

Year 2 Long Term Overview 2026-2027

Half Term	Autumn 1- 8 Weeks	Autumn 2- 7 Weeks	Spring 1- 6 Weeks	Spring 2- 5 Weeks	Summer 1- 7 Weeks	Summer 2- 7 Weeks
Combs Connections	<i>Understanding People and Places</i>	<i>Human History and Civilisation</i>	<i>The Changing Physical World</i>	<i>Humans Create and Believe</i>	<i>People and the Planet</i>	<i>Our Community Story</i>
Enquiry Question	GEOGRAPHY What are the main features of the United Kingdom?	HISTORY What is a Monarch?	GEOGRAPHY What is an island?	HISTORY Why are explorers so significant?	GEOGRAPHY Is it safe to walk around the local area?	HISTORY What has been St Edmund's Legacy on Suffolk?
Educational visits/events/enrichment 		Christmas performance Church visit - Christmas		Lackford Lakes – (Science - habitats)	Local area walk x 2 (Geography)	St Edmundsbury Cathedral (History) Sports Day KS1 Sports Festival
Parental Engagement Event 	Maths – Show parents how we teach addition and subtraction (strategies)	Parents in to support DT day for moving pictures	Curious Quests – Show parents how we teach Curious Quests in Year 2 (writing)			Parents in to help with sewing on DT day
RRSA	         					
	Unit Content	Unit Content	Unit Content	Unit Content	Unit Content	Unit Content
Reading  Text choices will change to make curriculum links	The Queens Knickers The Leopard's Drum Dave and the Tooth Fairy	Amazing Grace The Secret of Black Rock Twas the Night Before Christmas	Molly Rogers to the Rescue The Tin Forest Kangaroo (Non-fiction) The Duck and the Kangaroo (Poetry)	Nellie Choc-Ice – Penguin Explorer Mighty Minibeats – Helpers for our Planets (Non-fiction) Chocolate Cake (Poetry)	Seed to Sunflower Flat Stanley	George and the Dragon Flat Stanley
Writing 	Curious Quests with curriculum links (Fact file, narrative, letters)	Curious Quests with curriculum links (Narrative, instructions, poetry)	Curious Quests with curriculum links (Character descriptions, fact files, travel brochures)	Curious Quests with curriculum links (Narrative, instructions, recounts)	Curious Quests with curriculum links (Poetry, letters, character descriptions)	Curious Quests with curriculum links (Narrative, recounts)
Maths 	Place Value Addition & Subtraction Shape		Money Multiplication & Division Length & Height Mass, Compacity & Temperature		Fractions Time Statistics Position & Direction	
Science	Animals Need for Survival	Materials	Living Things and their Habitats	Living things and their habitats (continued)	Plants – Bulbs and seeds	Growing Up



- Mammals have fur or hair on their body.
- All mammals need air, water, food and shelter to survive.
- Mammals are carnivores, herbivores or omnivores.
- Birds have feathers, wings and a beak
- Some birds can fly
- Some birds cannot fly
- Birds need air, water, food and shelter to survive.
- Fish are animals that live in water.
- Fish need air, water, food and shelter to survive.
- Fish have gills that they use to breathe.
- Amphibians live on land and in water.
- Amphibians do not have scales on their bodies.
- Some amphibians have webbed feet.
- Amphibians need air, water, food and shelter to survive.
- Reptiles have dry scales on their bodies.
- Reptiles need air, water, food and shelter to survive.
- Reptiles need direct heat to survive.
- A mammal has fur or hair on its body.

- Objects can be made from different materials.
- Some materials are natural, such as sand, wood and wool.
- Some are human-made such as plastic and cardboard.
- Some materials are recyclable and can be used again.
- Paper and cardboard are made from wood.
- Wood, paper and cardboard come from trees.
- There are different strengths of wood, paper and cardboard.
- Wood, paper and cardboard can be recycled and used again.
- Rock is a natural material.
- Bricks are a human-made material.
- Rock and brick can be used to build houses, buildings and walls.
- Glass is hard and brittle.
- Plastic can be flexible or hard.
- Some plastic can be recycled.
- All glass is recyclable.

