Class 2 Curriculum

Religious Education: Class 2

Key concepts: Somerset Agreed Syllabus 2025

Syllabus Concepts	 Origins and expression	 Personal and collective	 Place and time	 Meaning and purpose	 Ethics and values	 Influence and power
REC Core statement	**Nature/ formation/ expression (a)**	**Organised /individual (b)**	**Contexts (c)**	**Meaning and purpose (d)**	**Values, commitments and morality (e)**	**Influence and power (f)**
Content	What is meant by worldview and how people's worldviews are formed and expressed through a complex mix of influences and experiences	How people's individual worldviews relate to wider, organised or institutional worldviews	How worldviews have contexts, reflecting time and place, are highly diverse, and feature continuity and change	How worldviews may offer responses to fundamental questions raised by human experience	How worldviews may provide guidance on how to live a good life	How worldviews influence, and are influenced by, people and societies

	Understanding Christianity	Judaism/ World Views / Thematic
Class 2	**Incarnation:** • Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. • Recognise that stories of Jesus' life come from the Gospels. • Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. • Decide what they personally have to be thankful for at Christmas time. **God**: • Identify what a parable is. • Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father.	**World Views: KS1 To know that:** • A worldview is a way of being in and understanding the world. • Everyone has a worldview - no-one stands nowhere. • Theologians ask questions about the things people believe. • Everyone has a worldview - no- one stands nowhere. • Human / social scientists ask questions about how people live. • Everyone has a worldview - no- one stands nowhere. • Philosophers ask questions about how people think or reason. **What is the torah and why is it so important to Jewish families?** • explain what it means to treat something with respect • identify important rules in their own lives – and say why they are important • suggest why the Torah might be valued by Jews

- Give clear, simple accounts of what the story means to Christians.
- Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others.
- Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example.
- Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.

Salvation:

- Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.
- Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).
- Recognise that Jesus gives instructions about how to behave.
- Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.
- Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas

Gospel:

- Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news.
- Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.
- Recognise that Jesus gives instructions to people about how to behave.
- Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless.
- Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession).

- talk about how Jewish people show respect for the Torah, using examples from pictures, videos or stories
- identify possible meanings for the commandments (rules) that God gave to Moses
- identify some things that the Jewish community might learn from the Torah about how to live good lives, such as caring for / respecting other people
- to consider how we can teach others about how to care for and respect for special things and other people

Why do Jewish families celebrate the gift of Shabbat?

- reflect on why rest might important
- be able to discuss respectfully that families have different routines and engage in a variety of activities during the week and at the weekend
- be able to think of different reasons to get together for a family meal and why this might be important
- investigate source materials e.g. photographs, stories, artefacts to help answer questions
- talk about the different elements of Shabbat and why they might be important for Jewish families
- use the vocabulary creation, work/rest, meal, Shabbat
- talk about how Jewish families put their beliefs about the importance of Shabbat into practice in their homes and/or synagogue
- talk about what might be important to the different Jewish families they encounter through the resources
- to consider how can we teach others how to show respect for different families and traditions

What makes a good leader?

- retell stories about religious leaders
- talk about the things that people can learn from leaders
- identify features / qualities of good leadership from the lives of different leaders
- give examples of how leaders made a difference to other people
- suggest what might make people want to follow them
- give simple reasons for why someone might be a good leader
- talk about the things that they have learnt about being a good leader
- reflect on leadership in their own lives & the examples they follow
- Explore how they can be an example for others

Is it better to give or receive?

- talk simply about how giving is important to different people, and why
- identify messages from stories about giving from Judaism and Christianity

	• Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas. Creation: • Retell the story of creation from Genesis 1:1–2.3 simply. • Recognise that 'Creation' is the beginning of the 'big story' of the Bible. • Say what the story tells Christians about God, Creation and the world. • Give at least one example of what Christians do to say thank you to God for the Creation. • Think, talk and ask questions about living in an amazing world.	• talk about different communities of people and how giving expresses what's important to them • give examples of the difference that giving makes to individuals and communities • begin to understand how giving and receiving help to build a strong community • respond with sensitivity to the experiences of giving and receiving • talk about how giving / receiving might make someone happy • recognise that the question 'Is it better to give or to receive?' is difficult to answer and that different people will have different views • give simple reasons for their views • Explore the idea of giving as setting an example to others in our community here **Why do people tell stories?** • retell stories that they have experienced during their learning • talk simply about the meanings of stories or what people might learn from them e.g. about God or how to live • use appropriate vocabulary when they talk e.g. about stories, artefacts or people • give examples of how stories might help people (communities) to live their lives or to find comfort • suggest why stories may be special to different communities • respond with sensitivity to different types of story, recognising that these are often special to other people • recognise that some stories explore difficult questions or give hope to people in difficult times • give simple reasons for their views • share what they have learnt from the stories; Do they help us learn about being a good example for others?

