



Queniborough C.E Primary School Year Group Plan (Greater Detail)

Year 2	AUTUMN 1	AUTUMN 2
	Fairy Tales	Festivals and Celebrations
TRIPS/VISITS	Tamworth Castle	
Linked books	Fairytales Knight in training Non-fiction castle books	The Gunpowder plot The Nativity The Snowman by Michael Murpurgo Non-fiction books about festivals and celebrations Florence Nightingale Remembrance
ENGLISH READING	<p>WORD READING</p> <ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading. <p>COMPREHENSION</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read, and correcting inaccurate reading making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	
ENGLISH	<u>Narrative based on a familiar story – retelling and own composition</u>	<u>Narrative based on a familiar story – retelling and own composition</u>



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<p style="text-align: center;">WRITING</p>	<p><u>Stories with patterned language. Characters, settings, key events</u> To use full stops and capital letters more consistently. To begin to use the past and present tense correctly. To use simple sentences and compound sentences joined by 'and'. To write narratives about personal experiences. To discuss the sequence of events. To use appropriate vocabulary to describe characters and settings To begin to show characteristics of chosen written form based on the structure of known texts. To plan/ say out loud what they are going to write about. To write down ideas and/or key words, including new vocabulary. To become increasingly familiar with and retelling a wider range of traditional tales.</p> <p><u>Non-chronological reports</u> To write about real events To write down ideas and/or key words, including new vocabulary. To create factual sentences. To ask relevant questions to extend understanding and knowledge To explore features of information texts; listen to, discuss and express views about non-fiction books. To use full stops and capital letters more consistently. To begin to use the past and present tense correctly. To use simple sentences and compound sentences joined by 'and'.</p> <p><u>Handwriting</u> To correctly form and space all letters of the alphabet when written individually and in words To write letters of a consistent size To leave spaces between words that reflect the size of the letters.</p> <p><u>Spelling, Punctuation and Grammar</u> Revision of previous spelling, words, grammar and punctuation Use of capital letters, full stops, question marks and exclamation marks s, es and ies ing and ed Present tense and past tense Expanded noun phrases Use the terms statement, question, exclamation or command</p>	<p><u>Characters, settings, key events</u> To discuss the sequence of events in books and how items of information are related. To predict what might happen on the basis of what has been read so far; focusing on information retrieval; effect of word choice and making inference. To begin to use detail to engage the reader. To use full stops and capital letters more consistently. To begin to use the past and present tense correctly. To use simple sentences and compound sentences joined by 'and'. To write narratives about personal experiences. To discuss the sequence of events and how items of information are related. To begin to show characteristics of chosen written form based on the structure of known texts. To plan/ say out loud what they are going to write about. To write down ideas and/or key words, including new vocabulary. To become increasingly familiar with and retelling a wider range of stories</p> <p><u>Instructions - recipes, plans, letters</u> To use full stops and capital letters more consistently. To begin to use the past and present tense correctly. To create factual sentences. To ask relevant questions to extend understanding and knowledge To use simple sentences and compound sentences joined by 'and'. To use verbs to instruct the reader</p> <p><u>Handwriting</u> To correctly form and space all letters of the alphabet when written individually and in words To write letters of a consistent size To leave spaces between words that reflect the size of the letters.</p> <p><u>Spelling, Punctuation and Grammar</u> Revision of previous spelling, words, grammar and punctuation Use of capital letters, full stops, question marks and exclamation marks s, es and ies ing and ed Present tense and past tense Expanded noun phrases Use the terms statement, question, exclamation or command</p>
<p style="text-align: center;">ENGLISH SPOKEN LANGUAGE</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge 	