- A habitat is where a plant or animal lives.
- A habitat provides everything a plant or animal needs to survive.
- All animals and plants have a habitat.
- There are different habitats in my local area. A habitat is where a plant or animal lives.
- A habitat provides everything a plant or animal needs to survive.
- Polar animals can survive in extremely cold weather.
- Some polar animals are carnivores.
- Some polar animals are herbivores.
- A habitat is where a plant or animal lives.
- A habitat provides everything a plant or animal needs to survive.
- Desert animals can survive in extremely hot weather.
- Some plants can survive for a long time without water
- A habitat is where a plant or animal lives.
- A habitat provides everything a plant and animal needs to survive.

See Spring 1

Plants (light and dark)

- A plant is a living thing.
- There are many different types of plants.
- Many plants have flowers or fruit.
- Parts of some plants can be eaten.
- Trees have roots, a trunk, branches and leaves.
- Many trees have blossom or fruit.
- Flowering plants have roots, a stem, leaves and petals.
- Plants need water to grow and stay healthy.
- Plants need light to grow and stay healthy.
- If plants do not have water and light, they may become weak and not grow properly.

- Many plants grow from bulbs or seeds.
- Bulbs and seeds come in different shapes and sizes.
- Seeds can be found inside the fruit or on the outside of the fruit.
- Bulbs store food for plants to use when they grow again.
- Plants need water, light and a suitable temperature to grow.
- Plants will not be healthy if the conditions are not right.
- Plants need water, light and a suitable temperature to grow and stay healthy.
- Some plants grow from bulbs.
- Some plants grow from seeds.

Wildlife

- Wildlife is the animals and plants that live in nature and are not looked after by humans.
- Some plants can be eaten as food.
- There are many ways to care for local wildlife.
- It is important to care for plants and animals.

- Most mammals give birth to live young. These are their offspring.
- Reptiles, amphibians and birds and most insects lay eggs. These are their offspring.
- The offspring of many animals have a different name to the adult.
- Humans are mammals.
- Humans give birth to live young.
- Humans follow these stages of the life cycle – baby, child, teenager and adult.
- The body changes and grows throughout the life cycle.
- A mammal is an animal with fur or hair on its body, which gives birth to live young and feeds its young on milk.
- Different mammals have different life cycles.
- Most mammals grow up quicker than humans and become adults sooner.
- Frogs are amphibians. This means that they can live on land and in water.
- Frogs lay eggs.