POSSIBLE BIG QUESTIONS

WINDOW	**MIRROR**	**DOORS**
Where does God live?	Who am I?	How do I look after my friends?
Can you talk to God?	What do you believe?	How can you help others?
What is your favourite time of year? Why?	What do I like in my friends?	Why is forgiveness so important?
What things are wrong?	Which is more valuable a mouse or a tree?	Why should we care about animals?
	How do my friends make me feel?	How can you be a good friend to others?
	What do you think about when you are still?	How can we make the world better?

Science: Class 2

Biology			Chemistry	Physics
Animals, including Humans	**Animals, including Humans**	**Plants**	**Materials**	**Seasonal Change**
• Alive or dead • Habitats • Adaptation • Food chains	• Animal reproduction • Healthy living • Basic needs	• Plant and seed growth • Plant reproduction • Keeping plants healthy	• Identify different materials • Name everyday materials • Properties of materials • Compare the use of different materials • Compare movement on different surfaces	• The four seasons • Seasonal weather
• Classify things by living, dead or never lived • Know how a specific habitat provides for the basic needs of things living there (plants and animals) • Match living things to their habitat • Name some different sources of food for animals • Know about and explain a simple food chain	• Know the basic stages in a life cycle for animals, (including humans) • Know why exercise, a balanced diet and good hygiene are important for humans	• Know and explain how seeds and bulbs grow into plants • Know what plants need in order to grow and stay healthy (water, light & suitable temperature)	• Know how materials can be changed by squashing, bending, twisting and stretching • Know why a material might or might not be used for a specific job	• Name the seasons and know about the type of weather in each season • Have an awareness of sun safety

Class 2

Working Scientifically

- Ask questions such as:
  - Why do our hearts beat faster after exercise?
  - How long are roots of tall trees?
  - Why do some animals have underground habitats?

- Use equipment such as thermometers and rain gauges to help observe changes to local environment as the year progresses

- Use magnification to find out more about small creatures and plants

- Know how to set up a fair test and do so when finding out about how seeds grow best

- Classify or group things according to a given criteria, e.g. deciduous and coniferous trees

- Draw conclusions from fair tests and explain what has been found out

- Use measures (within Year 1/2 mathematical limits) to help find out more about the investigations they are engaged with

Art: Class 2

Evaluating and reflecting

Say which materials, tools and media they like or dislike working with.
When looking at the creative work of others, express clear preferences and give some reasons for these.
Ask questions about an artist or their work.
Share their ideas, experiences and imagination.
Describe what they can see when looking at an artist's work and say whether they like/ dislike anything about the work. Vocalise and identify how the work makes them feel.

Drawing

Experiment with and control marks made with different media: pencils, rubbers, crayons, pastels, felt pens, charcoal, chalks, fine tipped drawing pens.
Draw from observation using different surfaces.
Investigate tone by drawing light/ dark lines, patterns and shapes.
Use different grades of pencils.
Use a viewfinder to focus on details.

Key Vocabulary

Thick/ thin, smudge, dark/ light, hard/ soft, wavy, curved, straight, texture, surface, marks, shapes, tone, detail.

Painting

Use a variety of tools and techniques i.e. brush sizes and types.
Secure understanding of the simple colour wheel and the primary and secondary colours.
Mix colours to match artefacts and objects, including brown.
Work on different scales.
Experiment with different painting techniques e.g. layering.
Work from direct observation and imagination.

Key Vocabulary

Thick/ fine brush, primary/ secondary colours, mix, palette, types of paint e.g. watercolour, poster, acrylic, apply.

Printmaking

Create simple pictures by printing from a range of hard and soft materials.
Take simple prints, for example, monoprints, block relief and resist printing.
Recognise pattens in the environment.

Key Vocabulary

Pattern, impressed images, relief printing.

