials to practise gluing to strengthen products Cut - materials safely using tools provided. - Demonstrate a range of cutting and shaping techniques such - as tearing, cutting, folding and curling. - Use simple mechanisms. Designing - Generate ideas based on simple design criteria their own experiences, explaining what they could make. - Develop, model and communicate their ideas through drawings and mock-ups with card and paper. Making - Plan by suggesting what to do next. - Select and use tools, explaining their choices, to cut, shape and join paper and card.	NC: apply their understanding of how to strengthen, stiffen and reinforce more complex structures Investigate & evaluate - Variety of puppets for all purposes. - Investigate panels/nets used to create different shapes. Focus Practical tasks Investigate a variety of different bags, looking at the nets and panels that go together to create different shapes. Why do we use bags? - Try out a variety of different stitching techniques. - Investigate the pros and cons of different fabrics for different purposes before selecting fabric for their project - investigate and select an appropriate fastening - device/technique for their project - Different fastening methods - Measure and mark out to the nearest mm. Designing - Design a functional and appealing product for a chosen user and purpose based on simple design criteria. - Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology. Making	(including cooking and nutrition requirements for KS1) NC: Use the basic principles of a healthy and varied diet to prepare dishes. Investigate & evaluate - Research/investigate what nutritious food are and how they help to provide a healthy and varied diet. - Look at a selection of foods, fruits and vegetables. - Find out where they originate from and how they are used within cooking. Focus Practical tasks - Children to look closely at a variety of different fruits, cereals and yoghurts. - Use their senses to describe the different features of the fruits, cereals and yoghurts as well as their sense of taste. - Discuss safety and hygiene in relation to food. - Practice using different tools for cutting and chopping safely, and using the appropriate language associated with food preparation. - Cut, grate or peel ingredients safely. - Measure or weigh using cups or electronic scales. - Investigating a variety of fruits, cereals and yoghurts. - Communicate these ideas through talk and drawings. Designing - Design appealing products for a particular user based on simple design criteria.
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	• Use simple finishing techniques suitable for the product they are creating. Evaluating • Explore a range of existing books and everyday products that use simple sliders and levers. • Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria Concepts • Design • Make • Evaluate					
	• Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. • Select from and use textiles according to their characteristics. Explore and evaluate a range of existing textile products relevant to the project being undertaken. Evaluating • Evaluate their ideas throughout and their final product against original design criteria. Concepts • Design • Make • Evaluate					
	• Generate initial ideas and design criteria through investigating a variety of fruits, cereals and yoghurts. • Communicate these ideas through talk and drawings. Making • Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. • Select from a range of fruits, cereals and yoghurts according to their characteristics e.g. colour, texture and taste to create a chosen product. Evaluating • Taste and evaluate a range of fruits, cereals and yoghurts to determine the intended user's preferences. • Evaluate ideas and finished products against design criteria, including intended user and purpose. Concepts • Design • Make • Evaluate					
PSHE	Recap M2) Who am I? M3) What helps me to be happy? Os) Feeling uncomfortable online * Consent KS1 Asking for permission	Fa4) When should I say no? Fa5) Who owns my body? I do! Fa6) Are all families the same? Os2) Personal information (S1) L12. about the difference between needs and	Fr3) Should friends tell us what to do? Fr4) How do we stop bullying? Os3 Online strangers (P1) Anti-discrimination lessons	Recap C2) Who lives in my neighbourhood? C3) What makes a boy or a girl? Os4) Fake News (N1) L11. that people make different choices about how to save and spend money	P3) How do we stop getting ill? P4) How can I stay safe? Os) Accepting messages C3* H20 – about change and loss (including death): to identify feelings associated	G1) How bodies change as we get older (link with science) Os) Content Creators N1* First Aid – Emergencies and calling for help.

	British Values Introduction	wants; that sometimes people may not always be able to have the things they want British Values Rule of Law	British Values Democracy	Anti-discrimination lessons British Values	with this; to recognise what helps people to feel better British Values Respect and Tolerance	Consent Recap KS1 Asking for permission British Values Summary / Evaluation
PE	Team building Children develop their communication and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Children have the opportunity to show honesty and fair play. Target Games Children will develop their ball skills. Children	Gymnastics Children will build on their gymnastics learning from year 1. They will learn, explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Children develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Children are given opportunities to provide feedback to	Sending and Receiving Sending and Receiving Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage	Yoga Children learn about mindfulness and body awareness. They continue to learn yoga poses and techniques that will help them to connect their mind and body. The unit builds strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. They will learn to move from one pose to another with increasing control and balance, whilst thinking about their breath. Children will work independently and with others, sharing ideas and creating their own poses in response to a	Invasion Games Children further develop the basic skills required in invasion games - sending, receiving and dribbling a ball with increasing control, they develop their understanding of attacking and defending and what being 'in possession' means. They start to think about using space and staying close to other players to stop them getting the ball. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules and use these to keep a game going. They	Athletics Children will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, children will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop Striking and Fielding