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	<ul style="list-style-type: none">• use relevant strategies to build their vocabulary• articulate and justify answers, arguments and opinions• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas• speak audibly and fluently with an increasing command of Standard English• participate in discussions, presentations, performances, role play, improvisations and debates• gain, maintain and monitor the interest of the listener(s)• consider and evaluate different viewpoints, attending to and building on the contributions of others• select and use appropriate registers for effective communication.		
MATHS	<table><tr><td><p>Numbers with 100</p><ul style="list-style-type: none">• use place value and number facts to solve problems• recognise the place value of each digit in a two-digit number (tens, ones)• identify, represent and estimate numbers to 100 using different representations, including the number line• compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs• read and write numbers to at least 100 in numerals and in words• count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward<p>Addition and subtraction of 2-digit numbers</p><ul style="list-style-type: none">• recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100• show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot• add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers</td><td><p>Addition and subtraction word problems</p><ul style="list-style-type: none">• recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems• solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods<p>Measures: Length</p><ul style="list-style-type: none">• choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers and scales• compare and order length and record the results using $>$, $<$ and• apply knowledge of numbers to 100 to read scales to the nearest appropriate standard unit in the context of length (m/cm)<p>Graphs</p><ul style="list-style-type: none">• 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 totalling and comparing categorical data<p>Multiplication and division: 2, 5 and 10</p><ul style="list-style-type: none">• calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs</td></tr></table>	<p>Numbers with 100</p> <ul style="list-style-type: none">• use place value and number facts to solve problems• recognise the place value of each digit in a two-digit number (tens, ones)• identify, represent and estimate numbers to 100 using different representations, including the number line• compare and order numbers from 0 up to 100; 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		<ul style="list-style-type: none"> • 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 • recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
SCIENCE	<u>Seasonal changes</u> Observe changes across the 4 seasons Observe and describe weather associated with the seasons and how day length varies.	
	<u>Animals including humans</u> <u>KNOWLEDGE</u> Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <u>ENQUIRY</u> Make a prediction using my knowledge and understanding of science Discuss whether a test is fair or not and begin to discuss variables Record my findings using pictures/tables/equipment to help me	
COMPUTING	Computing Systems and Networks – IT Around Us * recognise the uses and features of information technology * identify the uses of information technology in the school * identify information technology beyond school * explain how to use information technology safely * recognise that choices are made when using information technology	Creating Media – Digital Photography * use a digital device to take a photograph * make choices when taking a photograph * describe what makes a good photograph * decide how photographs can be improved * use tools to change an image * recognise that photos can be changed
HISTORY	<u>Castles, Lady Jane Grey and Elizabeth II</u> To compare aspects of royal life in different periods of history. To use stories to talk about the past. To use historical language to explain the passing of time. To understand the achievements of Lady Jane Grey and Elizabeth II. To begin to build up a bank of local history stories, events and people.	



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	To understand some ways we find out about the past. E.G. newspaper articles, photos, diaries	
Geography		
ART AND DESIGN	<u>Painting</u> Poster paint, powder paint Uk artists Mix a range of primary and secondary colours, shades and tones. Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. Name different types of paint and their properties. Work on a range of scales e.g. large brush on large paper etc. Mix and match colours using artefacts and objects. Mondrian	<u>Printing</u> Landscapes and cityscapes Fireworks Use a variety of techniques, e.g. Press. Design patterns of increasing complexity and repetition. Print using a variety of materials, objects and techniques.
	<u>Year 2 Ongoing Skills</u> Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work. Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate different kinds of art, craft and design.	
DT	<u>Design and make their own model castles</u> <u>Design</u> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <u>Make</u> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <u>Evaluate</u> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria Technical knowledge Build structures, exploring how they can be made stronger, stiffer and more stable <u>Food</u>	