Sculpture
Explore sculpture with a range of malleable materials. Manipulate malleable materials in a variety of ways e.g. rolling, kneading, shaping. Understand safety and care for the tools. Experiment with constructing and joining various materials. Including how to make pinch pots with clay and how to join them together. Look at discuss their own work and the work of their peers. Look at the work of artists. Create texture by changing surfaces of malleable materials. Impress and apply simple decoration techniques e.g. painting, impressed and applied. Work with a range of construction kits.
Key Vocabulary
Roll, knead, sculpt/ sculpture, texture, construct, pinch, carve, joins.

Collage and Textiles
Choose fabrics/ threads based on colour, textures, and shape. Cut and shape fabric using scissors/ snips. Apply decoration to fabrics using buttons, feathers, beads. Create images with a range of media e.g. photocopies, fabric, crepe paper, magazines. Fold, tear, crumple and overlap papers.
Key vocabulary
Texture, shape, fabric names, creation, fold, tear, overlap, card, paper, tissue paper, crepe paper, cellophane, plastic.

Digital Media
Explore ideas using digital sources e.g. internet, photos. Record visual information using cameras and making videos. Use simple graphics packages to create images and effects e.g. House of Tartan (Interactive Weaver) and Doodle Art.
Key Vocabulary
Photography, video, digital.

Development of Key Genres

Portrait Development
Draw people and faces with greater detail e.g. eyelashes, hair style, buttons etc. Know the meaning of portrait and self-portrait. Show people's emotions through facial expressions.

Still Life Development
Copy the work of famous artists. Use colour mixing to match the colours of objects. Develop an awareness of size comparison/ scale.

Landscape Development
Mix colours to match the colours in a landscape. Create imaginary and observed landscapes.

Key artists	
Cycle 1 Picasso- Cubist/ Surrealism (Who Am I?) Jackson Pollock- Splatter Paintings (Sensational) Bridget Riley- Optical Illusions (Sensational) Vincent Van Gogh-Impressionism (Flowers and Insects)	Cycle 2 Caravaggio- Still Life Fruit Paintings/ Renaissance (I'm Alive) Michael Thompsett- Skyline Pictures/ Modern (Buildings) Various- Light and Shadow Artwork (Seeing the Light)

Glossary of Terms

There are 7 elements of art that children should be exposed to and encouraged to use and discuss.	
Colour	Colour is the element of art that is produced when light, striking an object, is reflected back to the eye. There are 4 properties of colour: 1. Hue: the name we give to colours. 2. Intensity: the vividness of the colour. Is sometimes referred to its saturation or its strength. 3. Value: how light or dark it is. The terms shade and tint refer to value changes in colour. Shades are created by adding black. Tints are created by adding white to a colour. 4. Complementary colours: these are the colours opposite each other on the colour wheel.
Line	Lines and curves are marks that span a distance between two points. In art, line is the use of various marks, outlines, and implied lines during artwork and design.
Form	The form of work is its shape, including its volume or perceived volume. A three-dimensional artwork has depth as well as width and height. However, two-dimensional can achieve the illusion of form with the use of perspective and/ or shading or modelling techniques.
Space	Space is any conductive area that an artist provides for a particular purpose. Space includes the background, foreground and middle ground, and refers to the distance or areas around, between and within things. There are two types of space: 1. Negative space: the area in between, around, through, within an object. 2. Positive space: the areas that are occupied by an object or form.
Texture	Describes how something feels or looks. It can be simulated or real.
Shape	Shape refers to a 2-dimesnsional, enclosed area. Shape could be geometric, such as squares, circles, triangles etc.
Value	This is the degree of lightness and darkness in colour. The difference in value is called contrast. Value can relate to shades, where colour gets darker by adding black to it (shade), or tints, where a colour gets lighter by adding white to it.

Knowledge and skills as an artist (Sticky Knowledge) At KS1, the Sticky Knowledge headings take full account of the National Curriculum's main characteristics.				
	Using Materials	Drawing	Use colour, pattern, texture, line, form, space and shape	Range of artists
	• Use a range of materials creatively to design and make products	• Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	• Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	• Study a range of artists, craft makers and designers
Class 2	Know how to cut, roll and coil materials.	Know how to show how people feel in paintings and drawings.	Know how to mix paint to create secondary colours. Know how to create brown with paint.	Suggest how artists have used colour, pattern and shape.

