

BARNES PRIMARY SCHOOL CURRICULUM MAP

YEAR GROUP: Year 2

		AUTUMN		SPRING		SUMMER	
	THEME	Battles, Burns and Bandages		Konichiwa Japan		Barnes and Beyond	
<b>CORE CURRICULUM</b>	ENGLISH	<p><b>Texts studied:</b> Something Else by Kathryn Cave</p> <p>The Owl and the Pussy-cat by Edward Lear</p> <p><b>Writing outcomes:</b> Retelling of Something Else</p> <p>Storyboard of The Owl and the Pussy-cat</p>	<p><b>Texts studied:</b> Snow White in New York by Fiona French</p> <p>Variety of poems (poetry week)</p> <p><b>Writing outcomes:</b> Two diary entries</p> <p>Writing and performing poems</p> <p>Recount of a trip to the Florence Nightingale Museum or bread making</p>	<p><b>Texts studied:</b> The Whales' Song by Dyan Sheldon</p> <p><b>Writing outcomes:</b> Diary Entry</p> <p>Non-fiction writing about Japan</p>	<p><b>Texts studied:</b> Sally and the Limpet by Simon James</p> <p>The Lighthouse Keepers' Catastrophe by Ronda and David Armitage</p> <p><b>Writing outcomes:</b> Retelling a story in third person</p> <p>Retelling a story in first person</p>	<p><b>Texts studied:</b> The Dolls' House Fairy by Jane Ray</p> <p>The True Story of the Three Little Pigs by Jon Scieszka</p> <p><b>Writing outcomes:</b> Writing a letter</p> <p>Retelling a story</p>	<p><b>Texts studied:</b> Leaf by Sandra Dieckmann</p> <p>The Sound Collector by Roger McGough</p> <p><b>Writing outcomes:</b> Non-fiction writing about global warming and polar bears</p> <p>Writing and performing poems</p> <p>A class poem</p>
	PHONICS	<p>/ai/ ai, ay, a-e, a, eigh, ei, ea, ey</p> <p>/ee/ ee, e-e, ie, ea, y, ey, e</p> <p>/igh/ igh, i, i-e, ie, y</p> <p>/oa/ oa, o-e, ow, oe, o</p> <p>Homophones and near-homophones</p> <p>suffixes</p>	<p>/w/ w, wh</p> <p>/f/ f, ff, ph</p> <p>long /oo/ oo, u-e, ou, ue, ew</p> <p>/y+oo/ u, u-e, ue, ew</p> <p>short /oo/ oo, u, oul</p> <p>/ar/ ar, a, al</p> <p>possessive apostrophes</p> <p>suffixes</p>	<p>/or/ or, au, aw, al, ar, a</p> <p>/or/ our, ore, oor, augh</p> <p>/ur/ ur, er, ir, ear, or</p> <p>/ou/ ou, ow /oi/ oi, oy</p> <p>contractions</p> <p>suffixes</p>	<p>/eer/ ear, eer, ere</p> <p>/air/ air, are, ear, ere</p> <p>/s/ s, ss, c, se, ce, sc, st</p> <p>/j/ j, g, dge, ge</p> <p>homophones and near-homophones</p> <p>suffixes</p>	<p>/t/ t, tt, ed</p> <p>/d/ d, dd, ed</p> <p>/n/ n, nn, kn, gn</p> <p>/m/ m, mm, mb</p> <p>/k/ c, k, ck, ch</p> <p>/r/ r, rr, wr</p> <p>/l/ l, ll</p> <p>/ul/ le, il, al, el</p> <p>possessive apostrophes</p> <p>suffixes</p>	<p>/i/ i, y /o/ o, (w)a (qu)a</p> <p>/e/ e, ea /zh/ s, si, ge</p> <p>/ch/ ch, tch</p> <p>/ch+u/ ture</p> <p>/sh/ sh, ch, ti, ci, ssi</p> <p>contractions</p> <p>suffixes</p>

