Bedgrove Infant School
Year 2 Curriculum Overview

TERM	AUTUMN TERM 1 (7)	AUTUMN TERM 2 (7)	SPRING TERM 1 (5)	SPRING TERM 2 (6)	SUMMER TERM 1 (6)	SUMMER TERM 2 (6)
THEME	**PEOPLE** **Significant People**	**UNITY** **Judaism**	**ROAMING** **All About Another Place**	**PLANET** **Rainforests**	**LOOK!** **Life cycle of a butterfly**	**ENVIRONMENT** **Changes over time**
QUESTION	Who am I?	Where do I belong?	Where could I go?	What is around me?	What can I create?	What can I do?
POW DAY	Special People- shared reading session with families in school in classes	Purple day- wear purple- proud of our school community Across YG religion activities	Around the World Adventure Whole school mixed groups traveling to countries around the world	Science Week Whole school mixed groups for scientific experiments	Artist exploring own classes AM Weaving with Parents session across YG PM	Entrepreneurs! Activities across YGs with Science/PHSE focus
VISITS / VISITORS					Chiltern Open Air Museum	
COOKING	Wraps	Jewish Dish	Anzac Biscuits	Tropical Fruit Kebabs	Symmetrical shortbread butterfly biscuits	Bread Rolls
PHONICS	Recap Phase5c Phase 6: Week 1 - 6	Phase 6: Week 7 - 12	Phase 6: Week 13 - 17	Phase 6: Week 18 - 20	Phase 6: Week 21 - 25	Phase 6: Week 26 – 29 Revision lessons
ENGLISH	Core Text Here we are. By Oliver Jeffers	Core Text Chik Chak Shabbat. By Mara Rockliff	Core Text The Great Explorer. By Chris Judge	Core Text Great Kapok Tree: A Tale of the Amazon Rain Forest. By Lynne Cherry Greta and the Giants - Zoë Tucker	Core Text The Noisy Paint Box: The Colors and Sounds of Kandinsky's Abstract Art. By Barb Rosenstock	Core Text Toby and the Great Fire of London. By Margaret Nash
	Writing **Punctuation:** **Introduce:** Use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks, commas to separate lists, Apostrophes to mark singular possession and contractions. **Sentence Construction and Tense:** **Introduce** Use the present tense and the past tense mostly correctly and consistently. Form sentences with different forms: statement, question, exclamation, command. **Introduce**: Use co-	**Writing** **Punctuation:** **Embed:** Use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks, commas to separate lists, Apostrophes to mark singular possession and contractions. **Sentence Construction and Tense:** **Embed:** Use the present tense and the past tense mostly correctly and consistently. Form sentences with different forms: statement, question, exclamation, command. **Embed:** Use expanded noun	**Writing** **Punctuation:** **Embed:** Use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks, commas to separate lists, Apostrophes to mark singular possession and contractions. **Sentence Construction and Tense:** **Introduce:** Use some features of written Standard English. **Embed:** Use expanded noun phrases to describe and specify. **Audience, purpose and structure:** **Embed:** Write for different	**Writing** **Punctuation:** **Embed:** Use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks, commas to separate lists, Apostrophes to mark singular possession and contractions. **Sentence Construction and Tense:** **Embed:** Use the present tense and the past tense mostly correctly and consistently. Form sentences with different forms: statement, question, exclamation, command. **Embed:** Use expanded noun phrases to describe and specify.	**Writing** **Punctuation:** **Embed:** Use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks, commas to separate lists, Apostrophes to mark singular possession and contractions. **Sentence Construction and Tense:** **Embed:** Use some features of written Standard English. **Embed:** Use expanded noun phrases to describe and specify. **Audience, purpose and structure:**	**Writing** **Punctuation:** **Embed:** Use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks, commas to separate lists, Apostrophes to mark singular possession and contractions. **Sentence Construction and Tense:** **Embed:** Use co-ordination (or, and, but). Use some subordination (when, if, that, because). **Embed:** Use expanded noun phrases to describe and specify. **Audience, purpose and**