	• Humans are mammals. • Humans need air, water, food and shelter to survive. • All animals need air, water, food and shelter to survive. Humans • Exercise improves physical health • Exercise improves mental health • Exercising daily makes your heart stronger • A healthy diet includes fruit, vegetables and other healthy food. • An unhealthy diet is a diet that is high in fat, sugar or salt. • It is important to eat the right amounts of different types of food. • Germs can make you unwell. • Germs are spread easily by unwashed hands • You should wash your hands, sneeze into a tissue and have regular baths or showers. • You should brush your teeth twice a day with a toothbrush,	• Metal comes in many forms and colours. • Some metals are flexible and can easily change shape. • Some metals cannot change shape easily. • Metal can be used to make many different objects. • Fabrics can be natural. • Fabrics can be human-made. • Fabrics have different uses. • Materials have particular uses. • Some objects can be made from different materials. • Some materials are suitable for an object. • Some materials are unsuitable for an object. • Some materials can change shape and some cannot. • Some materials can be bent. • Some materials can be twisted. • Some materials can be squashed. • Some materials can be stretched. Plastic • Plastic can be helpful.	• Ocean animals include fish, mammals and reptiles. • Some animals eat plants and others use plants for shelter or to hide from other animals. • A habitat provides everything a plant or animal needs to survive. • Animals and plants live in woodland habitats. • In woodlands, some animals eat plants and others use plants for shelter. • A habitat is where a plant or animal lives. • A microhabitat is a very small habitat. • Insects, snails, worms and spiders all live and survive in microhabitats. • An animal's habitat provides the food it needs to survive. • Some animals are carnivores. • Some animals are herbivores. • Some animals are omnivores. • A food chain shows how different living things rely on each other.			• A frog's life cycle is eggs (frogspawn), tadpole, young frog (froglet) and adult frog. • Butterflies lay eggs (usually on a leaf), which hatch into caterpillars. • Once a caterpillar has grown, it will change into a pupa and form a hard case to protect itself. • The pupa will change into a butterfly. • Once the butterfly is fully formed, it will hatch from its casing. • Once the butterfly has hatched, it is ready to fly and start the life cycle again. • Most animal life cycles share similarities. • Most mammals grow up much quicker than humans and become adults much sooner. • Some animals give birth to live young, and some lay eggs.
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	toothpaste and water. • Plaque can build up on your teeth and can damage your teeth and gums.	• Plastic can be harmful to humans and other animals. • Some plastic can be recycled. • Some plastic cannot be recycled. • There are ways to reduce your plastic waste.	• A food chain normally starts with plants. • Some animals eat other living things for energy. • Animals, plants and humans are living things. • Living things need certain things to survive, such as water, food, shelter and air. • Living things can die. • When something is dead, it was once living. • Some things were never alive, such as rocks, water or toys.			
	Working scientifically: Animals Need for Survival Asking simple questions and recognising that they can be answered in different ways. Gathering and recording data to help in answering questions. Identifying and classifying.	Working scientifically: Materials Identifying and classifying. Performing simple tests. Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them Asking simple questions and recognising that they	Working scientifically: Living Things and their Habitats Gathering and recording data to help in answering questions. Using their observations and ideas to suggest answers to questions. Identifying and classifying.	Working scientifically: Living things and their habitats (continued) See Spring 1 Plants (light and dark) Observing closely, using simple equipment Asking simple questions and recognising that they can be answered in different ways.	Working scientifically: Plants – Bulbs and seeds Record and communicate their findings in a range of ways and begin to use simple scientific language Asking simple questions and recognising that they can be answered in different ways. Performing simple tests.	Working scientifically: Growing Up Identifying and classifying. Asking simple questions and recognising that they can be answered in different ways. Record and communicate their findings in a range of ways and begin to use simple scientific language

	Using their observations and ideas to suggest answers to questions Humans Gathering and recording data to help in answering questions. Identifying and classifying. Observing closely, using simple equipment.	can be answered in different ways Observing closely, using simple equipment. Using their observations and ideas to suggest answers to questions Plastic Explore the world around them and raise their own questions Using their observations and ideas to suggest answers to questions.	Observing closely, using simple equipment.	Gathering and recording data to help in answering questions.	Observing closely, using simple equipment. Wildlife Asking simple questions and recognising that they can be answered in different ways. Using their observations and ideas to suggest answers to questions.	Identifying and classifying. Observing closely, using simple equipment. Using their observations and ideas to suggest answers to questions.
History 		HISTORY KNOWLEDGE To be able to identify some key changes that happened during different Monarchs To be able to give some key details about the reign of different monarchs. King Alfred – peace with Vikings, created Danelaw,		How have explorers changed the world? Knowledge _Why is Matthew Henson a significant figure?--Matthew Henson was one of the first explorers to reach the North Pole. Was Matthew Henson treated fairly after his expedition?-How is Matthew Henson remembered?-Why is Amelia Earhart a significant figure?-How was Amelia Earhart a pioneer for young women?-How is she		What has been St Edmund's legacy on Suffolk? Knowledge Who was St Edmund?Who were the Vikings?Put key events on the timeline. How did he become so famous? Why did he stand up for his religion? Learn about the legend of the wolf and the sculptures in Bury St EdmundsVisit the cathedral and take a tour around the town to spot historical building and artefacts.