	<p><b>MATHS</b></p>	<p><b>AUTUMN TERM 1</b></p> <p><b>Number and place value</b>  - Recognise the place value of each digit in a two-digit number  Identify, represent and estimate numbers using different representations, including the number line  Compare and order numbers from 0 to 100  Use &lt; , &gt; and = signs  Read and write number to at least 100 in numerals and words  Partitioning 2 and 3 digit numbers (explaining the value of each digit and where 0 is the place holder)  Recapping odd and even numbers  Partitioning numbers in different ways e.g. <math>23 = 10 + 13</math></p> <p><b>Number – addition and subtraction</b>  Add and subtract numbers using concrete objects, pictorial representations and mentally including</p> <ul style="list-style-type: none"> <li>- a two-digit number and ones</li> <li>- a two-digit number and tens</li> <li>- two two-digit numbers</li> <li>- adding three one-digit numbers</li> </ul> <p>Show that addition of two number can be done in any order (commutative) and subtraction of one number cannot  Recognise the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems  Recall and use addition and subtraction facts up to 20 fluently, and derive related facts up to 100  Subtraction using a number line (formal written method)  Understanding various vocabulary for addition and subtraction e.g. sum, total, difference  Find the difference (how many more and calculating the change) using a number line</p> <p><b>AUTUMN TERM 2</b></p> <p><b>Number – addition and subtraction</b>  Consolidation of the previous term addition and subtraction  Comparative subtraction (find the difference)  Counting in steps of 2, 3 and 5 from 0</p> <p><b>Number – multiplication and division</b>  Recap on doubling and halving (later linked to 2 x table facts)  Recall multiplication and division facts for the 2, 3, 5 and 10 times tables  Calculate the mathematical statements for multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs</p>	<p><b>SPRING TERM 1</b></p> <p><b>Number – multiplication and division</b>  Recall multiplication and division facts for the 2, 3, 5 and 10 times tables  Calculate the mathematical statements for multiplication tables and write them using the division (÷) sign  Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot  Solve problems division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p> <p><b>Number - fractions</b>  Recognise, find and name a half as one of two equal parts of an object, shape or quantity  Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity  Recognise, find and write fractions for <math>\frac{1}{2}</math> , <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math>, and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity  Write a simple fraction <math>\frac{1}{2}</math> of <math>6 = 3</math> and recognize the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>  Count in fractions up to 10 starting from any number</p> <p><b>Measurement</b>  Recap Y1: tell the time to the hour and half past the hour and draw the hands on a clock face to show these</p> <p><b>SPRING TERM 2</b></p> <p><b>Measurement</b>  Choose and use appropriate standard units to estimate and measure length/ height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels  Compare and order lengths, mass, volume/capacity and record the results using &gt; , &lt; and =  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  Compare and sequence intervals of time</p>	<p><b>SUMMER TERM 1</b></p> <p><b>RECAP all number</b></p> <p><b>Geometry – position and direction</b>  Order and arrange a combination 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 (clockwise and anticlockwise)</p> <p><b>Statistics</b>  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.</p> <p><b>RECAP all geometry, measure and shape</b></p> <p><b>SUMMER TERM 2</b>  All areas have now been taught.  We now recap subjects and focus areas may change due to specific cohort needs  Usually</p> <ul style="list-style-type: none"> <li>- two-digit subtract two-digit addition and subtraction</li> <li>- telling the time to the nearest 5 minutes</li> <li>- investigation work</li> <li>- multiplication and division fluency 2, 3, 5 and 10s</li> <li>- missing number problems and fact families</li> </ul>
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Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot  
Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

**Geometry – properties of shapes**

Identify and describe properties of 2D shapes, including the number of sides and line symmetry in a vertical line  
Identify and describe the properties of 3D shapes, including number of edges, vertices and faces  
Identify 2D shapes on the surface of 3D shapes (for example, a circle on a cylinder)  
Compare and sort common 2D and 3D shapes and every day objects  
*(This unit is often finished in spring term 1)*

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.