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Use some subordination (when, if, that, because). **Introduce:** Use expanded noun phrases to describe and specify. **Audience, purpose and structure:** **Introduce:** Write for different purposes with an awareness of an increased amount of fiction and non-fiction structures – Poems/ letter writing/ sequencing and retelling a story/ plaques **Introduce:** Use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences. **Introduce:** Read aloud what they have written with appropriate intonation to make the meaning clear. **Planning, Writing and Editing:** **Introduce:** Write narratives about personal experiences and those of others. **Introduce:** Write about real events (Florence Nightingale, Mary Seacole). **Introduce:** Plan what they are going to write about, including writing down ideas and/or key words and new vocabulary. **Introduce:** Encapsulate what they want to say, sentence by sentence. **Introduce:** Make simple additions, revisions and corrections to their own writing	phrases to describe and specify. **Audience, purpose and structure:** **Embed**: Write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. - 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	Spelling rule to cover Words where 'dge' makes a /j/ sound Words where 'ge' makes a /j/ sound Words where 'g' makes a /j/ sound Words where 'c' makes a /s/ sound before 'e', 'i' and 'y' Words where 'kn' and 'gn' make a /n/ sound at the beginning of words Challenge Words	**Spelling rule to cover** Words where 'wr' makes a /r/ sound at the beginning of words Words ending in 'le' Words ending in 'el' Words ending in 'al' Words ending in 'il' Challenge Words	**Spelling rule to cover** Words where 'y' makes an /igh/ sound Words where '-es' is added to words ending in 'y' Words where '-ed' is added to words ending in 'y' Words where '-er' and '-est' are added to words ending in 'y' Words where '-ing' is added to words ending in 'e' Challenge Words	**Spelling rule to cover** Words where '-er', '-est' and '-ed' is added to words ending in 'e' Words where '-ing' is added to single syllable words Words where '-ed' is added to single syllable words Words where 'a' makes an /or/ sound Words where 'o' makes an /u/ sound Challenge Words	**Spelling rule to cover** Words where 'ey' makes an /ee/ sound Words where 'a' makes an /o/ sound Words where 'or' and 'ar' make an /er/ or /or/ sound Words where 's' makes an /z/ sound Words ending in '-ment' and '-ness' Words ending in '-ful' and '-less' Challenge Words	**Spelling rule to cover** Words that are homophones or near homophones Words that are homophones or near homophones Words ending in '-tion' Words containing an apostrophe for contraction Words containing an apostrophe for possession Challenge Words
	Handwriting rule to cover The Ladder Family (l, i, u, t, y and j)	**Handwriting rule to cover** The One-Armed Robot Family (n, m and h)	**Handwriting rule to cover** The One-Armed Robot Family (k, b, p and r)	**Handwriting rule to cover** The Curly Caterpillar Family (c, a, d, e, s and g)	**Handwriting rule to cover** The Curly Caterpillar Family (f, q and o)	**Handwriting rule to cover** The Zigzag Monster Family (z, v, w and x)

MATHS	**Place Value** Compare and order numbers from 0 up to 100; use <, > and = signs Recognise the place value of each digit in a two-digit number (tens, ones) Identify, represent and estimate numbers using different representations, including the number line Read and write numbers to at least 100 in numerals and in words Use place value and number facts to solve problems. Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward	**Addition and Subtraction** Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts to 100 Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, adding three one-digit numbers Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot **Geometry- properties of shapes** Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line Compare and sort common 2- D and 3-D shapes & everyday objects. Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces Identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid] Compare and sort common 2- D and 3-D shapes and everyday objects.	**Measurement- Money** Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value Find different combinations of coins that equal the same amounts of money Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change **Multiplication and division** Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷)equals (=) signs Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	**Measurement- Length and height** Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); to the nearest appropriate unit, using rulers Compare and order lengths and record the results using >, < and = **Measurement- Mass, capacity and temperature** Choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using scales, thermometers and measuring vessels Compare and order mass, volume/capacity and record the results using >, < and =	**Addition and Subtraction** Apply their increasing knowledge of mental and written methods Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. add and subtract two two-digit numbers **Fractions** Recognise, find, name and write fractions 1/3, 1/4, 2/4, 3/4 of a length, shape, set of objects or quantity. Write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and1/2. **Time** Compare and sequence intervals of time Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times Know the number of minutes in an hour and the number of hours in a day.	**Statistics** Interpret and construct simple pictograms, tally charts, block diagrams and simple tables Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity Ask and answer questions about totaling and comparing categorical data. **Position and direction** Order and arrange combinations of mathematical objects in patterns and sequences Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns
MATHS **Cross curricular links**	**Cooking** Recognise and measure in grams, using scales Find ½ of a quantity **History of events** Sequence intervals of time	**Design a toy** Identify and describe properties of 2D shapes. **Story sequencing**	**Sorting animals** Interpret and construct tables and block graphs **Pictograms for animals** Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity	**Cooking** Solve problems involving division Recognise and find,1/3, 1/4, 2/4, 3/4 of a set of objects or quantity. **Comparing temperatures in different areas** Choose and use appropriate standard units to estimate and measure temperature Compare and order temperature and record the results using >, < and =	**Sorting materials** Compare and sort. Ask and answer questions about totaling and comparing categorical data.	**Shape/rotation -make wheel in DT** Order and arrange combinations of mathematical objects in patterns and sequences Use mathematical vocabulary to describe position, direction and movement, distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns **Clay modelling** Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces