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	Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from	
MUSIC	<p>Sing or play with a good sense of pulse. Demonstrate an understanding of the differences between pulse and rhythm through physical movement, playing or singing. Begin to recognise rhythmic patterns found in speech, e.g. saying, chanting names, syllables in names etc.</p>	
PE	<p><u>Gross Motor Skills and Football</u></p> <p>Develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination.</p>	<p><u>Singing - Christmas Play songs</u></p> <p>Sing, with accuracy, within a range of notes. Follow and use performance instructions, including starting, stopping, dynamics and tempo. Recognise and demonstrate the link between pitch and shape using graphical notation.</p> <p><u>SAQ fundamental movement and dance</u></p> <p>Develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive and co-operative physical activities, in a range of increasingly challenging situations. Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>
PSHE	<p><u>MC12: Managing Change 2020</u></p> <ul style="list-style-type: none"> * recognise that they are growing and that their achievements, skills and responsibilities are changing * understand that there are changes they can choose of themselves and changes they cannot do anything about * understand how friendships may change over time * name some of the emotions that may be felt in situations involving loss and change * to develop strategies for coping with strong or uncomfortable emotions 	
	<p>Everyone's Welcome</p> <p>The First Slodge- J Willis</p> <ul style="list-style-type: none"> * How we share the world 	<p>MMR: Anti- bullying 12 2020</p> <ul style="list-style-type: none"> * understand that teasing, unkindness and falling out might happen in friendships * begin to describe bullying and recognise examples of physical, verbal and some indirect forms of bullying * begin to understand some reasons that people bully others and why it is unacceptable * begin to understand that bullying may happen when people do not respect others who may seem different * understand how people who are bullied may feel * understand how it may feel to see someone else being bullied * understand how someone who bullies may feel * identify some people in and out of school who they can talk to about friendship difficulties and bullying * develop simple strategies for preventing bullying by being assertive * understand simple ways to help someone who is being bullied * identify ways the school prevents bullying * identify ways that the school promotes a caring ethos, encouraging positive and safe relationships <p>The Great Big Book of Families – M Hoffman & R Asquith</p> <ul style="list-style-type: none"> * Understand what diversity is <p>Blown Away – R Biddulph</p> <ul style="list-style-type: none"> * Working with everyone in the class
British Values	<p><u>Mutual Respect</u></p>	
	<p><u>Tolerance of those with different faiths & beliefs</u></p>	



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RE	1.6 Who is a Muslim and how do they live? Part 1	1.3 Why does Christmas matter to Christians?
LOT		

Year 2	SPRING 1	SPRING 2
	United Kingdom	Australia
TRIPS/VISITS	Leicester	
Linked books	Katie Morag stories Non-fiction texts about UK	Dreamtime stories Are We There Yet? Non-fiction texts about Australia
ENGLISH READING	<p>WORD READING</p> <ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading. <p>COMPREHENSION</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read, and correcting inaccurate reading making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	



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<p style="text-align: center;">ENGLISH WRITING</p>	<p><u>Narrative based on a familiar story – retelling and own composition</u> <u>Stories with patterned language. Characters, settings, key events</u> To begin to use commas in lists. To begin to use subordination to show time and reason e.g. when, because. To use and distinguish past and present tense. To show some use of other punctuation such as exclamation and question marks. To expand noun phrases to describe and specify (for example, the blue butterfly). To use full stops and capital letters more consistently. To begin to use the past and present tense correctly. To use simple sentences and compound sentences joined by 'and'. To discuss the sequence of events. To use appropriate vocabulary to describe characters and settings To plan/ say out loud what they are going to write about. To write down ideas and/or key words, including new vocabulary. To become increasingly familiar with and retelling a wider range of stories</p> <p><u>Non-chronological reports – recounts</u> To begin to use commas in lists. To begin to use subordination to show time and reason e.g. when, because. To learn how to use sentences with different forms: statement, question, exclamation, command; evaluate writing with the teacher and other pupils. To write about real events To write down ideas and/or key words, including new vocabulary. To create factual sentences. To ask relevant questions to extend understanding and knowledge To use full stops and capital letters consistently. To begin to use the past and present tense correctly. To use simple sentences and compound sentences joined by conjunctions</p> <p><u>Handwriting</u> To use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left not-joined</p> <p><u>Spelling, Punctuation and Grammar</u> Revision of previous spelling, words, grammar and punctuation Commas to separate items in a list Word: suffixes er, est, ly, ful, less, ness Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p>	<p><u>Stories with patterned language. Characters, settings, key events</u> To begin to use commas in lists. To begin to use subordination to show time and reason e.g. when, because. To show some use of other punctuation such as exclamation and question marks. To expand noun phrases to describe and specify (for example, the blue butterfly). To show an awareness of paragraphs. To use capital letters and full stops correctly. To use the past and present tense correctly. To show some use of other punctuation such as exclamation and question marks. To expand noun phrases to describe and specify (for example, the blue butterfly). To become increasingly familiar with and retelling a wider range of stories</p> <p><u>Non-chronological reports – recounts</u> <u>Travel Brochures, postcards</u> To use sentences with different forms: statement, question, exclamation, command. To write about real events To write down ideas and/or key words, including new vocabulary. To create factual sentences. To ask relevant questions to extend understanding and knowledge To use full stops and capital letters consistently. To begin to use the past and present tense correctly. To use simple sentences and compound sentences joined by conjunctions.</p> <p><u>Handwriting</u> To use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left not-joined</p> <p><u>Spelling, Punctuation and Grammar</u> Revision of previous spelling, words, grammar and punctuation Commas to separate items in a list Word: suffixes er, est, ly, ful, less, ness Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p>
<p style="text-align: center;">ENGLISH SPOKEN LANGUAGE</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge 	