**Number**

Revise all written methods taught for addition, subtraction, multiplication and division

	<p><b>SCIENCE</b></p>	<p><b>Topics:</b> Electricity (focus day)</p> <p>To handle electrical devices safely. To know where electricity comes from. To sort devices that use mains power and batteries. To be able to make an electrical circuit. To draw an electrical circuit. To recognise items that use batteries and mains power. To understand how to use electricity safely. To make simple circuits.</p> <p>Materials (All Autumn Term)</p> <p>To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p><b>Topic:</b> Animals, including humans</p> <p>To notice that animals, including humans, have offspring which grow into adults To find out about and describe the basic needs of animals, including humans, for survival (water, food and air) To describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene</p>	<p><b>Topics:</b> Plants</p> <p>To observe and describe how seeds and bulbs grow into mature plants To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>	<p><b>Topic:</b> Plants</p> <p>Continuing from previous half term</p> <p>Forces (focus day)</p> <p>To exert a pushing force. To exert a pulling force. To explain how a pulling or pushing force can make us more. To explain how a pushing or pulling force can make something else move. To understand the amount of energy exerted will impact the amount something moves. To understand what friction is and how it affects movement.</p>	<p><b>Topic:</b> Living Things and Their Habitats</p> <p>To explore and compare the differences between things that are living, dead, and things that have never been alive To 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 To identify and name a variety of plants and animals in their habitats, including microhabitats To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	<p><b>Topic:</b> Living Things and Their Habitats</p> <p>Continuing from previous half term</p> <p><b>Trip:</b> Kew Gardens to look at habitats and plants</p>
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	<p><b>COMPUTING</b></p>	<p><b>Topic:</b></p> <p><b>E-safety ( 2 Lessons) Staying safe online</b>          Understand the importance of messages we send online - recap on Sid's top tip from Year 1. Why is it important to only send nice messages to people?          What should we do if we receive a nasty message by text / email / online?          Who can we tell when something goes wrong?  <b>Using a Word processor</b>          Insert text box and images from the internet  <b>Algorithms</b>          To understand algorithms. Real-life algorithms - paper aeroplanes  <b>Logical Reasoning</b>          To solve problems using Computational Thinking Skills – River crossing activity  <b>Key skills developed:</b>          To know who to tell and what to do if you see something upsetting on the internet.          To be polite when talking to people, online and offline.          Use Microsoft Word to create sentences and learn how to edit sentences (change font, size, colour).          Use Microsoft Word to insert pictures and text.          To create and de-bug simple programs. To use logical reasoning to predict the behaviour of simple programs.          Problem solving, articulating ideas, perseverance, predicting, decomposition, pattern recognition, creativity and communication.</p>	<p><b>Topic:</b></p> <p><b>Algorithms – Scratch Junior</b>          To understand algorithms.          To create simple algorithms.          To test and debug algorithms.          To use logical reasoning to predict the behaviour of simple programs.  <b>Key skills developed:</b>          To understand algorithms.          To create and de-bug simple programs.          To use logical reasoning to predict the behaviour of simple programs.          To following set of instructions.          To creating own animations.          Problem solving, articulating ideas, perseverance, predicting, decomposition, pattern recognition, creativity and communication.</p>	<p><b>Topic:</b></p> <p><b>E-safety ( 2 Lessons) How to use search engines safely</b>          What is the internet?          To understand how the internet can help us find information          To understand how to search for information safely          To know what to do if something goes wrong  <b>Book Creator - Japan</b>          Cross curricular with English/Theme. Create an information book about Japan.          Insert pictures, sounds, video and text.  <b>Key skills developed:</b>          To know that the internet is a great way to find information and communicate with people. To begin to understand that computers linked to each other i.e. through a network. To start using some simple search engines, using key words.          Insert pictures, sounds, video and text.</p>	<p><b>Topic:</b></p> <p><b>Book Creator - Japan</b>          Cross curricular with English/Theme. Create an information book about Japan.          Insert pictures, sounds, video and text.</p>	<p><b>Topic:</b></p> <p><b>E-safety ( 2 Lessons) Staying safe online</b>          What is personal information?          Why might we use a nickname or screen name?          What could make a suitable or unsuitable name?  <b>Poster Design</b>          To design a poster for the Year 2 production. To use a Microsoft Publisher.  <b>Key skills developed:</b>          To begin to understand that you should not share your personal details online.          To save and retrieve work in a folder.          To use a simple design package.          To evaluate work and amend following feedback.</p>	<p><b>Topic:</b></p> <p><b>Algorithms – Unplugged mazes, Beebot app, J2e</b>          Cross curricular with maths: position, direction and movement.          To create and de-bug simple programs.          To use logical reasoning to predict the behaviour of simple programs.  <b>Key skills developed:</b>          Problem solving, articulating ideas, perseverance, predicting, decomposition, pattern recognition, creativity and communication.</p>
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FOUNDATION SUBJECT / LEARNING THEME