SCIENCE	**Working scientifically Foci:** Identifying and classifying Using their observations and ideas to suggest answers to questions Asking simple questions and recognising that they can be answered in different ways		**Working scientifically Foci:** Performing simple tests Gathering and recording data to help in answering questions Asking simple questions and recognising that they can be answered in different ways Using observations and ideas to suggest answers to questions		**Working scientifically Foci:** Gathering and recording data to help in answering questions Performing simple tests Using observations and ideas to suggest answers to questions Observing closely, using simple equipment Asking simple questions and recognising that they can be answered in different ways	
	Animals, including humans- NC **Describe the importance of exercise to humans, eating the right amounts of food, hygiene** - Healthy food plate - Keeping clean Healthy bodies	**Animals, including humans** **Describe the basic need of Humans, including animals, for survival.** Linked to polar regions. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) **Notice that animals, including humans, have offspring which grow into adults**	**Living things and their habitat-NC** 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 a habitat**. Polar regions. **Identify and name a variety of animals that live in habitats, including micro- habitats** Polar bears, artic fox, huskies, penguins (4 types), artic hare, seal, whale, walrus, ice algae - Describe how the different habitats provide for their basic needs - How living organisms depend on each other **Describe how animals obtain their food from plants and other animals, using the idea of simple food chain, and identify and name different sources of food.** Making simple food chains linked to animals found in China .e.g. pandas	**Plants – NC** Observe and describe how seeds and bulbs grow into mature plants - Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy **Wildlife-** **OUTDOOR LEARNING** To understand what wildlife does for us and what we can do for wildlife.	**Growing up- Life Cycle** To notice that animals, including humans, have offspring which grow into adults and identify similarities and differences of life cycles between different animals. Parent and offspring Lifecycles: Humans Mammals Amphibians Butterflies **Plants – NC** **OUTDOOR LEARNING** Observe and describe how seeds and bulbs grow into mature plants - Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	**Uses of everyday materials- NC** 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 **Sustainability plastic** **Plants – NC** **OUTDOOR LEARNING** Observe and describe how seeds and bulbs grow into mature plants - Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
	I can talk about things that help keep us healthy.	**I can name four things that animals need to survive. I know that a human is an animal.**	**I can talk about different habitats of a range of animals.** **I can make a simple food chain and name three different food sources.**	**I can describe how plants grow and talk about how different conditions can effect this.**	**I can describe how animals, including humans, have offspring which grow into adults.**	**I can select or dismiss different resources for a specific reason saying why they are suitable or not.**

HISTORY	The lives of significant individuals in the past who have contributed to National and International achievements. The sequence of events in the life of two historically significant women **Florence Nightingale/Mary Seacole** When was the Crimean War? What inspired them and made them successful. The changes these women made to hospitals today and comparing to modern day life.	To discuss the origins of Judaism and people of significance (Abraham and Sarah)	The lives of significant individuals in the past who have contributed to National and International achievements (**Ernest Shackleton, Matthew Henson, Amy Johnson, Jaques Picard**). The technology involved in the achievement and the geographical challenges faced by explorers.	The lives of significant individuals in the past who have contributed to National and International achievements **David Attenborough**		Events beyond living memory that are significant nationally or globally **Great Fire of London**
	I can talk about how a significant person from the past has contributed to society.	**I can talk about the history of other religions and their significant people.**	**I can compare the impact of significant people from a similar period of time.**	**I can talk about how a significant person from the present has contributed to society.**		**I can use a range of sources of information to explain how an event from the past happened.**