	Know how to use IT to create a picture or design. Know how to create a printed piece of art by pressing, rolling, rubbing and stamping. Know how to make a clay pot and know how to join two clay pots together. Know to use different effects within an IT paint package.	Choose and use three grades of pencil when drawing. Know how to use pencil, charcoal and pastel to create art. Know how to use a viewfinder to focus on a specific part of an artefact before drawing it.	Know how to create tints with paint by adding white and know how to create tones by adding black.	Know how to create a piece of art in response to the work of another artist.

Design Technology: Class 2

Developing, Planning and Designing

Understanding contexts, users and purposes. Generating, developing, modelling and communicating ideas.

Identify a purpose for what they intend to design and make. Identify their target group and say how their product will be suitable. Design purposeful, functional, appealing products based on design criteria. Generate, develop, model and communicate their ideas through talk, drawing, templates, mock-ups and IT (where appropriate). Model ideas by exploring materials, components and construction kits. Use knowledge of existing products to help come up with ideas. Work in a range of different contexts e.g. imaginary, story-based, home, school and the wider environment.
Key Vocabulary
• Plan • Prepare • Design • Materials • Ideas • Use • Model • Development • Market Research • Survey • Template

Making

Planning and practical skills and techniques.

Plan: With support, follow a simple plan or recipe. Begin to select from a range of hand tools and equipment, such as scissors, safe knives, graters, zesters, juicers. Explain their choices. Select from a range of materials, textiles and components, including textiles and food ingredients. **Practical Skills and Techniques:** Learn to use hand tools and kitchen equipment safely and appropriately, and learn to follow hygiene procedures. Use a range of materials and components, including textiles and food ingredients, construction materials and kits, and mechanical components. With help, measure, mark out, cut and shape a range of materials. Cut and shape materials with some accuracy. Assemble, join and combine materials, components and ingredients. Use finishing techniques to improve the appearance of their product, including those from art and design. Manipulate fabrics in simple ways to create a desired effect. Use a basic running stitch. Cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups.
Key Vocabulary
Fast • Slow • Faster Slower • Up • Down Turn • Wind up • Design • Draw • Sketch • Tools Fix • Glue • Attach Features • Brick • Wood Stone • Cloth • Metal • Foam • Felt • Paper Tissue • Newspaper Cardboard • String • Wool • Clay • Scissors • Glue Tape • Cut • Stick Decorate

Evaluating

Evaluating their own ideas and existing products.

Own Ideas and Products: Talk about their design ideas and what they are making. Make simple judgements about their products and ideas against design criteria. Suggest how their products could be improved. Start to understand that the iterative process sometimes involves repeating different stages of the process. **Existing Products:** Explore and evaluate existing products mainly through discussions, comparisons and written evaluations. - What the products are - who the products are for - what the product is for - how the products work

- how they are used
- what materials products are made from
- what they like/ dislike about the products.

Key Vocabulary

Change • Improve • Prefer
• Useful • Unsuccessful
• Future • Progress • modify • Alter • Adapt • Original
• Finished article • Evaluate • Graphics

Technical Knowledge

Knowing how products work.

Build simple structures, exploring how they can be made stronger, stiffer, more stable.
Talk about and start to understand the simple working characteristics of materials and components.
Explore and create products using mechanisms, such as levers, axels and wheels.
Use the correct technical vocabulary for the projects they are undertaking.

Key Vocabulary

Use vocabulary associated for all the areas of D: Designing, Making, Evaluating and Cooking and Nutrition.

Cooking and Nutrition

Knowing where food comes from. Knowing about food preparation, cooking and nutrition.

Know where foods come from:
Understand that all foods come from plants or animals.
Know that food has to be farmed, grown elsewhere (e.g. home) or caught.
Food preparation, cooking and nutrition:
Know how to name and sort foods into the 5 groups in the Eatwell Guide.
Use what they know about the Eatwell Guide to design and prepare dishes.
Know how to prepare simple dishes safely and hygienically, without a heat source.
Know how to use techniques such as cutting, peeling, and grating.