**HISTORY**

**Learning theme:**  
The Great Fire of London

**Content:** When and where did the fire start? Why did it start? Why did it spread so rapidly and far? Why was it difficult to put the fire out? How did people escape from the fire? When and how did the fire end? Was the Great Fire a Blessing or a Curse?

**Key skills developed:**  
Place events in chronological order; use words and phrases relating to the passing of time (e.g. before, after, a long time ago, past); recognise why events happened and what happened as a result; identify different ways in which the past is represented; find out about the past from a range of sources of information; ask and answer questions about the past. Answer the enquiry question: 'Was the Great Fire of London a Blessing or a Curse?'

**Home learning:** Research: 'Was the Great Fire a Blessing or a Curse?'

**Trip:**  
Great Fire of London workshop at the National Archives (when possible)

**Learning theme:**  
Florence Nightingale and Edith Cavell

**Content:** Who was Florence Nightingale? Who was Edith Cavell? What difference did they make? Who was the more influential nurse?

**Key skills developed:**  
Place events in chronological order; use words and phrases relating to the passing of time and everyday historical terms; recognise why people did things, why events happened and what happened as a result; identify differences between ways of life at different times; identify different ways in which the past is represented; sort and weigh up conflicting accounts of the past; find out about the past from a range of sources of information and develop their own perspective; ask and answer enquiry questions and questions about the past. Compare the lives of Florence Nightingale and Edith Cavell.

**Home learning:** Research as preparation for debate: 'Who was the more influential nurse: Edith Cavell or Florence Nightingale?'

**Trip:**  
Florence Nightingale Museum

**N/A**

**Learning theme:** Life in Barnes.  
(unit happens alternate years but to the whole key stage)

**Content:** History of local area (e.g. Barnes Pond) – learning about significant people and places in their own locality

**Key skills developed:** Place events in chronological order; use words and phrases relating to the passing of time and everyday historical terms; recognise why people did things, why events happened and what happened as a result; identify differences between ways of life at different times; identify different ways in which the past is represented; find out about the past from a range of sources of information; ask and answer questions about the past.