GEOGRAPHY	Use world maps, atlases and globes Use a map to identify features **Europe linked to Florence** Name and locate 7 continents: **Asia, Africa, North America, South America, Antarctica, Europe, and Australia** and 5 oceans: **Arctic, Southern, Indian, Atlantic and Pacific.**	**Use world maps, atlases and globes:** identify the continents and oceans, and identify the equator and some hot and cold places. **Linked to Judaism faith countries**	Location of hot and cold areas in the world in relation to the equator and the North and South Poles. Name and locate the seven continents and arctic and southern oceans. Seasonal and daily weather patterns in the United Kingdom compared to Polar Regions. **Antarctic and Australia** Create maps with a key and symbols. Use simple compass directions (North, South, East, West) Use locational and directional language	Seasonal and daily weather patterns in the United Kingdom compared to rainforest **Rainforests**	Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country. Name and locate 7 continents and 5 oceans – **Map work**	Use basic geographical vocabulary to refer to key human and physical features, including towns, cities, roads, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation NEW: Create maps of the UK with a key and symbols to identify countries and capital cities. **London**
	I can name the seven continents and five oceans around the world and the seas around the UK.	**I can locate places on a globe linked to significant events.**	**I can use a key to identify features of a map. I can understand and use compass directions.**	**I can describe the weather in different locations around the world. I can use co-ordinates to find locations on a map of the UK.**	**I can locate a country north and south of the equator.**	**I can use a range of geographical vocabulary to describe different locations.**
COMPUTING	**Computing systems and networks 1: What is a computer? (5)** Exploring what a computer is by identifying and learning how inputs and outputs	**Programming 1: Algorithms and debugging (5)** Developing an understanding of what algorithms are, how to	**Computing systems and networks 2: Word processing (5)** Learning about word processing and how to stay	**Programming 2: ScratchJr (5)** Exploring what 'blocks' do, using the app 'ScratchJr,' by carrying out an informative cycle of predict > test > review.	**Creating media: Stop motion (6)** Storyboarding and simple animation creation using	**Data handling: International Space Station (5)** Learning how astronauts survive on the ISS, including identifying necessary items,

	work. Understanding how computers are used in the wider world, children design their own computerised invention. **Online safety: Year 2 (5)** Learning about online safety, including: what happens to information posted online; how to keep things private online; who we should ask before sharing online; describing different ways to ask for, give, or deny permission online.	program them and how they can be developed to be more efficient through a range of unplugged and plugged-in activities **Revisit online safety**	safe online as well developing touch typing skills. Introducing important keyboard shortcuts, as well as simple editing tools within a word processor including: bold, italics, underline and font colour as well as how to import images. **Revisit online safety**	Programming a familiar story and an animation of an animal, children make their own musical instrument by creating buttons and recording sounds as well as following an algorithm to record a joke. **Revisit online safety**	either tablet devices or devices with cameras. **Revisit online safety**	designing sensor displays, and exploring habitable planets. Children gain an understanding of living in space and how space exploration can benefit life on Earth. **Revisit online safety**
	I can talk about how computers work. I can tell you how to stay safe online.	**I can create an algorithm for a specific purpose.**	**I can type and edit a short sentence using a keyboard.**	**I can use programming to complete a simple task accurately.**	**I can make a simple animation.** **I can talk about a range of ways to stay safe online.**	**I can display data findings in a range of digital ways.**