Key Vocabulary

Healthy • Unhealthy
• Source • Fruit • Vegetables • Clean • Safe
• Dirty • Unsafe • Amount Ingredients • Recipe
• Weight • Nutrients Vegetarian • Dietary requirements

Sticky Knowledge

Design Technology (Sticky Knowledge) At KS1, the Sticky Knowledge headings take full account of the National Curriculum's main characteristics.					
	Designing	Making	Evaluating	Technical Knowledge	Food Technology
	Design - purposeful, functional, appealing products for themselves and other users based on design criteria Design - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.	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.	Explore and evaluate a range of existing products evaluate their ideas and products against design criteria.	Build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	Use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.
Class 2	• think of an idea and plan what to do next • explain why they have chosen specific textiles	• choose tools and materials and explain why they have chosen them • join materials and components in different ways • measure materials to use in a model or structure	• explain what went well with their work	• make a model stronger and more stable • use wheels and axles, when appropriate to do so	• weigh ingredients to use in a recipe • describe the ingredients used when making a dish or cake

Geography: Class 2

Locational Knowledge		Place Knowledge	Human and Physical Geography	
• *name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.*	• *Name and locate the world's seven continents and five oceans.*	• *Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.*	• *Identify seasonal and daily weather patterns in the United Kingdom and 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:* • *Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather* • *City, town, village, factory, farm, house, office, port, harbour and shop.*
Class 2	• Know the names of the four countries that make up the UK and name the three main seas that surround the UK. • Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland. • Know the names of and locate the seven continents of the world. • Know the names of and locate the five oceans of the world.	• Know the main differences between a place in England and that of a small place in a non-European country.	• Know the main differences between a city, town and village. • Identify the following physical features: mountain lake, island, valley, river, cliff, forest and beach. • Explain some of the advantages and disadvantages of living in a city or village. .	

Map skills and Fieldwork skills

- *Use world maps, atlases and globes*
- *Use simple compass directions*
- *Use aerial photos, construct simple maps*
- *Undertake simple fieldwork within the school locality*

	Map Skills:	Fieldwork Skills:
Class 2	**Using Maps:** • Follow a route on a map.	**Gather Information:** • Use basic observational skills.

	• Use simple compass directions (North, South, East, West). • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. **Map Knowledge:** • Use maps to locate the four countries and capital cities of UK and its surrounding seas. • Locate and name on a world map and globe the seven continents and five oceans. **Making Maps:** • Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph). • Use and construct basic symbols in a key.	• Carry out a small survey of the local area/school • Draw simple features. • Ask a familiar person prepared questions • Use a pro-forma to collect data e.g. tally survey • Ask and respond to basic geographical questions. **Sketching:** • Create plans and draw simple features in their familiar environment. • Add labels onto a sketch map, map or photograph of features. **Audio/Visual:** • Recognise a photo or a video as a record of what has been seen or heard. • Use a camera in the field to help to record what is seen.

History: Class 2

Within living memory	Beyond living memory	Lives of significant people	Local history
• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	• events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	• the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods	• significant historical events, people and places in their own locality
• **Invite guest to discuss changes to holidays and how money has changed within her living memory. Children to ask related questions.**	• **Recall the events of the Great Fire of London and give reasons why it happened** • **Give details as to why the Titanic crashed** • **Know about an event or events that happened long ago, even before their grandparents were born – Gfof L** • **Know what we use today instead of a number of older given artefacts – holidays**	• **Name a famous person from the past and explain why they are famous such as Samuel Pepys** • **Name a famous person from the past and explain why they are famous such as Samuel Pepys and explain what impact they had. E.g. King Charles II**	• **Understand who John Poole was and why he founded the school. (Links to RE values)**

- ❑ Sticky Knowledge: Know about an event or events that happened long ago, even before their grandparents were born GFof L, Know what we use today instead of a number of older given artefacts, Know that children's lives today are different to those of children a long time ago, Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.) GFof L Fire Service and London changes

Music: Class 2			
Singing	**Playing an instrument**	**Listening and appreciate**	**Create own music**
Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes	Pupils should be taught to play tuned and untuned instruments musically	Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music	Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music
• **sing or clap increasing and decreasing tempo** • **perform simple patterns and accompaniments keeping a steady pulse**	• **play simple rhythmic patterns on an instrument**	• **make connections between notations and musical sounds**	• **order sounds to create a beginning, middle and an end** • **create music in response to different starting points**