		wanted to unify Kingdoms. William the Conqueror – won the Battle of Hastings in 1066, Bayeaux Tapestry Elizabeth 1 – While she was queen, England won a famous sea battle against the Spanish Armada. Queen Victoria – she was 18 when she came to the throne. Her Husband Prince Albert died at 42, she wore black for the rest of her life. Education for children improved, lots of inventions happened during her reign. - Elizabeth II - she was the longest reigning monarch. She was Queen for 70 years. -The monarch today has less power than kings and queens in the past. They meet with the Prime Minister once a week and they open Parliament as the head of state.		remembered?-Why is Ibn Battuta a significant figure? -Why is Ibn Battuta a significant figure? Ibn Battuta was an explorer who travelled to learn about different places. He explored for nearly 30 years.		What is St Edmunds legacy to Suffolk?
		Disciplinary skills: Change - Begin to identify old and new things across periods of time through pictures, photographs and objects. - Begin to understand that some things change and some things stay nearly the same. Cause and Consequence		Disciplinary skills: Continuity and Change- Begin to identify old and new things across periods of time through pictures, photographs and objects.- Begin to understand that some things change and some things stay nearly the same. Cause and Consequence- Explain that historical		Disciplinary skills: Historical Interpretations- find and analyse a wide range of evidence about the past;- use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;- consider different ways of checking the accuracy of interpretations

		- Explain that historical events are caused by things that occurred before them. Similarities and Differences - Recognise some similarities and differences between the past and the present. Historical Significance - Explain reasons why someone might be significant. - Talk about why a person was important		events are caused by things that occurred before them. Similarities and Differences- Recognise some similarities and differences between the past and the present. Historical Significance- Explain reasons why someone might be significant. - Talk about why a person was important.		of the past;- start to understand the difference between primary and secondary evidence and start to question its reliability;- know that people in the past represent events or ideas in a way that may be to persuade others;- continue to develop their understanding of how historians and others investigate the past. Historical Investigations- recognise when they are using primary and secondary sources of information to investigate the past; - use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites;- select relevant sections of information to address historically valid questions and construct detailed, informed responses;investigate their own lines of enquiry by posing historically valid questions to answer. Chronological Understanding- order an increasing number of significant events, movements and dates on a timeline using dates accurately;- understand how some historical events/periods occurred concurrently in different
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						locations, e.g. Indus Valley and Ancient Egypt. Knowledge and Understanding of Events and People in the Past- identify and note connections, contrasts and trends over time in the everyday lives of people;- use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time;- describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. Presenting, Communicating and Organising- present, communicate and organise ideas about from the past using detailed - discussions, debates and more detailed written narratives;- plan and present a self-directed project or research about the studied period. Substantive Concepts and Historical - continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts;- start to recognise that some concepts, such as technology, will be different across different periods of history; - continue to build a bank of appropriate historical vocabulary and use this to
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						talk about the past and communicate information.
Geography 	GEOGRAPHY Knowledge: · I can name and locate the four countries of the United Kingdom · I can name the four capital cities of the United Kingdom · I can name and locate the United Kingdom's surrounding seas · I can use a range of simple geographical vocabulary to refer to human and physical features		Knowledge: · I can name and locate five of the seven continents of the world · I can name and locate four of the five oceans of the world · I can identify a range of similarities and differences in human and physical geography between a small area in the U.K (Combs Ford) and in a non-European country · I can locate hot and cold areas of the world in relation to the Equator and North and South Poles · I can use a range of simple geographical vocabulary to refer to human and physical features		Knowledge: · I can use a range of simple geographical vocabulary to refer to human and physical features	
	Disciplinary Skills: · I can use maps, atlases and globes with increasing confidence to identify studied regions · I can recognise landmarks		Disciplinary Skills: · I can use maps, atlases and globes with increasing confidence to identify studied regions · I can use simple compass directions (NSEW) to describe a of features and routes on a map · I can devise a simple map and am beginning to include a simple key		Disciplinary Skills: · I can 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 · I can begin to devise a simple map	
Art 	Explore & Draw Knowledge: Understand that we can use different media		Expressive Painting Knowledge: Understand that some painters use expressive,		Be An Architect Knowledge: Understand the role of an architect	