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MATHS	<div> <div> <p>Time</p> <ul style="list-style-type: none"> • 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 • compare and sequence intervals of time <p>Fractions</p> <ul style="list-style-type: none"> • recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity • write simple fractions for example, $\frac{1}{2}$ of 6 = 3 <p>recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$</p> </div> <div> <p>Addition and subtraction of 2-digit numbers (regrouping and adjusting)</p> <ul style="list-style-type: none"> • recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 • show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers • solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods <p>Money</p> <ul style="list-style-type: none"> • 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 </div> </div>
SCIENCE	<p><u>Seasonal changes</u> Observe changes across the 4 seasons Observe and describe weather associated with the seasons and how day length varies.</p> <p><u>Uses of everyday materials</u></p> <p>KNOWLEDGE</p>



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	<p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses Compare how things move on different surfaces. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p><u>ENQUIRY</u> Make a prediction using my knowledge and understanding of science Discuss whether a test is fair or not and begin to discuss variables Record my findings using pictures/tables/equipment to help me</p>		
COMPUTING	<p>Programming A – Robot Algorithms * describe a series of instructions as a sequence * explain what happens when we change the order of instructions * use logical reasoning to predict the outcome of a program (series of commands) * explain that programming projects can have code and artwork * design an algorithm * create and debug a program that I have written</p>	<p>Online Safety * know how to stay safe when: - sharing pictures - playing games online - chatting online * know that they have the right to say ‘no’ online * know what is meant by ‘private’ and ‘keeping things private’ * know how to report things on the internet that cause worry or concern (See anti-bullying unit for Y2) There are elements of online safety taught through the computing curriculum and PSHCE curriculum. There is a whole school focus on anti-bullying (including cyber bullying) during Anti-Bullying Week in November and on online safety for Safer Internet Day in February. Online safety should also be reactive – for example: if children ask questions, there are stories in the media, issues within specific classes that may require specific teaching / focus Digi Duck (age 3-7) CEOP thinkuknow Jessie & Friends (6-7) Project Evolve https://swgfl.org.uk/services/project-evolve/</p>	<p>Data and Information –Pictograms * recognise that we can count and compare objects using tally charts * recognise that objects can be represented as pictures * create a pictogram * select objects by attribute and make comparisons * recognise that people can be described by attributes * explain that we can present information using a computer</p>
HISTORY	<p><u>Battle of Bosworth</u> Begin to understand the significance nationally of the Battle of Bosworth. Understand some ways we find out about the past, E.G. newspaper articles, photos, diaries. Use historical words to explain the passing of time. Begin to build up a bank of local history stories, events and people.</p>		