Music Kapow Units Long Term Overview Two Year Program

Class 2 (Year 1)	**Pulse and Rhythm (My Favourite Things) Yr 1**	**Nativity**	**Music Vocab (Under the Sea) Yr 1**	**Timbre and Pattern (Fairy Tales) Yr 1**	**Pitch and Tempo (Superheroes) Yr 1**	**Vocab and Body (By the Sea) Yr 1**
Class 2 (Year 2)	**West African Call and Response (Animals) Yr 2**	**Nativity**	**Dynamics , Timbre, Tempo (Space) Yr 2**	**Tempo (Snail and Mouse) Yr 1**	**On This Island British Songs Yr 2**	**Song Writing and Performance (Own Unit)**

Computing: Key Stage 1

Objectives can be taught through the use of the NCCE Teach Computing Units of Work

	Algorithms	Create programs	Reasoning	Sticky Knowledge
	Pupils should be taught to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	*Pupils should be taught to create and debug simple programs*	*Pupils should be taught to use logical reasoning to predict the behaviour of simple programs*	
	design and program movement of a character on screen to tell stories (Discovery Education Coding Level 1)	create a series of instructions and plan a journey for a programmable toy (Coding Critters)	predict program outcomes (Coding Critters and Discovery Education Coding)	Know how to move a simple programmable toy
	Design algorithms and programs that use events to trigger sequences of code (Discovery Education Coding Level 2)	Create and debug programs, and using logical reasoning to make predictions (Coding Critters)	predict what the outcome of a simple program will be (logical reasoning). (Coding Critters and Discovery Education Coding)	Know how to sequence simple instructions to programmable toy

	Using technology	Uses of IT beyond school	Safe use	Sticky Knowledge
	Pupils should be taught to use technology purposefully to create, organise, store, manipulate and retrieve digital	*Pupils should be taught to recognise common uses of information technology beyond school*	*Pupils should be taught to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies*	
Class 1	use a website and a camera record sound and play back (IWB, iPad) Recognise technology in school and use it responsibly (Y1) Choose appropriate tools in a program to create art, and make comparisons with working non-digitally (Doodle Art & paintz.app) Y1 Explore object labels, then using them to sort and group objects by properties (Google Classroom) Y1 Use a computer to create and format text, before comparing to writing non-digitally Google Classroom) Y1	talk about some of the IT uses in their own home	use technology safely keep personal information private (Project Evolve)	Know that a camera/i-pad can store images and sounds Know where IT is used at home Keep safe
Class 2	Choose appropriate tools in a program to create art; capture and change digital photographs for different purposes (iPad: Doodle Art, camera; Chromebook: paintz.app)	Recognise technology and IT in school and how it is used responsibly to improve our world in school and beyond	know where to go for help if concerned: Trusted Adults (National Online Safety)	Know how to store and access digital content on a device. Know how tech is used in different areas in and out of school Know your trusted adults

Computing: Key Stage 1
Vocabulary

Class1	Camera, photo, sound, record, website, instructions, program, move, click, code, computer, i-pad, safe, e-safety
Class 2	Code, data, computer, program, algorithm, click event, click start, debug, property, run, information, technology, trusted adult, stranger, online, post, e-safety, digital devices (iPad, camera, Chromebook, PC, games console), log on/off, password, screen, username, image

French: Class 2

Units of study	**French greetings with puppets (5 lessons)** Pupils learn how to introduce themselves, to ask how someone is feeling and to say how they are feeling	**French adjectives of colour, size and shape (5 lessons)** Pupils learn to say the names of colours, describe shapes using the adjectives of colour and size, create an animal from 2D shapes, and works of art inspired by French artist Matisse	**Playground games (5 lessons)** Children count, recognise and use the numbers to twelve, ask how old someone is and say how old they are and compare sentence structures in French and English
Content	Speaking and Listening Introductions Speaking and Listening Expressing how you feel	Speaking and Listening Colours and shapes Speaking and Listening Recognising and using adjectives of size and colour	Speaking and Listening Counting 1-12 Speaking and Listening Literacy Saying your age
Skills	Speaking and Listening Literacy Listening and responding Literacy Appreciating stories, songs and rhymes	Speaking and Listening Presenting ideas and information orally Speaking and Listening Developing accurate pronunciation	Literacy Exploring patterns and sounds of language Speaking and Listening Speaking in sentences
Links	**Music**	**Art**	**Maths**