	(sometimes combined in one drawing) to capture the nature of things we find. Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line.		gestural marks in their work, often resulting in abstract, expressionist painting. Understand that the properties of the paint that you use, and how you use it, will affect your mark making. Understand that primary colours can be mixed together to make secondary colours of different hues. Understand the concept of still life.			
	Skills: Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. Create final collaged drawings which explore composition		Skills: Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using homemade tools Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks using skills learnt above.		Skills: Use the Design through Making philosophy to construct with a variety of materials to make an architectural model of a building, considering shape, form, colour, and perspective. Consider interior and exterior.	
	All Art units should cover Articles 31 and 13. A31 - The right to access culture and arts. Article 13 - the right to share thoughts freely and creatively through art.					
Computing 	Online Safety – L1 Algorithms & Debugging (Kapow)		Online Safety – L1 Word Processing (linked to writing)		Online Safety – L1 Programming Turtle Logo & Scratch (Twinkl plan it)	

All computing units should cover the right to be protected from online abuse A34, A35, A36 and the right to education and how to use computers A28, A29						
DT 		Moving Monsters Knowledge To know that mechanisms are a collection of moving parts that work together as a machine to produce movement. • To know that there is always an input and output in a mechanism. • To know that an input is the energy that is used to start something working. • To know that an output is the movement that happens as a result of the input. • To know that a lever is something that turns on a pivot. • To know that a linkage mechanism is made up of a series of levers To know some real-life objects that contain mechanisms		Balance Diet Knowledge • To know that ‘diet’ means the food and drink that a person or animal usually eats. • To understand what makes a balanced diet. • To know where to find the nutritional information on packaging. • To know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar. • To understand that I should eat a range of different foods from each food group, and roughly how much of each food group. • To know that nutrients are substances in food that all living things need to make energy, grow and develop. • To know that ‘ingredients’ means the items in a mixture or recipe. • To know that I should only have a maximum of five teaspoons of sugar a day to stay healthy. • To know that many food and drinks we do not expect to		Pouches Knowledge • To know that sewing is a method of joining fabric. • To know that different stitches can be used when sewing. • To understand the importance of tying a knot after sewing the final stitch. • To know that a thimble can be used to protect my fingers when sewing. Skills Designing a pouch. • Selecting and cutting fabrics for sewing. • Decorating a pouch using fabric glue or running stitch. • Threading a needle. • Sewing running stitch, with evenly spaced, neat, even stitches to join fabric. • Neatly pinning and cutting fabric using a Template. Troubleshooting scenarios posed by teacher. • Evaluating the quality of the stitching on others’ work. • Discussing as a class, the success of their stitching
		Skills: Creating a class design criteria for a moving monster. • Designing a moving monster for a specific audience in				

		accordance with a design criteria Making linkages using card for levers and split pins for pivots. • Experimenting with linkages adjusting the widths, lengths and thicknesses of card used. • Cutting and assembling components neatly. Evaluating own designs against design criteria. • Using peer feedback to modify a final design.		contain sugar do; we call these 'hidden sugars'. Skills Designing a healthy wrap based on a food combination which work well together. • Slicing food safely using the bridge or claw grip. • Constructing a wrap that meets a design brief. • Describing the taste, texture and smell of fruit and vegetables. • Taste testing food combinations and final products. • Describing the information that should be included on a label. • Evaluating which grip was most effective.		against the success criteria. • Identifying aspects of their peers' work that they particularly like and why.
All DT units should cover Articles 31 and 13. A31 - The right to access culture and arts. Article 13 - the right to share thoughts freely and creatively through art.						