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GEOGRAPHY	<p>Where is Leicester?</p> <p>Locational knowledge Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas</p> <p>Geographical skills and fieldwork Use world maps, atlases and globes to identify UK and its countries. Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Human and physical geography Use basic geographical vocabulary to refer to: Key physical features – beach, cliff, coast, forest, mountain, sea, ocean, valley, vegetation, Key human features – city, factory, office, port, harbour</p> <p>Place knowledge Understand geographical similarities and differences through studying the human and physical geography of Leicestershire.</p> <p>QPS Fieldwork Play 'I spy' for geographical features. Be a human satellite navigation and give directions to get from place to place around the school, Queniborough or homes, could use iPads to record directions.</p> <p>Where is Australia?</p> <p>Geographical skills and fieldwork Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Human and physical geography Use basic geographical vocabulary to refer to: Key physical features – beach, cliff, coast, forest, mountain, sea, ocean, valley, vegetation, Key human features – city, factory, office, port, harbour</p> <p>Place knowledge Understand geographical similarities and differences through studying the human and physical geography of Australia.</p>		
ART AND DESIGN	<table border="1"><tr><td data-bbox="387 954 1294 1295"><p><u>3D form</u> Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, and man-made materials more confidently UK Architects and architecture Lowry</p></td><td data-bbox="1294 954 2175 1295"><p><u>Painting</u> Poster paint, powder paint Mix a range of primary and secondary colours, shades and tones. Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. Name different types of paint and their properties. Work on a range of scales e.g. large brush on large paper etc. Mix and match colours using artefacts and objects</p><p><u>Drawing</u> Using crayons, pencil, pastels Work out ideas for drawings.</p></td></tr></table>	<p><u>3D form</u> Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, and man-made materials more confidently UK Architects and architecture Lowry</p>	<p><u>Painting</u> Poster paint, powder paint Mix a range of primary and secondary colours, shades and tones. Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. Name different types of paint and their properties. Work on a range of scales e.g. large brush on large paper etc. Mix and match colours using artefacts and objects</p> <p><u>Drawing</u> Using crayons, pencil, pastels Work out ideas for drawings.</p>
<p><u>3D form</u> Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, and man-made materials more confidently UK Architects and architecture Lowry</p>	<p><u>Painting</u> Poster paint, powder paint Mix a range of primary and secondary colours, shades and tones. Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. Name different types of paint and their properties. Work on a range of scales e.g. large brush on large paper etc. Mix and match colours using artefacts and objects</p> <p><u>Drawing</u> Using crayons, pencil, pastels Work out ideas for drawings.</p>		



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		Draw for a sustained period of time from the figure and real objects, including single and grouped objects.
	<u>Year 2 Ongoing skills</u> Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work. Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate different kinds of art, craft and design.	
DT	<u>Design and make their own model.</u> <u>Design</u> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <u>Make</u> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <u>Evaluate</u> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria Technical knowledge Build structures, exploring how they can be made stronger, stiffer and more stable	
MUSIC	<u>Traditional music from England, Ireland, Scotland and Wales</u> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music	<u>Traditional Australian songs</u> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music
PE	<u>Ball Skills and Gymnastics</u>	<u>Ball Skills and Hockey</u>



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	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>Master movements including developing balance, agility and co-ordination, and begin to apply these in a range of</p> <p>Perform dances using simple movement patterns.</p>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Perform using simple movement patterns.</p>
PSHE	<p><u>HSL12: Personal Safety 2020 (Some links to RSE unit so could be done as part of RSE unit)</u></p> <ul style="list-style-type: none"> * be able to identify different feelings and tell others how I feel * Be able to name my own Early Warning Signs * recognise which adults and friends I can trust * know who I could talk with if I have a worry or need to ask for help * recognise which school / classroom rules are about helping people to feel safe * be able to identify private body parts * know my body belongs to me and to be able to say 'no' to unwanted touch * know what I could do if I feel worried about a secret * know what I could do if a friend or someone in my family isn't kind to me * know what I could do if something worries or upsets me when I am online <p><u>Online Safety</u> -all year groups to have a focus on online safety through Computing – linking to Safer Internet Day in Feb</p>	<p><u>MMR5: My Emotions</u></p> <p>Know the names of a basic range of feelings and the strength of their feeling</p> <p>Know what might prompt different feelings in themselves and others and understand that their emotions and actions can have an effect on themselves and others</p> <p>Understand the difference between impulsive behaviour and that which is thought through, and what both might feel and look like</p> <p>Know how to get support when they need it</p> <p>Talk about personal gifts and talents; what they are good at and also what they find more difficult</p> <p>Understand that they can do things to help us change our mood and that this may be helpful</p> <p>Know what 'relaxed' means and how it feels</p> <p>Know that it is possible to affect our behaviour by stopping and thinking about what we are doing</p> <p>Stand up for their own rights without being hurtful to others</p>
British Values	<u>Rule of Law</u>	<u>Individual Liberty</u>
RE	1.6: Who is a Muslim and how do they live? Part 2	1.5 Why does Easter matter to Christians?
LOTG		



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Year 2	SUMMER 1		SUMMER 2
	Transport	The Natural World	
TRIPS/VISITS	Great Central Railway		
Linked books	The Railway Children Poetry – classic humorous		The Secret Garden Here We Are Oliver Jeffers Poetry – concrete
ENGLISH READING	<p>WORD READING</p> <ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading. <p>COMPREHENSION</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read, and correcting inaccurate reading making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 		
ENGLISH WRITING	<u>Narrative based on a familiar story – retelling and own composition</u> <u>Characters, settings, key events</u> <u>Poetry – classic humorous</u> To gain, maintain and monitor the attention of the listener. To participate in reciting and performing. To speak audibly in Standard English, recognising simple recurring literary language in poetry. To use relevant strategies to build vocabulary.		<u>Non-chronological reports – recounts, letters</u> To write about real events To write down ideas and/or key words, including new vocabulary. To create factual sentences. To ask relevant questions to extend understanding and knowledge To use full stops and capital letters more consistently. To begin to use the past and present tense correctly.