ART AND DESIGN	**Drawing: Tell a story (5)** Using storybook illustration as a stimulus, children develop their mark-making to explore a wider range of tools and experiment with creating texture to add detail to drawings.		**Craft and design: Map it out (5)** Responding to a design brief, children learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas.	**Painting and mixed media: Life in colour (5)** Developing colour mixing skills, learning about the work of artist Romare Bearden and creating textured papers using paint, children compose collages inspired by their exploration of colour and texture in the world around them.	**Sculpture and 3D: Clay houses (5)** Exploring the way clay can be shaped and joined, children learn a range of essential skills for working with this medium. They learn about the sculpture of Rachel Whiteread and create their own clay house tile in response.	
	I can select from a range of tools to add texture to my drawings.		**I can use different techniques to create** **I can talk about my work saying how to make it even better.**	**I can use a range of artistic techniques to create my own piece of art work.**	**I can use a range of skills and tools to manipulate clay to create a sculpture.**	
DESIGN AND TECHNOLOGY	**Cooking and nutrition: A balanced diet (4)** Learn about the food groups (carbohydrates, proteins, fruits and vegetables, dairy, oils and spreads) to understand a balanced diet to develop a healthy wrap.		**Mechanisms: Making a moving character (4)** Identify the correct terms for levers, linkages and pivots. Creating functional linkages to produce a pilot that has the desired input and output	**Structures: Baby Bear's chair (4)** Explore stability and methods to strengthen structures, to understand Baby Bear's chair weaknesses and develop an	**Textiles: Pouches (4)** Learn how to sew a running stitch ready to design, make and decorate a pouch using a template.	**Mechanisms: Fairground wheel (4)** Design and create a functional Ferris wheel, learn how different components fit together so that the wheel rotates and the structure stands freely.

			motions. Design, evaluate and assemble the aeroplane.	improved solution for him to use.		
	I can talk about the different food groups and design a healthy meal.		**I can use a range of skills to create a structure for a purpose.**	**I can create a structure that has strength and stability.**	**I can create an item and decorate it using a range of sewing techniques.**	**I can use wheels and axles to create a moving structure.**
RELIGIOUS EDUCATION	**Why do we need to give thanks? (6)** Using a range of sources including survey data, children learn about beliefs around using offerings to show gratitude. They get hands-on with artefacts used during Hindu puja and write lyrics for a song of thanks.	**What do candles mean to people? (6)** Children investigate the ways light is used in religious and worldview contexts. They explore different festivals through artwork and stories, use natural resources to create advent wreaths and explore different hanukiah to develop their understanding of the symbolism of candles during Hanukkah.	**How do we know some people have a special connection to God? (6)** Sikh, Muslim, Christianity	**What is a prophet? (6)** Christian, Muslim, Jewish	**How do some people talk to God? (6)** Muslim, Jewish, Hindu	**Where do some people talk to God? (6)** Hindu, Alevi, Muslim, Sikh (plus option to include locally represented worldview)
	I can talk about the ways different religions give thanks.	**I can talk about different celebrations and festivals from a range of religions.**	**I can talk about significant people from a range of religions.**	**I can retell stories about significant people from different religions.**	**I can make comparisons between a range of religions.**	**I can describe the practices of different religions.**
MUSIC	**West African call and response song (Theme: Animals) (5)** Using instruments to represent animals, copying rhythms, learning a traditional Ghanaian call and response song and recognising simple notation, progressing to creating call and response rhythms.	**Orchestral instruments (Theme: Traditional Western stories) (5)** Children are introduced to the instruments of the orchestra and practice identifying these within a piece of music. They learn how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action	**Musical me (5)** Children learn to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion. Using letter notation to write a melody.	**Dynamics, timbre, tempo and motifs (Theme: Space) (5)** Developing knowledge and understanding of dynamics, timbre, tempo and instruments. Learning to compose and play motifs.	**On this island: British songs and sounds (5)** Creating sounds to represent three contrasting landscapes: seaside, countryside and city.	**Myths and legends (5)** Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song.
	I can use my voice in different ways to make music.	**I can use instruments to represent different sounds and rhythms.**	**I can name a range instruments from an orchestra.**	**I can used tuned instruments to play a song.**	**I can compose a piece of music explain dynamics, timbre and tempo.**	**I can use a range of musical vocabulary to describe pieces of music.**