PSHE 	Being Me In My World - Understand the rights and responsibilities of class members - Know about rewards and consequences and that these stem from choices - Know that it is important to listen to other people - Understand that their own views are valuable - Know that positive choices impact positively on self-learning and the learning of others - Identifying hopes and fears for the year ahead	Celebrating Difference Understand that sometimes people make assumptions about boys and girls (stereotypes) Understand that sometimes people make assumptions about boys and girls (stereotypes) Understand that bullying is sometimes about difference Recognise what is right and wrong and know how to look after myself Understand that it is OK to be different from other people and to be friends with them Can tell you some ways I am different from my friends	Healthy Me Know what I need to keep my body healthy Show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed Understand how medicines work in my body and how important it is to use them safely I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy I can make some healthy snacks and explain why they are good for my body I understand which foods to eat to give my body energy	Dreams & Goals I can choose a realistic goal and think about how to achieve it I carry on trying (persevering) even when I find tasks difficult I can recognise who I work well with and who it is more difficult for me to work with I can work well in a group to create an end product I can explain some of the ways I worked well in my group to create the end product I know how to share success with other people	Relationships I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not I can identify some of the things that cause conflict with my friends I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret I recognise and appreciate people who can help me in my family, my school and my community I can express my appreciation for the people in my special relationships	Changing Me I can recognise cycles of life in nature I can tell you about the natural process of growing from young to old and understand that this is not in my control I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, vagina, anus) and appreciate that some parts of my body are private I understand there are different types of touch and can tell you which ones I like and don't like I can identify what I am looking forward to when I move to my next class
	Skills - Know how to make their class a safe and fair place - Show good listening skills - Be able to work co-operatively - Recognise own feelings and know when and where to get help	Skills Understand some ways in which boys and girls are similar and feel good about this Understand some ways in which boys and girls are different and accept that this is OK Can tell you how someone who is bullied feels Can be kind to children who are bullied	Skills I am motivated to make healthy lifestyle choices I can tell you when a feeling is weak and when a feeling is strong I feel positive about caring for my body and keeping it healthy I have a healthy relationship with food and know which foods I enjoy the most	Skills I can tell you things I have achieved and say how that makes me feel I can tell you some of my strengths as a learner I can tell you how working with other people helps me learn I can work with other people in a group to solve problems	Skills I accept that everyone's family is different and understand that most people value their family I know which types of physical contact I like and don't like and can talk about this I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends	Skills I understand there are some changes that are outside my control and can recognise how I feel about this I can identify people I respect who are older than me I feel proud about becoming more independent I can tell you what I like/don't like about being a boy/girl

	Recognise the feeling of being worried	Know when and how to stand up for myself and others Know how to get help if I am being bullied Understand we shouldn't judge people if they are different Know how it feels to be a friend and have a friend Understand these differences make us all special and unique	I can express how it feels to share healthy food with my friends I have a healthy relationship with food and I know which foods are most nutritious for my body	I can express how I felt to be working as part of this group I know how contributing to the success of a group feels and I am able to store those feelings in my internal treasure chest (proud)	I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this I understand how it feels to trust someone I am comfortable accepting appreciation from others	I am confident to say what I like and don't like and can ask for help I can start to think about changes I will make when I am in my next class and know how to go about this
	RRSA	RRSA	RRSA	RRSA	RRSA	RRSA
RE 		Judaism Retell the story of Jonah and begin to talk about its possible meanings. Know that the Torah is the most important book for Jewish people given by God. Describe that for Jewish people new year is about saying sorry and making changes. Know the Torah contains rules. Describe what happens in a synagogue at Yom Kippur. Remember that a mezuzah contains important words for Jewish people (the Shema)		Islam Tell a story about Muhammad and say what it teaches a Muslim about compassion. Use the words 'fasting' and 'sharing' to talk about what Muslims do during Ramadan Recall how Muslims prepare for and celebrate Eid-ul-Fitr.		Christianity Recognise that the meaning of Jesus' name was Saviour and retell parts of the Easter story. Remember the parable of the Lost sheep and begin to explain what it means to Christians. Remember the importance of advent. Recall some of the ways parables are shared e.g. stained glass windows Know Christians like to help others e.g. Helping the homeless Recall how parables are passed on to others.
		Skills		Skills		Skills