N/A

Recap of prior History learning

	GEOGRAPHY	N/A	N/A	<p><b>Learning theme: Konichiwa Japan</b></p> <p><b>Content:</b> How is Japan similar and different to the United Kingdom? How does Barnes compare to Shirakawa-go? Where is Japan? Are the four islands the same? What would you like to find out about Japan?</p> <p><b>Key skills developed:</b></p> <p>Name and locate the world's seven continents and five oceans</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>Understand the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Ask geographical questions; express their own views about people, places and environments;</p>	<p><b>Learning theme: Myself and My Surroundings</b></p> <p><b>Content:</b> A local area study of Barnes</p> <p><b>Key skills developed:</b></p> <p>Develop knowledge about the world, the United Kingdom and their locality</p> <p>Name and locate the world's seven continents and five oceans</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p><b>Learning Theme Day: UK DAY</b></p> <p><b>Key skills developed:</b></p> <p>Develop knowledge about the world, the United Kingdom and their locality</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p><b>Additional learning:</b> Learning about global warming causes and affects in our English unit)</p>
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	<p><b>DESIGN</b></p> <p><b>TECHNOLOGY</b></p>	<p><b>Learning theme:</b> Design and Make a Bread Product</p> <p><b>Content:</b> Design and make a bread product for Thomas Farynor to sell in his bakery.</p> <p><b>Key skills developed:</b>          To design and make a purposeful, functional and appealing product based on a design criteria.          To explore and evaluate existing products.          To evaluate their ideas and products against a design criteria.          To use the basic principles of a healthy and varied diet to prepare food products.          To understand where food comes from.</p>	<p>Linked to English, the children make a front cover for their Snow White books.</p> <p><b>Learning theme:</b> Make a moving fire engine</p> <p><b>Content:</b> Using wheels and axles to make a fire engine.</p> <p><b>Key skills developed:</b>          To design and make a purposeful, functional and appealing product based on a design criteria.          To explore and evaluate existing products.          To evaluate their ideas and products against a design criteria.          To select from and use a range of equipment to perform practical tasks.          To select from and use a wide range of materials and components.          To explore and use mechanisms (wheels and axles)</p>		<p><b>Learning theme:</b>          Make Japanese sushi</p> <p><b>Content:</b> Write instructions for and make sushi</p> <p><b>Key skills developed:</b>          To design and make a purposeful, functional and appealing product based on a design criteria.          To explore and evaluate existing products.          To evaluate their ideas and products against a design criteria.          To use the basic principles of a healthy and varied diet to prepare food products.          To understand where food comes from.</p>	<p><b>NA</b></p>	<p><b>Learning theme:</b> Design and Make a glove puppet</p> <p><b>Content:</b> Design and make a puppet of a character linked to text studied</p> <p><b>Key skills developed:</b>          To design and make a purposeful, functional and appealing product based on a design criteria.          To generate, develop and model and communicate their ideas through talking, drawing and creating templates of their design where appropriate.          To select from and use a range of equipment to perform practical tasks.          To select from and use a wide range of materials and components.          To explore and evaluate existing products.          To evaluate their ideas and products against a design criteria.</p>
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	<b>ART</b>	<p><b>Focus:</b> create picture of the Great Fire of London  <b>Content:</b> use photographs/videos as inspiration to create pictures.  <b>Key skills:</b> observational pre drawing, exploring pattern and shape in Tudor house design, exploring printing techniques by pre-testing different methods and reviewing methods, painting to create collage background.</p> <p><b>Focus:</b> create storyboard based on Edward Lear’s ‘Owl and the Pussycat’  <b>Content:</b> create own interpretation of the story to support English study of the poem.  <b>Key skills:</b> represent their own imagination through drawing and pencil coloured images.</p>	<p><b>Focus:</b> Create a front cover their own book, ‘The Diary of the Step Mother’ from ‘Snow White in New York’.  <b>Content:</b> drawing colour mixing and watercolour techniques, mixed media book covers.  <b>Key skills:</b> pre drawing by observing, drawing and reviewing face proportions, using line and pattern to create a desired effect, using mixed media collage to create a background.</p>	<p><b>Focus:</b> Arts week project (week long) – depends on annual whole-school focus  <b>Content and skills:</b> dependent on whole-school focus.</p>	<p><b>Focus:</b> ‘The Great Wave of Kanagawa’ by Hokusai as part of our Japan theme.  <b>Content:</b> exploring colour and artist expression by creating own version of ‘The Great Wave’.  <b>Key skills:</b> colour mixing using a primary colour to create hues and shades of blue, explore visual elements including pattern, line and shape, discuss the work of Hokusai and how it reflects his, thoughts, time and culture, say what they think and feel about it.</p>	<p><b>Focus:</b> ‘Mental Health’ poster  <b>Content:</b> as part of the Personal Development curriculum create their own poster which communicates their key ideas.  <b>Key skills:</b> using design to communicate key ideas. Reviewing their work.</p> <p><b>Focus:</b> Islamic Art  <b>Content:</b> linking art at religion on Cultural Day. Creating either a 3D mosque, a crescent and star hanging or symmetrical Islamic pattern painting</p>	<p><b>Focus:</b> observational drawings in science.  <b>Content:</b> drawing lifelike representations of living organisms and their habitats through close observation, in their habitats  <b>Key skills:</b> observational skills, sketching, using line to create a likeness.</p> <p><b>Focus:</b> Puppet Designs  <b>Content:</b> drawing puppet designs for their favourite puppets as part of their Design Technology project.  <b>Skills:</b> using pencil line and colour to create line and pattern designs.</p> <p><b>Focus:</b> the Pagoda at Kew  <b>Content:</b> an observational drawing of Kew’s Pagoda as part of their learning theme.  <b>Skills:</b> Using pencil line and pattern to create a likeness.</p>
	<b>PHYSICAL EDUCATION</b>	<p><b>Focus:</b> Games  Several small games which are designed to improve resilience and team work.</p>	<p><b>Focus:</b> Gymnastics  Working to create different shapes and balances in sequences that have a clear beginning, middle and end and have contrasts in direction, level and speed</p>	<p><b>Focus:</b> Dance  To create a class dance, with some group choreography and some freestyle. This also has a PSCE focus as the children dance the different emotions in the dance.</p>	<p><b>Finish dance unit (as spring is a shorter term)</b>  <b>Focus:</b> Team Games  Working on a variety of team games to improve sportsmanship as well as agility, fitness and speed</p>	<p><b>Focus:</b> Team Games  Working on a variety of team games to improve sportsmanship as well as agility, fitness and speed.</p>	<p><b>Focus:</b> Year 2 Play Dances  Working on co-ordination, timing and performing.  <b>Focus:</b> Athletics  Preparation for sports day e.g. relay race, long jump, vortex throw, bean bag throw, sack race, bat and ball race).  Sports week (a variety of activities)</p>
	<b>PERSONAL DEVELOPMENT</b>	<p><b>Focus:</b> Identify and respect the similarities and differences between people, including body parts.</p>	<p><b>Focus:</b> Looking after our bodies.</p>	<p><b>Focus:</b> Feeling different or alone.  This is linked to dance. The children listen to</p>	<p><b>Focus:</b> Emotions – Children learn about when someone’s emotions get to</p>	<p><b>Focus:</b> Mental Health  Children learn that it is normal to feel all emotions. They learn that</p>	<p><b>Focus:</b> Caring for people  Children learn about how to look after one another, especially more vulnerable people.</p>