	I can use instruments to represent different sounds and rhythms.	I can name a range instruments from an orchestra.	I can used tuned instruments to play a song.	I can compose a piece of music explain dynamics, timbre and tempo.	I can create sounds to represent contrasting pieces of music.	
SONGS/ RHYMES to learn	**Big Red Combine Harvester** **Mr Scarecrow** **Let's Harvest** **(2024/25)** **Che Che Kule**	**Feliz Navidad** **We Wish You a Merry Christmas** **A Christmas Song** **Penguin Song** **Tell Me a Story Shining Star** **(2023/24)** **Che Che Kule**	**(2024/25)** **Once a Man Fell in a Well**	**(2023/24)** **Once a Man Fell in a Well**	**(2024/25)** **My Bonnie Lies Over the Ocean** **Lavender's Blue**	**Summer Holiday** **London Bridge is Falling Down**
PSHE	**Calming cats** **Y2 Introduction: Setting ground rules for RSE & PSHE lessons (1)** A stand-alone introductory lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons **Y2 Families and relationships (7)** Learning that families are composed of different people who offer each other care and support. Learning how other people show their feelings and how to respond to them. Looking at conventions of manners and developing an understanding of self-respect.	**Calming cats** **Y2 Health and wellbeing (7)** Learning: about the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals and developing a growth mindset and understanding dental hygiene	**Calming cats** **Y2 Safety and the changing body (9)** Lesson collection: Developing understanding of safety: roads, medicines and an introduction to online safety; distinguishing secrets from surprises; naming body parts and looking at the concept of privacy.	**Calming cats** **Y2 Citizenship (7)** Lesson collection: learning about rules outside school; caring for the school and local environment; exploring the roles people have within the local community; learning how school council works; giving an opinion.	**Calming cats** **Y2 Economic wellbeing (5)** Learning about where money comes from, how to look after money and why we use banks and building societies.	**Calming cats** **Y2 Transition (1)** A lesson for Year 2 pupils to help them with their transition to Year 3, and the changes that may come with this move.
	I can talk about different families. I can talk about what self-respect means.	**I can talk about different ways to keep physically and mentally fit.**	**I can talk about a range of ways to keep myself safe. I can talk about my body and what privacy means.**	**I can talk about different ways I can support the community around me.**	**I can explain why money is important and how we look after our finances.**	**I can talk about how I feel about changes in things in my life.**
PHYSICAL EDUCATION	**Multi Skills – Team Tactics** Skills Development: Using both hands to bounce Adjusting bounces Hand-eye co-ordination Positioning Intercepting Communication	**Gymnastics (floor)** Moving in different ways, jumping different distances, rolling – teddy bear roll, pencil roll, forward roll. Listening to instructions, working as a team, working in a sequence, holding a position for a certain	**Gymnastics (apparatus)** Moving across a bench, keeping balance on narrow surface, landing with knees bent, feet together, pointy fingers, work to own limits and build confidence using apparatus, using	**Team & Partner Games** Throwing up, catching using clasp fist, throwing forwards, disguising a throw, accurately passing, throwing and communicating. Positioning to receive ball, intercepting passes. Rolling, spatial	**Athletics** Develop awareness of speed and distance, develop control and fluency in movements, understand different speeds and explore different running techniques.	**Hitting, Striking Fielding** Keeping ball under control, stopping ball using bat, directing and controlling a hit. Catching with one hand, judging distance. Developing hand/eye co-ordination and concentration. Working as a

	Teamwork Aiming for a target Following instruction Judging Speed Keeping control	length of time, forming shapes – tuck, star, bowl, dish, pencil. Helping others, thinking about jumps, changing jumps, body tension, taking off an landing safely. Creating routines, performing and evaluating.	imagination, climbing over and through obstacles. Understanding how to use equipment safely. Creating shapes and balances using equipment. Performing and evaluating. **Multi Skills – Target Games** To use a range of ball rolling skills. To hit a small target using an underarm throw. To hit a moving target (rolling hoop). To create a kicking game with a partner & play target games in teams	awareness, adjusting speed, hitting moving target, judging speed, distance and height. Teamwork.	Develop co-ordination and balance whilst exploring different running, jumping and throwing techniques. Develop underarm and pull throw techniques. Begin to evaluate and improve own performance.	team. Hitting a ball to bounce, hitting a ball to go up. Hitting a moving target. **Dance** Perform a range of actions and movement patterns with control and co-ordination. Compose short dances that express and communicate mood, ideas, and feelings, varying simple compositional ideas. Explore, remember and repeat short dance phrases showing spatial awareness. Work individually and with others. Watch and describe a performance accurately and recognise what is successful.
	I can apply tactics to the team games I play.	**I can work as a team to create a sequence that is performed to others. I can evaluate performances.**	**I can create a sequence of moves using apparatus and perform this to others. I can evaluate others' performances.** **I can participate in a team game.**	**I can use a range of throwing and catching skills to play team and partner games.**	**I can participate in a range of athletic sports, improving my techniques through feedback and practice.**	**I can use hitting, striking and fielding skills with developing expertise to play team games. I can create intricate sequences of dance moves to music to perform to others.**