PSHE: Class 2

Class 2	Topics	Intent	
	Who am I? / The Stories People Tell The Great Fire of London / Sensational Flowers and Insects / All Dressed Up **I'm Alive/ Buildings Titanic / Seeing the Light Our World / Treasure Island**	PSHE/International	RHE
		• Be able to respect one another individuality and independence • Know some of the rules of groups • Know some factors that can harm or improve health, or endanger their safety • Understand that they belong to a number of groups and the rules of those groups • Spirit of sacrifice • Be able to work alongside each other • Love of animals • Looking after the world's peoples, plants and animals • Study of our local environment and how to care for it • Keeping safe near roads, in the sea, pool and sun. **Mental wellbeing** • that there is a normal range of emotions • varied vocabulary of words to use when talking about their own and others' feelings • the benefits of physical exercise and time outdoors on mental wellbeing • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate • simple self-care techniques, including the importance of rest, time spent with friends and family. • where and how to seek support including whom in school they should speak to if they are worried about their own or someone else's wellbeing **Physical health and fitness** • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). **Healthy eating** • what constitutes a healthy diet • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating **Health and prevention** • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist	**Families and people who care for me** • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • that stable, caring relationships, which may be of different types,are at the heart of happy families, and are important for children's security as they grow up. **Caring friendships** • how important friendships are in making us feel happy and secure, and how people choose and make friends • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. **Respectful relationships** • the importance of respecting others, even when they are very different from them or make different choices or have different preferences or beliefs. • the conventions of courtesy and manners • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • practical steps they can take in a range of different contexts to improve or support respectful relationships. **Being safe** • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • how to recognise and report feelings of being unsafe or feeling bad about any adult • it is not always right to keep secrets if they relate to being safe • where to get advice e.g. family, school and/or other sources

	• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. **Basic first aid** • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.		Online Safety
	British Values	Online Safety/Safeguarding	
	Tolerance Mutual respect Individual responsibility Law abiding	See Curriculum Statements below.	

Objectives met through Project Evolve

Self-image and identity	Online reputation	Online relationships	Online bullying	Managing online information	Health, well- being and lifestyle	Privacy and security	Copyright and ownership
I can explain how other people may look and act differently online and offline. I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.	I can explain how information put online about someone can last for a long time. I can describe how anyone's online information could be seen by others. I know who to talk to if something has been put online without consent or if	I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country). I can explain who I should ask before sharing things about myself or others online. I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure. I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do. I can identify who can help me if something happens online without my consent.	I can explain what bullying is, how people may bully others and how bullying can make someone feel. I can explain why anyone who experiences bullying is not to blame. I can talk about how anyone experiencing bullying can get help.	I can use simple keywords in search engines. I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri). I can explain the difference	I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment. I can say how those rules / guides can help anyone accessing online technologies.	I can explain how passwords can be used to protect information, accounts and devices. I can explain and give examples of what is meant by 'private' and 'keeping things private'. I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords). I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).	I can recognise that content on the internet may belong to other people. I can describe why other people's work belongs to them.

	it is incorrect.	I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online. I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.		between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. I can explain why some information I find online may not be real or true.			

Physical Education: Key Stage 1

Athletics	Gymnastics	Dance
master basic movements including running, jumping, throwing and catching	*developing balance, agility and co-ordination, and begin to apply these in a range of activities*	*perform dances using simple movement patterns.*
• run at different speeds • jumping in a variety of ways from a standing position • perform a variety of throws with basic control	• make body curled, tense, stretched and relaxed • control body when travelling and balancing • copy sequences and repeat them • roll, curl, travel and balance in different ways • explore jumps and learn how to land with control	• perform own dance moves • copy or make up a short dance • move safely in a space • learn to move with a partner
• change speed and direction whilst running • jump from a standing position with accuracy • perform a variety of throws with control and more accuracy • Can use equipment safely	• plan and perform a sequence of movements • improve sequence based on feedback • think of more than one way to create a sequence which follows some 'rules' • begin to teach a partner • explore different balances with increasing balance • explore travelling on their hands and feet • Learn forward roll	• change rhythm, speed, level and direction in dance • make a sequence by linking sections together • use dance to show a mood or feeling • move with a partner

Evaluation	Healthy Lifestyles
• Can comment on their own and other's performances. • Can give comments on how to improve a performance. • Use appropriate vocabulary when giving feedback.	• Can describe the effect exercise has on the body. • Can explain the importance of exercise and a healthy lifestyle.