		Remember a faith story and know who it is special to. Recognise and talk about religious art, symbols and words. Use the right names for things that are special in a religion. Talk about things they can learn in stories, including religious stories.		Tell a faith story and say why it might be important to a believer Say what some religious symbols stand for and what some religious art or music are about. Use the right names for things that people might do in a religion Talk about some things in stories, including religious stories, that make people ask questions		Tell a faith story and say why it might be important to a believer Say what some religious symbols stand for and what some religious art or music are about. Use the right names for things that people might do in a religion Talk about some things in stories, including religious
All RE units should cover these rights: Right to education and respect for other: A28 and A29, Right to an opinion and expressing what I think: A12 and A13, Protection from religious discrimination: A2, Freedom to practice own religion and culture: A30.						

Music 		Nativity - Christmas songs ADD N/C coverage Skills: Listening: Recognising timbre changes in music they listen to. Listening to and repeating a short, simple melody by ear. Composing: Beginning to suggest improvements to their own work. Performing: Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). Singing short songs from memory, with melodic and rhythmic accuracy. Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. Performing expressively using dynamics and timbre to alter sounds as appropriate. Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.		Instruments – musical storytelling -Recognising timbre changes in music they listen to. -Recognising structural features in music they listen to. -Listening to and recognising instrumentation. -Beginning to use musical vocabulary to describe music. -Suggesting improvements to their own and others' work. -Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character -Choosing appropriate dynamics, tempo and timbre for a piece of music.. -Beginning to suggest improvements to their own work. -Performing expressively using dynamics and timbre to alter sounds as appropriate		Structure – myths and legends Knowledge I know that a graphic score can show a picture of the structure of music. To know that a graphic score can show a picture of the layers, or 'texture', of a piece of Music. To know that 'Tintagel' is an example of a 'symphonic poem' written by Arthur Bax in 1917. Skills: Listening: Recognising timbre changes in music they listen to. Recognising structural features in music they listen to. Listening to and recognising Instrumentation. Beginning to use musical vocabulary to describe music. Suggesting improvements to their own and others' work. Composing: Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or Character.
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							Successfully combining and layering several instrumental and vocal patterns within a given Structure. Choosing appropriate dynamics, tempo and timbre for a piece of Music. Using letter name and graphic notation to represent the details of their composition. Performing: Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. Performing expressively using dynamics and timbre to alter sounds as appropriate.
	All music units should cover rights articles A13 and A31. Access to culture, art and music for enjoyment and expressing yourself freely through music.						
PE (Get Set PE)	Team Building	Fundamentals	Yoga	Gymnastics	Striking & Fielding	Fitness	
	Dance	Dance	Target Games	Invasion Games	Athletics	Net and Wall	
	All PE units should cover these rights: Right to protection against discrimination A2, Right for adults to do what is best (safety rules) A3, Right opinion A12, Right to share A13, Right to make friends A15, Right to be protected from harm A19, Right of disabled people A23, Right to Best Health A24, Right to Education A28, Right to develop talents A29, Right to Play and Rest A31						
SMSC	1B, 2A, 1C, 1D, 2B, 2D, 3A, 3B, 4B, 5 – all constantly	1A, 1B, 1D, 2B, 2C, 2D. 3A, 3B, 4A, 4C, 4D 5 – all constantly	1B, 1C, 1D, 2D. 3A, 3B, 4B 5 – all constantly	1A, 1B, 1D, 2D. 3A, 3B, 4A, 4C, 4D 5 – all constantly	1B, 1C, 1D. 2B, 2D, 3D. 3A, 3B, 4B 5 – all constantly	1A, 1B, 1D, 2D. 3A, 3B, 4C, 4D 5 – all constantly	