	will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. Children will be given opportunities to work independently and with a partner	others and recognise elements of high quality performance. Net and Wall Games Children will be introduced to the basic skills required in Net and Wall games. Children will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent and over a net. They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others.	their own activities. They will understand the importance of abiding by rules to keep themselves and others safe. Dance Children will explore space and how their body can move to express an idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Children will	theme. Fundamentals Children will continue to develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Children will be given opportunities to work with a range of different equipment. Children will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Children will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.	work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents. Ball Skills Ball skills Pupils will continue to develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.	Striking and Fielding Children develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points and how to use simple tactics. They learn the rules of the games and use these to play fairly. They show respect towards others when playing competitively and develop communication skills.
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Computing	Computer Systems and Networks - Information Technology Around Us To recognise the uses and features of information technology To identify information technology in the home To identify information technology beyond school To explain how information technology benefits us	Data and Information – Pictograms To recognise that we can count and compare objects using tally charts To recognise that objects can be represented as pictures To create a pictogram To select objects by attribute and make comparisons To recognise that people can be described by attributes	Programming A – Robot Algorithms To describe a series of instructions as a sequence To explain what happens when we change the order of instructions To use logical reasoning to predict the outcome of a program (series of commands) To explain that programming	Creating Media – Making Music To say how music can make us feel To identify that there are patterns in music To describe how music can be used in different ways To show how music is made from a series of notes To create music for a purpose To review and refine our computer work	Creating Media - Digital Photography To know what devices can be used to take photographs To use a digital device to take a photograph To describe what makes a good photograph To decide how photographs can be improved To use tools to change an image	Programming B – An introduction to Quizzes To explain that a sequence of commands has a start To explain that a sequence of commands has an outcome To create a program using a given design To change a given design To create a program using my own design

	To show how to use information technology safely To recognise that choices are made when using information technology	To explain that we can present information using a computer	projects can have code and artwork To design an algorithm To create and debug a program that I have written		To recognise that images can be changed	To decide how my project can be improved
Music	Charanga Unit - Hands, Feet, Heart Unit theme - South Africa and South African music Genre - Afropop/South African Styles Listen and Appraise songs: • Hands, Feet, Heart by Joanna Mangona • The Click Song sung by Miriam Makeba • The Lion Sleeps Tonight sung by Soweto Gospel Choir • Bring Him Back Home by Hugh Masekela • You Can Call Me Al by Paul Simon • Hlokolozo by Arthur Mofokate Unit song:	Charanga Unit - Ho Ho Ho! Unit theme – Festivals and Christmas Genre - Christmas, Big Band, Motown, Elvis, Freedom songs Listen and Appraise songs: • Ho Ho Ho by Joanna Mangona • Bring Him Back Home (Nelson Mandela) by Hugh Masekela • Suspicious Minds by Elvis Presley • Sir Duke by Stevie Wonder • Fly Me to the Moon by Frank Sinatra Unit song: Ho Ho Ho by Joanna Mangona Musical activities:	Charanga Unit - I Wanna Play In A Band! Unit theme – Playing together in a band Genre – Rock Listen and Appraise songs: • I Wanna Play In A Band by Joanna Mangona • We Will Rock You by Queen • Smoke On The Water by Deep Purple • Rockin' All Over The World by Status Quo • Johnny B.Goode by Chuck Berry • I Saw Her Standing There by The Beatles	Charanga Unit - Zootime Unit theme – Reggae and animals Genre – Reggae Listen and Appraise songs: • Zootime by Joanna Mangona • Kingston Town by UB40 • Shine by ASWAD • I.G.Y. by Donald Fagen • Feel Like Jumping by Marcia Griffiths • I Can See Clearly Now by Jimmy Cliff Unit song: Zootime by Joanna Mangona Musical activities:	Charanga Unit - Friendship Song Unit theme – A song about being friends Genre - Pop, Soul, Film Musicals Listen and Appraise songs: • Friendship Song by Joanna Mangona and Pete Readman • Count On Me by Bruno Mars • We Go Together (from Grease soundtrack) • You Give A Little Love from Bugsy Malone • That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick and Elton John	Charanga Unit - Reflect, Rewind And Replay Unit theme – The history of music, look back and consolidate, learn some of the language of music Genre - Western Classical music and your choice from Year 2 Listen and Appraise songs: • Peer Gynt Suite: Anitra's Dance by Edvard Grieg – Romantic • Brandenburg Concerto No 1 by Johann Sebastian Bach – Baroque • From the Diary Of A Fly by Béla Bartók - 20th Century

	Hands, Feet, Heart by Joanna Mangona Musical activities: Learn and/or build on knowledge and understanding about the interrelated dimensions of music through: a. Warm-up Games (including vocal warm-ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the Song Perform the song	Learn and/or build on knowledge and understanding about the interrelated dimensions of music through: a. Flexible Games (see Activity Manual for support) b. Learn to Sing the Song: Vocal warm-ups and singing c. Play Instruments with the Song Perform the song	Unit song: I Wanna Play In A Band! Musical activities: Learn and/or build on knowledge and understanding about the interrelated dimensions of music through: a. Warm-up Games (including vocal warm-ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the song Perform the song	a. Warm-up Games (including vocal warm-ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the Song Perform the song	• You've Got A Friend In Me by Randy Newman Unit song: Friendship Song by Joanna Mangona and Pete Readman a. Warm-up Games (including vocal warm-ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the Song Perform the song	• Fantasia on Greensleeves by Vaughan Williams - 20th Century • Dance Of The Sugar Plum Fairy by Tchaikovsky – Romantic • The Robots (Die Roboter) by Kraftwerk Musical activities: • A composition activity using First Composer • Rhythm Grid work • The Language of Music • Rewind and Replay (Revision) - revisit songs from the year Perform and Share Replay
RE	1.6 Who is a Muslim and how do they live? (part 1)	1.3 Why does Christmas matter to Christians?	1.6 Who is a Muslim and how do they live? (part 2)	1.5 Why does Easter matter to Christians?	1.4 What is the 'good news' Christians believe Jesus brings?	1.8 What makes some places sacred to believers? (C, M)