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	<p>To use full stops and capital letters consistently. To use other punctuation such as exclamation and question marks correctly . To expand noun phrases to describe and specify (for example, the blue butterfly).</p> <p><u>Handwriting</u> To form lower-case letters of the correct size relative to one another To start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined To write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters To use spacing between words that reflects the size of the letters</p> <p><u>Spelling, Punctuation and Grammar</u> Revision of previous spelling, words, grammar and punctuation Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</p>	<p>To use simple sentences and compound sentences joined by a range of conjunctions.</p> <p><u>Poetry – concrete</u> To gain, maintain and monitor the attention of the listener. To participate in reciting and performing. To speak audibly in Standard English, recognising simple recurring literary language in poetry. To use relevant strategies to build vocabulary. To use full stops and capital letters more consistently. To show some use of other punctuation such as exclamation and question marks. To expand noun phrases to describe and specify (for example, the blue butterfly).</p> <p><u>Handwriting</u> To form lower-case letters of the correct size relative to one another To start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined To write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters To use spacing between words that reflects the size of the letters</p> <p><u>Spelling, Punctuation and Grammar</u> Revision of previous spelling, words, grammar and punctuation Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</p>
<p style="text-align: center;">ENGLISH SPOKEN LANGUAGE</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. 	
<p style="text-align: center;">MATHS</p>	<p>Faces, shapes and patterns; lines and turns</p>	<p>Exploring calculation strategies</p>



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	<ul style="list-style-type: none"> 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] 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 and everyday objects 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 (clockwise and anticlockwise) <p>Measures: Capacity and volume and Mass</p> <ul style="list-style-type: none"> choose and use appropriate standard units to estimate and measure capacity (litres/ml) and temperature (°C) to the nearest appropriate unit, using scales, thermometers and measuring vessels compare and order volume and capacity and record the results using >, < and = apply knowledge of numbers to 1000 to read scales to the nearest appropriate standard unit in the context of capacity (litres/ml) and temperature (°C) using known facts to derive new facts (2ml + 2ml =4ml so 200ml + 200ml =400ml) choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels compare and order mass and record the results using >, < and = apply knowledge of numbers to 1000 to read scales to the nearest appropriate standard unit in the context of mass (kg/g) using known facts to derive new facts (2g + 2g =4g so 200g + 200g =400g) <p>Numbers to 1000</p> <ul style="list-style-type: none"> use place value and number facts to solve problems 	<ul style="list-style-type: none"> recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot add and subtract numbers mentally, including: a two-digit number and ones; a two-digit number and tens; adding three one-digit numbers add and subtract numbers with up to two digits, using written methods <p>Multiplication and division: 3 and 4</p> <ul style="list-style-type: none"> recall and use multiplication and division facts for the 3 and 4 multiplication tables (Y3) calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and 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
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	<ul style="list-style-type: none">• identify, represent and estimate numbers to 1000 using different representations (Y3)• recognise the place value of each digit in a three-digit number (hundreds, tens, ones) (Y3)• compare and order numbers up to 1000 (Y3)• read and write numbers up to 1000 in numerals and in words (Y3)• count from 0 in multiples of 100; find 10 or 100 more or less than a given number (Y3)	
SCIENCE	<u>Seasonal changes</u> Observe changes across the 4 seasons Observe and describe weather associated with the seasons and how day length varies.	
	<u>Living things and their habitats</u> <u>KNOWLEDGE</u> 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 microhabitats 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. <u>ENQUIRY</u> Make a prediction using my knowledge and understanding of science Discuss whether a test is fair or not and begin to discuss variables Record my findings using pictures/tables/equipment to help me	<u>Plants</u> <u>KNOWLEDGE</u> 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. <u>ENQUIRY</u> Make a prediction using my knowledge and understanding of science Discuss whether a test is fair or not and begin to discuss variables Record my findings using pictures/tables/equipment to help me