		Being different makes is special.	This is linked to our health and growth science topic. Please see above.	the song 'This is Me' and identify emotions they hear about. They dance to reflect when she is feeling weaker and stronger and there is lots of discussion linking this to real life.	much it feels like 'flipping the lid'. They discuss how to cope with others showing that and how to cope if they feel that.	looking after their minds is as important as looking after their bodies. They learn what to do and who to speak to if they feel unhappy. They learn mindfulness techniques and reflect on ways to make themselves happier.	Diversity and Identity Children learn about us all being different and identify what makes them, them.  Transitions The children have lots of special transition time where they get to meet their new teacher, make friends in Y3 and explore Key Stage 2.  Personal Development Day (happens every other year as a Key Stage. Children learn about - different families - friendships - size of the problem - mindfulness
<b>RELIGIOUS EDUCATION</b>	<b>Focus: Christianity and Islam</b>	<b>AT1:</b> Why are festivals important to religions? Why is Christmas important to Christians? Why is Eid-al-Fitr important to Muslims? What is the importance of gifts in these festivals? What similarities do the festivals share?  <b>AT2:</b> Have you ever been to a festival? How does it feel to give a present? How does it feel to receive a present? How do you feel at festivals?	<b>Focus: Buddhism</b>	<b>AT1:</b> Who was the Buddha? What are the key beliefs and practices of Buddhism? Where do Buddhist go to worship?  <b>AT2:</b> What can I learn from Buddhist values? Can mediation make me feel calm?  Trip: (In summer term) Japanese gardens and pagoda.	<b>Focus: Sikhism - Living the faith</b>	<b>AT1:</b> What is a symbol? What do the 5Ks represent? What are the key beliefs and practices of Sikhism. Why is Guru Nanak important to Sikhs?  <b>AT2:</b> What can we learn from Sikhism? What do most religions have in common? What is my 'golden rule'?  <b>Focus: Cultural Day - Islam and animals</b> <b>AT1:</b> Who is Allah? What do you know about the faith of Islam? How did Muhammed show kindness towards animals? <b>AT2:</b> What is a value? What are your values? What can we learn from Muslims about looking after animals? How can we look after animals?	