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COMPUTING	Creating Media – Making Music <ul style="list-style-type: none">* say how music can make us feel* identify that there are patterns in music* show how music is made from a series of notes* show how music is made from a series of notes* create music for a purpose* review and refine our computer work	Programming B – An Introduction to Quizzes <ul style="list-style-type: none">* say how music can make us feel* identify that there are patterns in music* show how music is made from a series of notes* show how music is made from a series of notes* create music for a purpose* review and refine our computer work
HISTORY	<u>Great Central Railway</u> To begin to understand how transport in Queniborough and its surroundings have changed in the past 100 years and how these changes have impacted nationally. To compare aspects of life in different periods of history in terms of railways. To use historical words to explain the passing of time. To begin to build up a bank of historical stories, events and people. To understand some ways we find out about the past, E.G. newspaper articles, photos, diaries To make a timeline of changes on railways. <u>1st Aeroplane Flight</u> To begin to understand the significance nationally and globally of the 1 st aeroplane flight. To understand some ways we find out about the past, E.G. newspaper articles, photos, diaries. To use historical words to explain the passing of time. To begin to build up a bank of local history stories, events and people.	
GEOGRAPHY	Travel and transport QPS Fieldwork Carry out a transport survey along Main Street, Queniborough – Geographical skills and fieldwork 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. –	The Natural World Human and physical geography Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to: Key physical features – beach, cliff, coast, forest, mountain, sea, ocean, valley, vegetation, Key human features – city, factory, office, port, harbour Geographical skills and fieldwork Use world maps, atlases and globes to identify UK and its countries, continents and oceans QPS Fieldwork Choose an environment. Close your eyes. What do you hear? What does this tell you about the environment you are in? Repeat in different locations - school, park, home.



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ART AND DESIGN	<p><u>Drawing</u> Crayons, pencil, pastels Work out ideas for drawings. Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour. Use a sketchbook to collect and record visual information from different sources.</p>	<p><u>Textile/Collage</u> Sewing Embroidery Use a variety of techniques e.g. embroidery. Stitch, knot and use other manipulative skills. Van Gogh</p>
	<p><u>Year 2 Ongoing Skills</u> Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work. Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate different kinds of art, craft and design.</p>	
DT	<p><u>Design, make, evaluate.</u></p> <p><u>Design</u> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><u>Make</u> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><u>Evaluate</u> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</p> <p><u>Technical knowledge</u> Build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p><u>Design, make, evaluate.</u></p> <p><u>Design</u> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><u>Make</u> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><u>Evaluate</u> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</p>



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MUSIC	<p><u>Composition:</u></p> <p>Soundscapes</p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p><u>Making own instruments</u></p> <p>Play tuned and untuned instruments musically</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>
PE	<p><u>Athletics and Orienteering</u></p> <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Participate in team games, developing simple tactics for attacking and defending</p>	<p><u>Athletics and Tennis</u></p> <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Participate in team games, developing simple tactics for attacking and defending</p>
PSHE	<p style="text-align: center;"><u>CIT 12: Rights, Rules & Responsibilities 2020</u></p> <ul style="list-style-type: none"> * name some people who look after them and some of their responsibilities towards them * identify jobs and responsibilities they have at school and at home * understand how rules and conventions enable them to feel safe and happy in familiar settings * understand how they can be involved in decisions which affect them at home and at school * understand how democratic decisions might affect them in the everyday life of their class * understand and experience the process of electing a school council representative * share opinions, taking turns and valuing the views of others by listening actively * develop skills to contribute to paired and class discussions about an issue which affects them 	<p><u>HSL10: Relationships & Sex Education</u></p> <ul style="list-style-type: none"> * know that humans produce babies that grow into children and then into adults * understand that babies grow inside a female body until they are ready to be born * consider the ways they have changed physically since they were born * consider their responsibilities now and compare these with when they were younger * understand how the needs of babies and young children are met by their families * understand that not all families are the same, but that love and care should be at the heart of all families



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British Values	<u>Democracy</u>	
RE	1.4: What is the 'Good News' Christian believe Jesus brings?	1.8: What makes some places sacred to believers?
LOTG		